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VISION

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ADJECTIVES IN ENGLISH

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ABSTRACT

This article deals with the morphological and syntactical features of adjectives in English and analyzes their types, degrees of comparison and methods of learning. Besides, the issues on their translation of English adjectives into the Uzbek language is taken into consideration.

KEYWORDS: *Adjective Degrees, Types Of Adjectives, Morphological Method, Syntactic Method, Simple Adjectives, Compound Adjectives, Relative Adjectives, Qualitative Adjectives.*

INTRODUCTION

In English, as in Uzbek, words denoting a sign or characteristic of an object are called adjectives. With this feature, it belongs to the group of words that indicate status. Adjectives are mainly included in the group of noun determiners because they define the noun. Adjectives can represent a different characteristic. For example: *red – qizil, sweet – shirin, big – katta, clever – aqlli, young – yosh, greedy – ochko'z, och, nokas, interesting – qiziq, cunning – ayyor*, etc. Although all the above adjectives have in common that they indicate the sign of the object, they differ in what they indicate: some of them mean the color or color of the object, while some of them indicate what the object is made of [1].

In English, adjectives are classified according to their structure, as in Uzbek. According to the degrees of comparison, it can be simple, derivative, compound.

A simple adjective consists of a root morpheme: *big, green, clever, warm, clean, dry*, etc. Simple adjectives are also considered simple adjectives when form-forming morphemes are added. For example:

Long – longer – longest

Big – bigger – biggest

Deep – deeper – deepest

An artificial adjective is an adjective formed with the help of a formative suffix. For example: *cream-y – creamy, care-full – carefull, un-mind-full – unmindfull*.

An adjective can consist of a stem and a number of affixes at the same time, but since the stem is single-part, it remains artificial/derivative.

The compound quality, in turn, is divided into two:

simple compound adjective: *trouble-free, true-blue, true-bred, sea-born*.

compound adjective: *blackguardly, black-hearted*.

Compound adjectives can also include words formed with various prepositions, conjunctions, and other words: coast-to-coast black-and-white television.

Adjectives are divided into qualitative and relative adjectives according to their meaning and grammatical characteristics[2]:

The qualitative adjective expresses the character, color, size, physical and mental state of the object directly, not through another object: little, big, large, wide, young (yosh), long (uzun), green (yashil), blue (ko'k).

The relative adjective expresses the relation to different sign, thing, place, time, etc.poor, (kambagal), ikkiyuzyllik (two hundred years), monthly (monthly), revolutionary (revolutsion).

Because relative adjectives are mainly made from other categories, they do not have comparative and superlative degree forms, that is, they do not have an addition forming the form of adjective degrees.In English, the degree of adjectives means that the words are equal, more or less than each other according to their signs or characteristics, as a result of changing their morphemes of qualitative adjectives using special morphemes, or syntactically combining with another word. In English, the following levels of quality are distinguished:

Simple degree (positive degree).

Comparative degree.

Superlative degree.

In modern English, degrees of adjectives are mainly formed by morphological and syntactic methods. The simple degree is expressed by the stem of the adjective, while the comparative and superlative degree is expressed by the morphological (sometimes syntactic) method. Morphological method is the formation of comparative and superlative degrees by adding suffixes -er, -est to one or two, sometimes polysyllabic words. The degrees of a group of adjectives are formed by the suppletive method, that is, by changing the vowel in the stem. For example: good – better – best; bad – worse – worst. These two forms may differ stylistically:

Older - older, older, older.

Elder – older (relative to brother, sister)[3].

In Gapparov's textbook, the adjectives whose levels are formed by the supplementary method, which have two forms in the comparative or superlative degrees, are given as follows [4]:

Positive	Comparative	Superlative
good	better	best
bad/ill	worse	worst
little	less	least
	lesser	
much/many	more	most
near	nearer	nearest
		next
far	farther	farthest
	further	farthest
old	older	oldest

	elder	eldest
late	later	latest
	latter	last
out	outer	Outmost, outermost
	utter	Uttermost, utmost
up	upper	Upmost
		uppermost
in	inner	Inmost
		innermost

In addition to the mentioned methods, there is also a third syntactic method, which is characteristic of words from some Latin and other languages, in which the preposition to is used instead of the conjunction than. For example: He is inferior to his friend John.

By repeating the definite article with an adjective, a model indicating comparative degree can be created: the... the... (how much... so much...). The more books you read the more new words you will come across. The more the letter (The sooner the better).

Such a comparison is more typical for adverbs. For example: The sooner the better. The less said the better [5].

To strengthen the meaning of adjectives, words such as much, far, by, still, even can be added to comparative and superlative degrees. For example: much longer, much more difficult, far cleverer, far more difficult, still better, still more difficult, even bigger – by far the biggest, even more difficult – by far the biggest, by far the most difficult

The following examples of the text of this form can be given: *This is by far the best. Istanbul is far bigger than Tashkent. Well, we won't have much more of this weather, he said* (Th. Dreiser).

One of the syntactic features of adjectives is that they are combined with different word groups and define them.

1.The adjective is combined with a noun and determines it either prepositively or postpositively: *clever boy, interesting books, fresh air, secretary general, court martial.*

2. An adjective can be combined with a noun by means of a preposition: *free of tax, true to life, red with anger.*

3.When the adjective is combined with some adverbs, the adverbs strengthen their meaning: *very nice, awfully sorry.* Adverbs can be repeated twice or more to strengthen the meaning: *O, that this too, too solid flesh would melt. Thaw, and resolve itself into a dew!*

4.The adjective can be combined with different forms of fe: *true hearted, to look blue, to see red, a black born fool.*

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ON IMPROVING THE ORGANIZATION OF RENDERING SPECIALIZED NEPHROLOGICAL CARE TO THE POPULATION

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ABSTRACT

The article discusses specialized nephrological care, which includes the diagnosis and treatment of acute and chronic kidney diseases, as well as the management of patients with end-stage renal disease receiving various types of renal replacement therapy.

KEYWORDS: *Kidney Pathology, Nephritis, Renography, Deontology, Comorbidity.*

INTRODUCTION

Nephrology as a separate medical specialty became autonomous compared to other therapeutic specialties (cardiology, pulmonology, etc.) much later. The main reason was the significantly lower prevalence of reno-parenchymal pathology compared to diseases of the cardiovascular, respiratory, digestive systems, etc.

Of no less importance was scientific ignorance of the etiology and pathogenesis of kidney diseases and, accordingly, the lack of evidence-based approaches to their treatment.

Today it is clear that, despite the relatively low prevalence of kidney pathology, the relevance of this problem lies in the predominant incidence of young people, the continuity of the progression of chronic forms of diseases, wide comorbidity, disability and mortality in patients of working age and limited access to modern methods of treatment (value, failure to provide methods of renal replacement therapy).

The Society of Nephrologists should be familiarized annually with the incidence of acute glomerulonephritis, the prevalence of interstitial nephritis, renal amyloidosis, nephropathies, as well as congenital and hereditary nephropathies. Nephrologists, on the basis of brought to their attention, in addition to the above-mentioned indicators of mortality from kidney disease, inpatient care, clinical examination of patients, the qualifications of nephrologists, other statistical indicators, if they are reliable, make it possible to compare and evaluate the state of nephrological care, take the necessary measures for its optimization.

In recent decades, significant progress has been made in the development of theoretical and practical nephrology. Nephrology has emerged as an independent rather important branch of internal medicine, the further development of which is given much attention.

Specialized nephrological care includes the diagnosis and treatment of acute and chronic kidney diseases, as well as the management of patients with end-stage renal disease receiving various

types of renal replacement therapy (programmed hemodialysis, peritoneal dialysis) and kidney transplant recipients. In each country, the nephrological service is organized primarily on a territorial basis. A network of specialized nephrology departments and hemodialysis departments in medical institutions has been created and continues to expand. To assist patients with chronic renal failure, the method of chronic hemodialysis, peritoneal dialysis, kidney transplantation and surgical treatment of renal (vasorenal) symptomatic hypertension are widely used, as well as other modern methods of treating patients with a nephrological profile.

Thanks to the introduction into diagnostic practice of new clinical and laboratory, biochemical, immunological, instrumental, ultrasound, X-ray urological, radioisotope (renography, kidney scanning) and special (puncture biopsy of the kidneys, angiography of renal vessels, etc.) renal lesions, and the use of so-called new pathogenetic methods of therapy has significantly increased the effectiveness of the treatment of this group of patients.

This was facilitated by the improvement in the training of nephrologists, as well as the advanced training of general practitioners - family doctors in the field of practical nephrology.

However, despite the undoubted achievements and successes of modern nephrology, many issues still remain unresolved. This concerns, first of all, studying the prevalence of kidney diseases, establishing the identification and registration of nephrological patients, improving the quality of their treatment, conducting preventive and anti-relapse treatment, and increasing the availability of renal replacement therapy.

The widespread use of the term "chronic renal failure" made it possible to unite all renal pathology and determined new approaches not only to the implementation of measures aimed at slowing the progression of the disease and its treatment, but also to the organization of the nephrological service.

The primary link in nephrological care is (should be) a family doctor. Knowing the family under his care, the age composition and state of health of the members, the conditions and nature of their work, living conditions, and a family doctor with a focus on risk factors for kidney pathology can lay the foundation for their primary and early detection.

Urinalysis (general, daily proteinuria), blood pressure measurement, kidney ultrasound can be available to confirm the presence of renal pathology. A patient with a nephrological profile, being under the supervision of a specialist - a nephrologist, is subject to control by a family doctor regarding the prescribed treatment, the order of dispensary examinations, and rehabilitation after acute diseases.

The role of the family doctor increases when creating such a form of care as a home hospital. A family doctor should be a source of knowledge for family members on maintaining a healthy lifestyle (nutrition, rest, bad habits). In this regard, he must play the role of an educator, convincingly educate a sense of the value of health and life.

The mission of a doctor, especially a family doctor, is to convince the patient of following the recommended regimen, diet, and medication. It is known that the course of reno-parenchymal pathology is often small and asymptomatic. Under such circumstances, in patients of predominantly young age, compared with older age groups of patients, the attitude to health is less responsible (frivolous).

Therefore, cases of refusal of medicines by patients are not uncommon. It was found that a year after the discovery of arterial hypertension in patients, almost half of them does not use antihypertensive drugs due to satisfactory health. In patients with reno-parenchymal hypertension, compared with patients with essential (hypertension), the state of health deteriorates much less frequently.

Therefore, often an increase in blood pressure in nephrological patients is established by chance and without even realizing it, prescribing a urinalysis, establishing a false diagnosis of hypertension.

Deontology in the field of nephrological medical care also includes the belief of patients in the regularity of dispensary examinations, diet, rest, and professional activities. It is important to convince the patient of the need for extrarenal treatments (hemodialysis, peritoneal dialysis, kidney transplantation).

In this case, it is more difficult to calm him down, inspire hope for the effectiveness of treatment and even restoration of working capacity (depending on the profession).

It is even harder than our circumstances to organize treatment, to calm a patient with end-stage chronic renal failure when it is impossible to implement renal replacement therapy, especially when the patient is aware of its need.

A family doctor can diagnose kidney damage; the nosology of the pathological condition must be confirmed by a specialist - a nephrologist, taking into account the wide comorbidity of renal pathology.

Mutual integration of lesions of the kidneys and other organs and systems is due to the fine anatomical and histological structure of the kidneys, their multifunctionality (excretion, incretion, participation in metabolic processes, hemodynamics), the massiveness of their blood supply and circulation. Comorbidity is realized through the combined etiology of lesions of the kidneys and other organs of pathogenesis.

Damage to other organs and systems may occur as a result of drug therapy for kidney diseases (anticoagulants, antiaggregants, etc.). On the other hand, drug treatment of extra renal diseases may be accompanied by nephrotoxic effects.

The combination of kidney diseases with diseases of other organs and systems can be mutually independent (accompanying pathology), kidney pathology can be secondary (pathogenetically dependent) and can be regarded as a complication of the kidneys of the underlying disease, as a complication due to treatment.

Renal comorbidity, the possibility of numerous complications from different organs and systems in kidney diseases and vice versa dictate the need for integration of nephrology with numerous medical specialties, the need for broad knowledge of nephrologists and proper nephrological literacy of doctors of various specialties.

Thus, the urgent tasks of increasing the level of nephrological care are improving statistical reporting, improving the qualifications of nephrologists, improving the nephrological literacy of family doctors, doctors of related specialties, active, early detection of reno-parenchymal pathology, increasing the level of out-of-clinical care (polyclinic, day hospital, home hospital) the level of clinical examination, the availability of treatment, the processing and implementation

of ethical and deontological rules, inpatient educational work with patients and among the population as a whole.

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GEOGRAPHICAL ASPECTS OF USE OF RECREATION RESOURCES OF JIZZAK REGION

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ABSTRACT

In this article, the recreation resources of Jizzakh region are analyzed in the cross-section of districts. Recreational geography and its tasks are discussed. Detailed information is provided about health and recreation centers, shrines and temples, state reserves, national nature park. The article focuses on the analysis of research, scientific literature, articles and statistical data conducted in the field.

KEYWORDS: *Recreation, Leisure, Medical Geography, Tourism Geography, Resort Science, Tourism, Tourist, Tourism Industry, Tourist Region, Hotel, Tourist Space, Cultural Heritage Objects.*

INTRODUCTION

Actuality of the Research Topic

Today, many of us know that tourism is becoming one of the most profitable sectors of the national economy in the countries of the world. The tourism industry primarily encourages tourists to rest and sightseeing and has a significant impact not only on the economy of states, but also on the social, cultural and educational spheres [1]. In this regard, it is important to conduct scientific research aimed at identifying natural, socio-economic factors and objects underlying the development of tourism in tourist destinations, assessing the tourist potential of regions and studying the peculiarities of seasonality in tourist destinations.

A set of measures is being implemented in the republic to create favorable economic and organizational and legal conditions for the accelerated development of tourism, to ensure the competitiveness of national tourist products in the world tourism market, the effective use of tourist facilities, to improve the quality of services provided, to increase the flow of tourists visiting our country. In the new development strategy of the Republic of Uzbekistan for 2022-2026 for purposes No. 35 "... It provides for the creation of additional tourist zones and recreation areas in the Zamin, Forish, Bakhmal districts and in the "Aidar-Arnasoy" lake system,

the implementation of projects worth 300 million US dollars, the creation of 25 thousand jobs [2]. The establishment of priority goals and objectives for the accelerated development of the tourism sector in our republic, the further increase of its role and share in the economy, the improvement of tourist infrastructure indicate the relevance of this issue.

Goals and objectives: investigation of detailed information about recreational resources, therapeutic and recreational areas, shrines and places of interest, state reserves, national natural parks of the Jizzakh region is the main purpose of this work. To achieve this goal, the following tasks were set:

- Learn to create the necessary conditions for the restoration of human health;
- Identification and analysis of the natural environment, socio-economic conditions and resources necessary for recreational systems;
- Organization of recreational systems;
- Study of conditions for the creation of territorial recreational systems.

RESULTS AND THEIR DISCUSSION

As you know, the geography of recreation includes a set of activities aimed at recreation, leisure, restoring health, enjoying the beauty of nature and raising its spirit. The word recreation comes from the Polish "recreasia", which means rest, and the Latin "recreatio", which means restoration of health. Therefore, long-term recreational activity corresponds to tourism, and in this context, the geography of tourism is also part of the traditional recreational geography. Recreational tourism is also directly related to the restoration of health (sanatoriums, resorts, boarding houses, etc.).

On the other hand, spa science studies the methods necessary to restore health by physiological analysis of the body and studying the treatment conditions necessary to restore a person's physical strength[3].

Recreational Geography -defines and studies the emergence of territorial recreational systems in terms of the properties of natural recreational resources. Analyzes and develops methods of human recovery and recovery. It acts to restore the physical, natural and mental state of the body. Solves the issues of organization of resorts and medical institutions.

Scientific and methodological foundations of geographical study and development of recreation and tourism, evaluation criteria from foreign and domestic scientists: N.Leiper (1979), D.Getz (1986), S.Williams (1998, 2009), C.M.Hall, S.J.Page (2002), V.S. Preobrazhensky (1972, 1975, 1986), D.L. Armand (1975), Yu.A.Vedenin (1982), N.S. Mironenko (1981, 1998, 2006), L.I. Mukhina (1973), N.A.Danilova (1988), K.Dzhumashev (1990), A.G.Nizamiev (1998), S.R. Yerdavletova (2000), L.Yu. Mazhar (2008, 2009), V.I. Kruzhalin, N.S. Mironenko, and others. Currently, some problems of tourism in our republic have also been dealt with by such researchers as A.S.Soliev, H.Vakhobov, A.N.Nigmatov, N.Tukhliev, F.Komilova, S.B.Abbasov, A.Abulkasimov, Yu.I. Akhmadaliyev, M.R.Usmanov[4].

It is known that due to the fact that the natural and climatic conditions of the Jizzakh region are more favorable compared to other regions of the republic, settlements have long existed in the region, local residents were engaged in such industries as agriculture and crafts. The Jizzakh region is also distinguished by its clean air, climate and beautiful nature [5].

The territory of the Jizzakh region is divided into flat and mountainous parts, sharply differing from each other in the structure of the earth's surface, the relief consists of lowlands, deserts and steppes, hills and mountains, as well as natural lakes. The northern part of the region consists mainly of plains and lowlands, and the southern sides cross it through the mountains Chumkortog, Morguzar and Nurota, which are the northern branches of the Turkestan range. Between these mountains are the swamps of the Sangzor and Gallaorol mountain ranges, which are of important economic importance. The fact that the southern part of the province consists of mountainous and foothill plains, as well as intermountain valleys, is also important for the development of tourism.

The largest rivers in the territory of the Jizzakh region are considered Sangzor, Zominsuv, Ravotsoy, these rivers are saturated by tributaries flowing down from the mountains. For irrigation of agricultural crops, the Tuyatortar Canal, the 1st and 2nd Southern Mirzachul canals, the Jizzakh, Zomin, Korovultepa reservoirs were built.

The mountainous and foothill areas of the Jizzakh region are distinguished by a wealth of various tourist sites. The mountain landscapes of Zomin, Chumkortog(Turkestan), Morguzar and Northern Nurota are of particular importance here. In these mountains, you can see, first of all, places for hot water treatment, places for outdoor recreation and sports in the mountainous region, places for short-term rest. However, in mountain landscapes, tourists are also attracted by unique natural monuments, namely the similarity in the human-shaped rock, unique mountain peaks, dense juniper thickets on the mountain slopes, unique animals and rock carvings of various animals[6].

The springs in mountain streams and the sacred places existing around them make it possible to develop religious tourism in the province. Artificial canals, reservoirs, artificial lakes in the flat landscapes of the region are currently not only used for irrigation of agricultural land, but are also widely used for recreation.

In addition, hot waters emanating from flat landscapes are distinguished by their healing properties, which allows them to be used in medical tourism. Ancient historical monuments, cisterns, remnants of reservoirs, etc., located on the territory of the region, further increase the tourist potential of the regions. The Jizzakh region is rich in recreational resources necessary for recreation, treatment, recreation, the possibilities of using them for recreational and tourist purposes are high.

The mountainous areas of the Jizzakh region include Bakhmal, Zomin, Forish, Gallaorol, Sharof Rashidov and Yangiabad districts. The total land area of these districts is 18.08 thousand square kms. Also 870,200 people (2022), which makes up most of the province's territory, i.e. 85%.) is considered a region with a population of about. 60% of the total population of the province lives in these areas[7].

Mountainous and foothill areas of the region include the high-altitude landscape of Zomin, the plain landscapes of Chumkortov (Turkestan), Morguzar, Northern Nurota, Karokchitog-Gubdintog, Sangzar Valley and Gallaoral sertepa. According to the nature of the use of tourist and recreational opportunities in these regions, it can be divided into places with regular treatment and short-term rest. In addition, it is divided into wellness, that is, those who relax by doing sports in the mountain air, and those who restore health by resting in summer camps. A recreational complex in this area can be built taking into account its potential wealth with

recreational and medical institutions, boarding houses, children's camps[8]. There are polyclinics in the region specializing in the treatment of various diseases (Table 1).

TABLE 1 THERAPEUTIC AND HEALTH-IMPROVING AND RECREATION FACILITIES

№	Names of therapeutic and health-improving facilities	Addresses of therapeutic and health-improving facilities
1.	“Marjonsuvi” sanatorium	MarjonbulokRGC (rural gathering of citizens), Gallaorol district
2.	“Bakhmal” sanatorium	BakhmalRGC, Bakhmaldistrict
3.	“Khavotog” sanatorium	Balandchakir tonship, Yangiabaddistrict
Zamin district		
4.	Therapeutic and health-improving and recreation facility “AzimZominShifo”	Reserve massif
5.	“Zomin mother and child” sanatorium	Reserve massif
6.	Therapeutic and health-improving and recreation facility “Plato”	DuobaRGC
7.	Therapeutic and health-improving and recreation facility “Zomin-Urikli soy”	DuobaRGC
8.	Therapeutic and health-improving and recreation facility “NKMK”	DuobaRGC
9.	Therapeutic and health-improving and recreation facility “Archazor” (Land of junipers)	DuobaRGC
10.	“Zomin” sanatorium	DuobaRGC

The table is compiled on the basis of data from the Statistics Department of the Jizzakh region.

Consequently, recreation places are allocated due to short-term visits to holy places and recreation, sightseeing of natural monuments. In particular, in the landscapes of mountainous and foothill areas of the Jizzakh region with a favorable microclimate and clean air, regularly cultivated landscapes of the Gubdin-Karokchitog district, there are great opportunities for the treatment of diseases related to the nervous system, mental changes. In the medical complex Marjobulok on the basis of hot spring water, joints, motor, supporting organs of the human body are treated.

There are many recreational facilities and resorts in Zomin that are important for the development of tourism. Among the existing recreational facilities, the sanatorium “Zomin” has

a special status. The sanatorium is located 50 km from the district center, on the northern slope of the Turkestan mountain range.

The sanatorium “Zomin” (LLC), which is considered a climatic resort, was chosen as the base object. Because the sanatorium is considered to be the most beautiful recreational facility on the territory of Zamin. This recreational facility, located on the northern slope of the Turkestan ridge, is located at an altitude of 2100 meters above sea level, on the territory of the Zaminsky National Natural Park, its area is 25 hectares. The unique mountain landscape that attracts people's attention, fresh air, sufficient abundance of sunlight and high ultraviolet illumination create favorable conditions for carrying out climatic preventive and therapeutic procedures.

The main therapeutic factor in this area is the mountain air and climate. There are 12 doctors working in the sanatorium: cardiologist, urologist, neurologist, gynecologist and dentist. People with diseases of the respiratory tract, nervous system (functional diseases), restoration of health and allergies (bronchial), asthma come to this sanatorium for treatment.

This sanatorium is able to accommodate about 700 people at the same time. The sanatorium Zomin is equipped with modern medical and diagnostic equipment, for the treatment of patients with bronchial asthma, methods of hygrotherapy (artificial pearls, iodine-bromine, pine baths, showers, swimming pool), physiotherapy, physical therapy, wellness path, massage are widely used. The main residential building has rooms that meet the requirements, from the first to the sixth floor. The seventh floor was renovated in 2019 and put into operation. The sanatorium has a mother and child building, family rooms, a dining room and treatment rooms.

The sanatorium has established “mother-child” departments for the reception of children aged 3 to 14 years with their parents. The dormitories consist of cozy single and double rooms, the building houses a club, a library, a sports ground, game rooms with attractions for young children. The duration of sanatorium treatment is 10 days, with a 100% tariff and a preferential 45% tariff. During the summer holiday season, only those who come on a voucher are accepted. The cost of one day in this sanatorium as of 2022 is 335 thousand rubles, and suites-490 thousand rubles. Vouchers to the sanatorium are issued by trade unions every two years. There are a number of children's camps in the region (Table 2).

TABLE 2 CHILDREN'S CAMPS

№	Names of children's camps	Addresses of children's camps
1.	Kamolot	Kashkarbulok RGC, Gallaorol district
Forish district		
2.	Koinot (Universe)	Yomchi village
3.	Mirzachel	Yomchi village
4.	Zngoriolov (Blue flame)	Kattabogdonvillage
5.	Jilgacha	Kattabogdonvillage
6.	Tabassum (Smile)	Kattabogdonvillage
7.	Matlubotchi	Kattabogdonvillage

SharofRashidov district		
8.	Sh. Rashidov	Uobsoyvillage
9.	Energy	Uobsoyvillage
10.	Bobur	Uobsoyvillage
11.	Buston	Uobsoyvillage
Zamin district		
12.	Lochin	In the centre of the district
13.	“Zomin camp” LLC	Kurik village, Gallakor RGC
14.	Named after Ya. Norbekov	Kurik village, Gallakor RGC
15.	Zomin-Sunrise	Togterak village, DuobaRGC
16.	Alokachi	Yettikechuv village, DuobaRGC
17.	“OKMK”	Togterak village, DuobaRGC
18.	Gulistan	Togterak village, DuobaRGC

The table is compiled on the basis of data from the Statistics Department of the Jizzakh region.

The forest lands of the Jizzakh region, as well as the waterfalls and springs of Khushmanzar in the streams are also benefits of nature. Also, real natural museums can be called forests (almond groves, junipers, shrubs) in the Zaminsky forestry, as well as relief forms formed by streams and flowing waters in the western part of the Zaminsky mountain forest Reserve, peculiar moraine rocks and numerous caves. We consider it necessary to conduct a recreational and tourist assessment of the activities of the Research Institute located on the territory of the Zaminsky National Park, Zaminsky Sanatorium and numerous resorts.

CONCLUSION

When assessing the recreational opportunities of the Jizzakh region, the study of natural monuments, springs, caves, ancient plane trees, cisterns, recreational and health facilities in the region is of great importance. Spring waters and mud, available in the region and widely used in medicine and other industries, create favorable conditions for the restoration of public health, wellness and recreation, further increase the importance of recreation and tourism.

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FEATURES OF GADGET DEPENDENCE IN PRESCHOOL CHILDREN

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ABSTRACT

Children today live surrounded by modern gadgets; we take them with us everywhere, including to school, home, and the street. Many of us find it increasingly difficult to picture our lives without the technological advancements of the present era—gadgets, whose significance in our lives can vary greatly. The English term "gadget," which means "device, fixture," is where the word "gadget" originates. The characteristics of the dependence on the gadget are the subject of opinions and feedback from preschoolers.

KEYWORDS: *Preschool Age, Children, Gadgets, Feature, Modern, Technology, Negative Impact.*

INTRODUCTION

If a child uses the internet or plays video games frequently, their vision will decline. According to specialists, vision declines rapidly in young children, usually within six months, and rehabilitation is not always possible. Parents must therefore ensure that their children do not live "hugging" with technology but instead mature and develop in the real world. Children who are immersed in video games on a tablet or laptop hardly move at all. They frequently hunch over while sitting with their preferred devices. All of this results in spinal curvature. This issue is physiological as well as aesthetically problematic. All human organs depend heavily on the health of the spine.

Finally, because the neck muscles feel static stress the most, interactive entertainment frequently causes headaches. This narrows blood arteries and lessens the supply of oxygenated blood to the brain. Therefore, only a headache that goes away after engaging in vigorous exercise or outdoor physical activity. This is a delay in the development of speech, to start. Recent years have seen an increase in complaints from parents and teachers regarding delays in speech development, including children starting to speak later, speaking less, and speaking in weaker, more primitive tones. There is nearly always a need for extra speech therapy support in kindergarten classes.

Speech is not an imitation of other people's words and is not a memorization of speech signs. Mastering speech at an early age occurs only in live, direct communication, when a child not only listens to other people's words, but also responds to another person, when he himself is included in the conversation. In addition, it enters not only with hearing and articulation, but also with all its movements, thoughts and emotions. For a child to speak, speech must be present in his specific practical actions, in his real impressions and, most importantly, in communication

with an adult. Modern children, most often, use speech very little in communication with close adults. They absorb information from the Internet, TV shows that do not require their response, do not respond to their attitude and cannot influence themselves in any way. Parents who are tired and silent are replaced by a computer or TV screen. But the speech coming from the screen remains an incomprehensible set of other people's sounds; it does not remain "someone's". Therefore, children prefer to be silent or express themselves with screams or gestures.

For many children, it has become difficult to perceive information by ear - they cannot hold back the previous phrase and connect separate sentences, cannot understand their meaning. Auditory speech does not cause images and stable impressions in them; they need a ready-made visual image. Therefore, they are simply not interested; they are bored of reading even the best children's books. Another fact that many researchers point out is a sharp decrease in the imagination and creative activity of children. Children lose the ability and desire to independently master themselves, play meaningfully and creatively. They make no effort to invent new games, create fairy tales, and create their own fantastic world. They are not interested in talking to each other. Scientists have noticed that communication with peers is becoming more and more superficial and formal: children have nothing to talk about or argue about. They prefer to press the button and wait for new ready-made entertainment. Own independent, meaningful activity is not only blocked, but also does not develop and does not even appear, does not appear.

According to children's psychologists, the abuse of gadgets leads to the formation of addiction when a child tries to devote his free time to computer games and watching online cartoons, giving up other entertainment. Having lost their favorite electronic device, children begin to feel uncomfortable and move. But, on the other hand, such dependence arises if the baby does not have alternative interests. It is easier for a child to spend his free time at the computer, being constant at home without certain activities. Studies have shown that almost two-thirds of children addicted to Gadgets never climbed a tree in their lifetime, did not weave a single wreath from a wild Rose, did not build a hut, more than a third never climbed a tree. Seeing statistics that two-thirds of children never climb a tree in the short but most active period of their lives, we see that in gadgets they enslave a child and steal a real childhood.

Children are a period of rapid formation of the inner world, the formation of the personality of the individual. In the future, it is almost impossible to change or catch during this period. Early and preschool childhood (up to 6-7 years old) is a period of the emergence and formation of the most basic human abilities, during which the entire building of the individual is built and maintained. Doctors say that a long concentration of vision on a small object can cause eye irritation, and this, in turn, is fraught with inflammation or infection. Also, almost all preschool children who look at the screen all day have poor eyesight. This is confirmed by Statistics.

As for hearing, loud music in headphones can cause hearing loss when it is difficult for a person to speak, especially in the presence of background noise. The fact is that many headphones that come with the device do not have close contact with the ears, so people are forced to increase the volume so as not to be distracted by extraneous sounds. In addition, listening to explosive melodies through hearing aids can lead to hearing loss. Eye strain as a result of prolonged staring at a computer screen causes not only visual disturbances, but also headaches. All gadgets are sources of radiation. Electromagnetic waves have a negative effect on the work of the whole body and can cause headaches, insomnia and even disorders of the immune system.

If we talk specifically about sleep disorders, then radiation is not the only cause of insomnia. The same culprit of restless sleep is artificial light from the screen, which suppresses the production of melatonin in our body - a hormone responsible for sleep. It helps students to learn what excessive hobbies with various gadgets lead to, what diseases they can cause, teaches them to minimize the harm they cause, and explains that even in our information age, this is not necessary.

In the period from 3 to 6-7 years old, the child continues to intensively develop thinking, ideas about the world around him, understanding himself and his place in life, self-esteem. Its main activity is gaming. Gradually, new motives appear for him: a role in a fictional situation. An example of the main role is adults. If yesterday it was often a mother, father and caregivers, today, under the influence of television, things that destroy the psyche of children, gangsters, bandits, militants, attackers and terrorists often become idols. In life, children carry what they see on the screen. The position on the decisive role of living and upbringing in the mental and social development of the child is confirmed.

Natural properties, inclinations are only a condition, not driving forces Child Development. How it develops and how it grows depends on the people around it, how it is brought up. Preschool childhood is a period when development processes in all directions are very intense. The maturation of the brain has not yet been completed, its functional characteristics have not yet developed, and its work is still limited. The preschooler is very plastic, easy to learn. Its capabilities are much higher than those offered by parents and teachers. These features should be used fully in education. It is necessary to be careful that it is comprehensive. Only by organically connecting moral education with physical, emotional with Labor, mental aesthetics can we achieve a holistic and coordinated development of all qualities.

In conclusion, the above does not mean that it is necessary to exclude a computer, a tablet from the life of children. It is impossible and meaningless. But in preschool and early school age, when the inner life of the child is now taking shape, the screen poses a serious danger. In childhood, the use of modern electronic gadgets should be strictly measured, under the supervision of parents, and even with them the whole family. Preschool childhood is a period when development processes in all directions are very intense. The maturation of the brain has not yet been completed, its functional characteristics have not yet developed, its work is still limited. The preschooler is very plastic, easy to learn. Its capabilities are much higher than those offered by parents and teachers. These features should be used fully in education.

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FORMATION OF THE QUALITY OF FUNCTIONAL FOOD PRODUCTS

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ABSTRACT

From pumpkin seeds it is possible to obtain a unique prescription component for flour confectionery - powder. Pumpkin seed powder has a diverse chemical composition of biologically active components, which proves its effectiveness as a functional food raw material. The article discusses the composition of pumpkin seed powder and the possibility of using it as a raw material for the production of flour culinary and confectionery products.

KEYWORDS: *Pumpkin Seed Powder; Rational Nutrition; Functional Food Product; Sand Semi-Finished Product, Biscuit Semi-Finished Product.*

INTRODUCTION

According to the fundamentals of the concept of state policy in the field of healthy nutrition, which consists in maintaining and strengthening the health of the population through rational nutrition, as well as in the prevention of diseases caused by inadequate and unbalanced nutrition, it is necessary to develop food products that not only satisfy human nutritional needs, but and have a positive effect on the health of the body. Such products can be flour culinary and confectionery products with the addition of secondary vegetable raw materials in the form of powder from pumpkin seeds.[1-8]

World trends in the field of nutrition are associated with the creation of products that improve health with daily use and are called functional.

The most promising in the field of functional additives is vegetable raw materials:из-занизкойстоимости;

Due to the wide variety of chemical composition of biologically active components;

In all areas of the food industry, by-products are formed that, if not used, pollute the environment. Such secondary vegetable raw materials contain many biologically valuable functional substances and can be used in the future in food production.

Today, market conditions dictate the need for manufacturers to create products that could be in demand by consumers who care about healthy eating. To do this, manufacturers of various food products strive to produce products that not only satisfy organoleptic quality indicators, but also improve people's health with daily consumption, that is, functional products. These products can

be obtained by changing the recipes and production technologies of already known food products by adding functional additives during the technological cycle, such as vitamins and minerals, dietary fiber, antioxidants, bifid bacteria, polyunsaturated fatty acids, oligosaccharides, microelements, non-traditional and secondary vegetable raw materials, complex additives and many others.[9-16]

One such type of functional raw material is pumpkin seed powder. This powder, when added to daily food products, which can be flour confectionery products, in particular shortbread, waffle dough, biscuit dough, can become the basis of a healthy diet for all population groups. This confirms the expediency of research, creation and development of the production of specialized semi-finished sand products enriched with various biologically active additives, including one of the most balanced in terms of the content of biologically active substances - powder from pumpkin seeds. The benefits of pumpkin seeds are also undeniable for people suffering from hypertension and diabetes: they have the ability to stabilize blood pressure and lower blood sugar levels. In addition, pumpkin seeds are a good diuretic and choleric agent. Rich in zinc, they enhance memory, improve brain function and reduce fatigue.

Pumpkin powder is distinguished by its truly unique vitamin and mineral composition, which the product inherited from nature. The chemical composition of pumpkin powder contains a significant amount of vegetable protein, which in turn is perfectly absorbed by the human body, and also contains a number of essential amino acids.

Pumpkin powder contains arginine, a natural compound that helps strengthen the body's immunity, as well as avoid diseases such as obesity, hypertension, fatty liver, diabetes and others. The benefits of pumpkin powder for the human body are invaluable and are due to the vitamin and mineral composition of the product, which contains such important compounds as lysine, isoleucine, glycine, glutamine, as well as phenylalanine and cucurbitine.

A study of pumpkin powder (Table 1) showed that it contains a fairly large amount of proteins, fats, dietary fiber, linolenic and linoleic acids, sodium, potassium, calcium, magnesium, phosphorus, iron, zinc, and vitamins.

TABLE 1 CHEMICAL COMPOSITION OF FLOUR AND PUMPKIN POWDER, % PER 100 G OF DRY MATTER

Index	Wheat flour premium	Pumpkin powder
Squirrels	11,97	25,85
Squirrels	1,28	51,76
Carbohydrates	82,09	11,30
Alimentary fiber	4,07	29,24
Ash	0,58	5,04
Sahara	1,86	1,48
PUFA:		

Omega-3 (linolenic)	0,03	0,127
Omega-6 (linoleic)	0,56	22,00
Minerals, mg %:		
Na	3,49	15,83
K	141,86	851,54
Ca	20,93	45,37
Mg	18,60	564,52
P	100,00	1238,79
Fe	1,40	10,55
Zn	0,70	10,55
Cu	0,10	1,48
Vitamins, mg%:		
B1	0,20	0,28
B2	0,05	0,16
PP	1,40	5,27
C	-	2,00
Energyvalue, kkal	388	590

During the study, it was revealed that pumpkin seed powder has a unique composition. It contains a large amount of vitamins, especially B vitamins, alpha-tocopherol, biotin, unsaturated fatty acids, as well as minerals, proteins, carbohydrates and phytosterols, which are involved in the formation of a balanced functioning of the human body [2 ; four]. The richest composition of this product should be mentioned:

Amino acids	Tryptophan, arginine, phenylalanine, tyrosine, valine, isoleucine, leucine, histidine, cysteine, threonine, methionine, lysine.
Minerals	Manganese, phosphorus, magnesium, copper, zinc, iron.
Saturatedacids	Myristic, palmitic, stearic.
vitamins	E, K, C, B1, B2, B4, B5, B6, B9, alpha and beta carotene, cyanine, lutein.
Unsaturated acids	Omega 3 and 6, linolenic, arachidonic, linoleic, oleic.

Pumpkin seeds include more than fifty useful substances, which in turn are directly involved in all vital functions of the body.

The benefits of pumpkin seed powder depend mainly on a wide variety of vitamin composition, in which the first place in content is: vitamin B1, vitamin B6, vitamin B9, alpha-tocopherol, biotin, and they are also rich in such vitamins us, as pantothenic acid, vitamin B2, vitamin PP, choline. Pumpkin seeds are also rich in minerals such as magnesium, phosphorus, potassium and others (Table 2).[17-23]

Sunflower seed powder contains natural antioxidants represented by phenolic compounds. Among them are such chemically active antioxidants as caffeic acid, chlorogenic acid.

table 2

Vitamin and mineral content of sunflower seed powder		
Nameofvitamin/mineral	Content, mass fraction per 100 gproduct, g	
Vitamins:	1,48-2,10	
Vitamin B1(тиамин)		
Vitamin B6 (pyridoxine)	0,800-1,345	
Vitamin E (alphatocopherol)	33,20-35,17	
Biotin	0,67	
betacarotene	30,0	
mineral вещества:	645,0	
Calcium	367,0	
Magnesium	354,0	
Sodium	160,0	
Sulfur	180,8	
Phosphorus	705, 0	

Sunflower seed powder also has a rich content of lipids, which can be divided according to the ability to interact with alkalis into: acyl and isoprenoids. The group of acyl lipids includes ethers and esters. And the group of isoprenoids includes carotenoids, fat-soluble vitamins and provitamins, sterols, chlorophylls and other compounds. All lipids have certain biological functions in the human body: they are involved in the construction of cell membranes, metabolism, regulation of hormonal functions, etc. Sunflower seeds have a high content and diverse composition of not only fats and vitamins, but also a wide variety of proteins, amino acids (including essential ones) and carbohydrates.

Such a diverse composition of pumpkin seed powder makes it possible to use it as a functional component for the manufacture of food products, in particular for the manufacture of semi-finished sand products.

Powder from pumpkin seeds is obtained by cleaning from the outer hard shell of seeds, subsequent grinding and sieving. When grinding sunflower seeds, a partial destruction of the cell wall and intercellular interactions occurs, therefore, the chemicals that make up sunflower seeds interact better with the rest of the prescription components when adding powder from sunflower seeds to the dough for the preparation of sand semi-finished product. This makes it possible to facilitate the process of formation of a stable fat emulsion with a high degree of dispersion of fat globules during dough kneading, and this improves the structure and organoleptic characteristics of the sandy semi-finished product.[24-29]

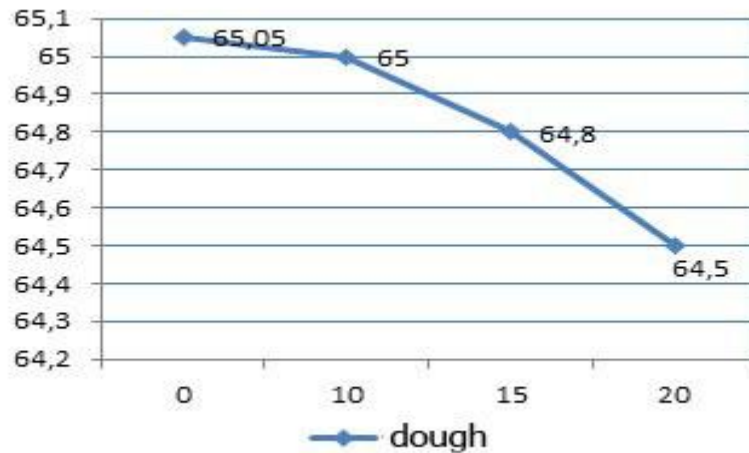
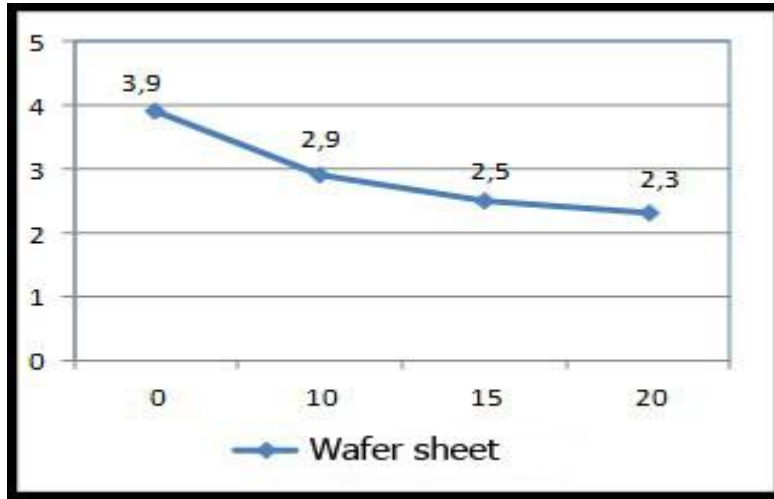
Based on the research and experimental data obtained, a production technology was developed and the optimal recipe for a semi-finished sand product was selected using powder from sunflower seeds.

We have investigated the possibility of obtaining a prophylactic wafer test using pumpkin powder (TP).

To achieve this goal, it was decided to use the recipe of sheet wafers as a control sample, and add an additive in the form of pumpkin powder to the recipe in the amount of 10, 15 and 20% of the mass of flour in the mixture.

Was in accordance with GOST 5900 "Confectionery products. Methods for determining moisture and solids" determined the dependence of the moisture content of products (%) and dough (Fig. 2) on the content of pumpkin flour in them.

According to Figure 1, we can conclude that the moisture content of the dough is within normal limits, but with an increase in the dosage of pumpkin powder, the moisture content of the waffle dough drops, since the moisture content of pumpkin powder is lower than that of wheat flour. The same dependence can be traced in finished products. The mass fraction in the wafer sheet is in the range of 2.5 - 3.9%. The values of the mass fraction of moisture in finished products with 10 and 15% pumpkin powder are within acceptable limits.



4,5,2,7

Dosage of TP, %

Figure 1. Dependence of moisture (%) of wafer dough and sheet on the dosage of pumpkin powder The increase in humidity can be explained by the fact that dietary fiber and pectin, which are part of the pumpkin powder, are able to absorb and retain moisture, preventing its free removal during baking.

When studying the structural and mechanical properties of the studied samples and control, it was found that with an increase in the dosage of pumpkin powder to 15% of the mass of flour, the relative density of the wafer dough increases (Fig. 2). Moreover, with the introduction of 10% fibers, it amounted to 1.062 g/cm³, which is 6.2% higher than the control sample.

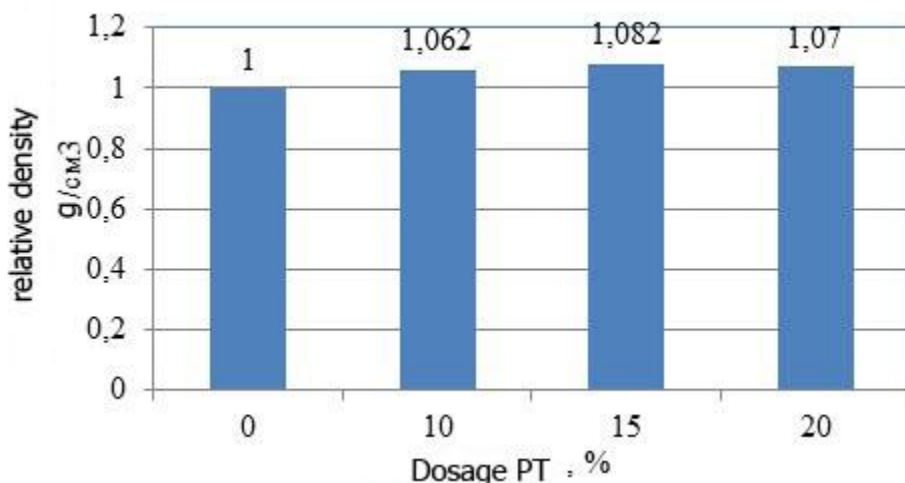


Figure 2 Dependence of the relative density of wafer dough on the dosage of pumpkin powder

Figure 3 shows the results of determining the degree of wetting of a wafer sheet, carried out in accordance with GOST 10114 “Flour confectionery products. Method for determining wetness” [1]. It has been established that with an increase in the dosage of pumpkin powder in the wafer sheet recipe, the wettability of products decreases by 7.4% with the addition of 15% TP from the mass of flour and by 10.5% at 20%. This can be explained by the presence of pectin substances in the powder, which retain a significant amount of water.

TABLE 3 A RECIPES FOR USING PUMPKIN POWDER TO ENHANCE THE FUNCTIONALITY OF BISCUITS.

Nameofadditives	The content of additives, mg. %		
	Sample-1	Sample-2	Sample-3
Pumpkinpowder	50	40	30
Margarine	12	14	18
Almondflour	5	9	11
Peanutextract	0,5	0,9	1,0
Powderedsugar	10	12	14
Syrup	5	8	10
Premium wheat flour	14,2	13.61	12,7

v/s			
Water	3,3	3.3	3.3

According to the analysis of the results of Table 3, pumpkin powder was added to the product formulation in different amounts, as a result of which the amount of remaining raw materials decreased, and the functionality of the product increased. It should be noted that pumpkin powder has a positive effect on the quality of the product, as well as on its cost, since most of the almond flour and walnut extract are imported to Uzbekistan as raw materials.

Analysis of the results shows that the nutritional and biological value of the herbal supplements we choose lies in a rich set of vitamins and minerals necessary for human health. From the point of view of the concept of healthy nutrition, it allows you to create therapeutic and prophylactic and dietary products with a low sugar content and enriched with protein and vitamin supplements. The use of pumpkin powder in the production of cookies and cakes is due to the fact that this supplement is an excellent source of amino acids that contribute to the production of the joy hormone serotonin. In addition, pumpkin helps lower blood cholesterol levels, increase hemoglobin levels, and have a positive effect on the functioning of the heart and blood vessels. Eating them has a positive effect on digestion and prevents bowel cancer. Also, the use of pumpkin is one of the best ways to create dietary products that are indispensable for people with diabetes.[29-33]

The proposed methods are practically unacceptable for small confectionery enterprises, since they do not set the task of mass distribution of their products, but sell it on the spot. Therefore, they rely on traditional methods with minimal mechanization and the use of all kinds of modern ingredients (mixtures). This allows them to be original, mobile in assortment, and also maintain a high level of product quality. During the experimental tests, a soft biscuit recipe based on pumpkin powder was developed and the product was prepared (Table 4.)

TABLE 4 A RECIPE FOR USING PUMPKIN POWDER TO ENHANCE THE FUNCTIONALITY OF SOFT BISCUITS

Nameofadditives	The content of additives, mg. %		
	Sample-1	Sample-2	Sample-3
Pumpkinpowder	30	20	12,5
Soyflour	10	5	3
Milk	10	8	5
Arichosaextract	0,5	0,5	0,5

Powderedsugar	9,5	9,5	9,5
Syrup	5	5	5
Premiumwheatflour	25	42	54,5
Water	10	10	10

According to the analysis in Table 4, the first sample is functional compared to the rest of the samples, since the remaining samples show a high content of flour, which, due to the presence of gluten in the composition, reduces the functionality of the product. A mixture of pumpkin not only increases the functionality of the product, but also contains vitamins A, C, E, K, T, PP and vitamins B1. , B2, B5, B6, beta-carotene, manganese, zinc, iodine, copper, cobalt, chromium, barium, sulfur, selenium, phosphorus, titanium, magnesium, potassium, iron and other trace elements. The composition of this product is rich in easily digestible carbohydrates, natural sugars and dietary fiber. The inclusion of pumpkin and pumpkin powder in the recipe as a sugar substitute allows you to get dietary products that help lower cholesterol, improve cell renewal, strengthen blood vessels and normalize bowel function. With regular use of pumpkin and pumpkin powder, cholesterol levels decrease, cell renewal improves, blood clotting improves, and intestinal microflora normalizes. Pumpkin and pumpkin powder contains a complex of antioxidants, 30-45% of which are flavonoids. Comprehensive evaluation of pumpkin powder in experimental studies has shown that it is absolutely harmless. In normal concentrations, pumpkin ingredients do not have side effects on the body, do not have mutagenic properties and do not cause allergic reactions.

CONCLUSIONS:

The studied theoretical data confirm the expediency of using pumpkin seeds as a sweet, rich and pleasant flavoring agent in the preparation of flour confectionery. This allows you to get low-calorie, highly biological, environmentally friendly products enriched with vitamins and minerals. In addition, the use of this plant material will significantly reduce the inflow of imported raw materials. It also increases the possibility of obtaining products that can be recommended in dietary and preventive nutrition.

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**DIDACTIC POSSIBILITIES OF IMPROVING PROCESSES OF
DEVELOPMENT OF THE CREATIVE COMPONENT OF FUTURE
PHYSICAL EDUCATION TEACHERS IN THE EDUCATIONAL
CLUSTER ENVIRONMENT**

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ABSTRACT

This article discusses the effective organization of professional activities in various forms by future teachers of physical culture, the degree of its creativity. Taking into account the social nature of the content of the educational organization and its belonging to pedagogy, the issues of its effective application in the activities of the future teacher of physical culture were studied.

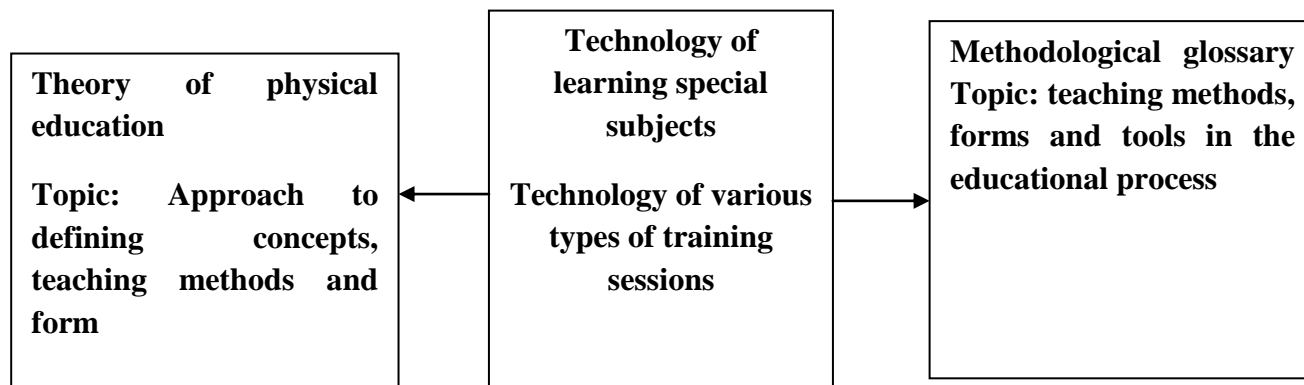
KEYWORDS: *Didactics, Educational Process, Physical Education Teacher, Method, Assessment, Technology, Teaching, Creativity.*

INTRODUCTION

The effective organization of professional activity in various forms by future physical education teachers depends on the level of their creativity. Taking into account the social nature of the content of educational organization and belonging to pedagogy, it can be effectively applied to the work of a future physical education teacher.

For example, during the analysis of DTS in the chosen specialty and working with other teachers of higher education institutions, the module forms an understanding of the forms of organization of general pedagogic teaching. It is determined that the future physical education teacher is inextricably linked with such subjects as it gives a holistic idea of the organization and interconnection of various forms of education.

The interconnection matrix of the subjects of different disciplines is presented graphically in Figure 1.



In today's didactics, the general approaches to determining the levels of mastering the content of the educational material in terms of quantity and quality, and the basis of the system of managing the cognitive activity of future physical education teachers have not been improved. The approach proposed by V.P. Bespalko [1] to determine the level of mastery of the educational material and the levels of the cognitive activity management system of future physical education teachers deserves to be used in educational practice.

The results of experimental training of future physical education teachers with professional-oriented teaching technology tools led to the conclusion that the research hypothesis was confirmed. It means that the following psychological-pedagogical conditions will help the formation of professional competence of future physical education teachers at B Higher Education Institution:

- A specific target orientation in the study of the training course (setting the goal of the training, topic, department for the future physical education teacher, classifying, clarifying and integrating the goals; distinguishing the main, main and auxiliary goals; developing training for the purpose of the students' activity in practice);
- Systematic content provision in the study of academic subjects. It involves the selection and composition of educational material in the future physical education teacher, its classification and integration, the separation of didactic elements of the content, their types and signs, coordination of the content and its fragments with the educational goals, modeling, interpretation and systematization of the content;
- Flexible organizational-methodical support of the educational process. It provides training for the future physical education teacher to choose a set of teaching methods that are suitable for the goals, the content being studied, the age and individual characteristics of the students, and to create an appropriate educational situation and educational tasks;
- Constructive operational-active orientation in studying the educational course. It creates conditions in the future physical education teacher for the development of his creative abilities, authorial intentions, reflection, the possibilities of the task structure of the educational process, taking into account the dialogic interaction of teachers and future physical education teachers, to design and educate constructive learning;
- A motivational and important direction in learning an academic subject. It arises on the basis of development of constant interest and motivation in the development of the project of educational

science, providing opportunities to implement the developed projects in practice during the educational process of higher education institutions.

Based on the results of the experimental work, we justify the importance of implementation of each of these conditions in HEIs, which help to form professional competence in the listed and future physical education teachers.

A clear target direction in learning the course meets the tasks of training professional competence in the future specialist and is given by the teacher at the stage of creation and implementation of the vocational training course. This implies the following:

- Extensive scientific training of the teacher on the leading topics, sections, modules related to the creation of a scientific base for teaching the program material; study of the state educational standard, curriculum, educational programs; selection and analysis of pedagogical and methodical literature; to determine the systems of knowledge, learning and skills that students should acquire;
- Design of highly effective educational professional activity of future physical education teachers and management activity of the teacher. This stage is aimed at setting diagnostic goals and at the next levels (modular, educational training) to clarify them as much as possible in accordance with the required content, to achieve guaranteed results of private didactic goals, to prepare professionals with sufficiently thorough special knowledge and practical training in all areas of future professional activity. is related to description.

Diagnostic teaching goals allow the teacher of vocational education and training to determine and accurately assess the quality of training of future physical education teachers. In order for any goal to be diagnostic, it must be specific, descriptive, measurable, and have a rating scale.

First of all, future physical education teachers should learn what they should get as a result of studying the specific topic and section of the program material, what qualifications and studies they should acquire, where and in what situations to apply the acquired knowledge in the professional situation. In particular, it is planned to form trainings for future physical education teachers to set the goal of training, subject, department, to classify, clarify and integrate the goal, to distinguish the main, main and auxiliary goals, to implement the goal of the activity of future physical education teachers to the appropriate result. Acquisition of these studies took place in the process of organizing and conducting seminars, practical and laboratory work, as well as in the process of creating a project of educational science and reflection of their actions by future physical education teachers.

In this case, the teacher of vocational education should help the future teachers of physical education to accept, assimilate and follow the teaching goal. Achieving such a result is ensured under the influence of the following psychological-pedagogical mechanisms of training professional competence: stabilization, complementation, transformation, implementation of contextual, systematic-active approaches.

This necessitates its systematic content provision in the study of the subject. The selection of the content of the educational material and the procedure of its compositional construction are considered in detail in the works of V.P. Bepalko [2]. It is desirable to take a systematic approach as a basis for the selection and structuring of the content of the educational material. This is explained by the fact that the structure of higher educational institutions constitutes a very stable didactic system, because among some of its elements there are connections and

connections with the logic of the science (which found its expression in the didactically processed educational science), as well as psychological psychology, which is applied to both educational science and higher educational institutions in general. - defined by pedagogical requirements. The implementation of these requirements also fully applies to the project of educational science developed by the student and presented as a means of solving the current problems of the education of OUYu. The knowledge obtained in the trainings, which creates a basis for training relevant studies, but is separated from the real professional activity of the specialist, does not help to transfer them to other conditions. At the same time, opening up the structure of the future physical education teacher's professional activities does not help to see their content, the method of integration.

At the initial stage of training future physical education teachers, the activity of the teacher within the framework of the contextual approach is the leader. Studying is one of the aspects of the didactic process, which consists of the student's activity in acquiring knowledge, learning, and developing personal qualities. However, the training of future physical education teachers in higher education institutions is determined by the material, social and personal important product of the future professional activity - the goals, tasks and character of the educational science project. In this regard, reading is no longer just a way of acquiring knowledge, learning and skills. It is considered a productive educational activity related to the creation of a socially important and personally significant project of educational science. In the process of working on it, not only social experience, but also personal experience is actualized, therefore, the training of future physical education teachers in the conditions of higher educational institutions becomes developmental training.

In this regard, the organization of the pedagogical interaction between the teacher and the student is of particular importance, the pedagogical influence, its active acceptance activates the personal activity of future physical education teachers, which is manifested in the response actions, self-education, self-development. The complexity of organizing interaction with future physical education teachers is that the HE teacher not only organizes interaction with the student, but also teaches future physical education teachers to create their own personal interaction with the future physical education teacher, to develop his creative abilities, authorial intentions, reflection, it is also necessary to ensure the formation of the educational process taking into account the possibilities of the structure of tasks, the dialogic structure of interaction between the teacher and students.

This creates the need to define a constructive operational-active direction in the study of the educational course. Future physical education teachers are given on the basis of determining the content of knowledge, training and skills necessary for successful performance of professional activities. In the framework of this joint activity, the teacher works not only as a "teacher of science", but also as an organizer of a holistic educational situation. The joint activity of the future physical education teachers through the development and further implementation of the educational science project includes not only communicative, but first of all, practical interaction with the future physical education teachers. The general feature of the interaction between the teacher and the student is the change and reconstruction of the personal position of the student, both in relation to the mastered content and their interactions. So, the motivational-important direction in learning the subject of education appears as the next important condition that helps to form the professional competence of future physical education teachers.

The development of the educational project and the organization of the joint activity of the teacher and the student on this basis, taking into account the motives and inclinations of the student, summarizes the process of learning the subject content and personal professional positions of the future physical education teachers, as a result, their readiness and abilities to carry out pedagogical activities. In this case, an important thing in the process of studying the course is to establish, understand and analyze the relationship between the personality of the teacher and the personality of future physical education teachers. The professional-personality aspect of the interaction between the teacher and the student is an important way in which the behavior of the student (the future physical education teacher) and the social organization of the personality are realized.

Thus, the psychological-pedagogical conditions determined experimentally are inextricably linked. Their observance in the educational practice of higher education institutions is based on the unity of the theoretical, practical and motivational readiness of the future physical education teacher, whose content is determined by the goals, tasks, character of the future professional activity, and the material, social and personal significance of this activity of the graduate of higher educational institutions is expressed in the project of teaching technology. consists of, and its application in practice helps in the formation of professional competence, which ensures the goal-oriented implementation of the tasks of training HET specialists.

In the world, a socially active, free, creative person is more and more in demand by society. Formation and development of such a person is one of the most important problems of psychological and pedagogical theory and practice. The idea of education aimed at developing the creative ability and creativity of the individual and improving the processes of developing the creative competence of future physical education teachers in the environment of the educational cluster is the basis of the modern approach to the educational process. The problem of creation and creativity has been researched by psychologists for centuries as a research problem. Despite the existence of many studies on the development of creative abilities, it is the demand of the time to further improve the content of the activity process of future physical education teachers in improving the creative competence development processes of future physical education teachers in the environment of the educational cluster.

Currently, in Uzbekistan, it is necessary to "continue the path of further improvement of the continuous education system, increase opportunities for quality education services, increase the qualification level of pedagogues and specialists; to fundamentally improve the quality of general secondary education, to teach subjects in high demand such as biology, physical education in an in-depth manner; training in specialties that meet the needs of employers and improving the quality and efficiency of the higher education system" was defined as a priority task[3].

In higher educational institutions around the world, goal-oriented work is being carried out to develop the creativity of future physical education teachers, because this process arouses interest in the science of physical education in the formation of physically and mentally healthy individuals of young people, allows to determine the individual abilities of each student, and to freely express their thoughts. makes it possible. For this reason, modern education encourages people to constantly think in new ways, to think creatively in solving the problems they face at home, in society, and in the country.

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**MODEL OF FORMATION OF CIVIC POSITION OF ACADEMIC
LYCEUM STUDENTS IN THE PROCESS OF LEARNING LEGAL
KNOWLEDGE**

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ABSTRACT

As a complex organized and long-term process, the formation of an active civic position of a student in the process of learning legal knowledge in academic lyceums can be shown as a model.

Modeling is the study of knowledge objects by their models. This allows to provide a complete picture of the studied area and to determine the limits of theoretical and experimental research. The concept of "model" has many definitions, which are reflected in the existing definitions.

KEYWORDS: *Process Elements, Interdependence, Performed, Homogeneous.*

INTRODUCTION

V. M. Polonsky interprets "model" as a system of objects or symbols that reflect some important features of the system - the original [1]; V. I. Zagwiazinskyi emphasizes that the main thing in the model is the interdependence of the system elements and the relationship between them, and the relationship forms a structure similar to the structure of the studied object [2]; A similar definition of the model as a system of elements that repeats certain aspects, connections, functions of the research subject V. V. proposed by Kraevsky[3].

The set of existing definitions of the term "model" does not end with the above, but in the context of our research, we can conclude that a model should be understood as a specially designed object that has a certain degree of similarity to the original object and the adequate conditions of the study. At the same time, the typology of models reflects the systematic composition of process elements; reproduces system elements; nature of connection between system elements; elements and functions performed by the model (system) as a whole; conditions for the model to work.

We can agree with E.S.Babunova [4] that the quality criteria of the model can be the following: novelty of reflection (intuitive reflection of problems, their qualitative description, systematic repetition); spread (in general socio-cultural sphere, type of educational institution); the level of creative problem solving using the model (the purpose of using the model is determined, knowledge of various aspects of using the model is deepened).

In the development strategy of the new Uzbekistan for 2022-2026, great importance is attached to the formation and development of innovative clusters, including in the education system.

The concept of "cluster" itself (literally "growing together", "stacking") refers to the combination of several homogeneous elements that can be considered as an independent unit with certain characteristics [5].

The modern definition of the cluster concept used in the educational system was developed by the American economist Michael Porter in the late 1980s. According to him, "a cluster is a group of interconnected organizations operating in a certain field and characterized by a commonality of activity and complementing each other" [6].

E.R. Skornyakova[7] educational cluster includes groups of interconnected objects (educational institutions, public and political organizations, scientific schools, higher education institutions, research organizations, business structures, etc.) to solve specific problems and achieve a specific result. In order to achieve (product), innovative educational activities (educational institution) emphasize that it is a flexible network structure united around the nucleus. Considering the cluster as a system of interrelated elements makes it possible to use a systematic approach, which is based on the study of objects as a system, for the theoretical foundation of the model, which is considered as a direction of special scientific knowledge and methodology of social practice.

The subject of the research is the theoretical and methodological foundations and scientific-methodical support of the formation of the active citizenship position of academic students in the process of learning legal knowledge, and it is directed to the determination of the integrity of the object, the various types of connections of the complex object and bringing them to a single theoretical picture (A.N. Averyanov, V. G. Afanasev, I. V. Blauberg, M. S. Kagan, V. N. Sadovsky, E. G. Yudin and others) [8]. Systematic knowledge of the composition of the organization of elements, the quality of the structure; to determine the external relations of the system and its role among others; to analyze the dialectics of the structure and functions of the system; involves finding patterns and trends in system development.

Different algorithms of systematic approach are distinguished in science. For example, E.G. Yudin considers the use of a systematic approach from the following procedures: first, fixing a certain set of elements; secondly, establishing the external relations of this set, classifying and determining the interaction of the system with the environment; thirdly, establishing and classifying the internal relations of the system and distinguishing among them the constituents of the system; fourth, to separate the order, the structure of the system; fifth, to analyze the basic principles of system behavior; sixth, to study the system management process [9].

V. G. Afanasev considers its systemic-component, systemic-structural, systemic-functional and systemic integrative aspects as the main aspects of using the systematic approach in scientific research [10].

M.S. Kagan indicates the study of the system on three levels as methodological components of the systematic approach: subject, functional and historical, which, in his opinion, is necessary and sufficient.

Determining what components, subsystems, elements the studied system consists of and how these elements are connected to each other are two interrelated tasks that constitute the objective aspect of the systemic approach.

The functional aspect of the systemic approach is necessary and important to reveal the mechanism of internal and external activity of the system.

Elucidation of the origin of a specific system, the possible prospects of its further development is the essence and meaning of the historical aspect of the systematic approach [11].

The considered variants of the systematic approach algorithms complement each other and reveal the methodological aspects of the systematic approach.

Theoretical reasoning allows us to conclude that modeling can be considered in the narrow and broad senses of the word. In the narrow sense, modeling is a method of indirect study of processes and phenomena, in which various types of models are used. In a broad sense, modeling is not only the process of creating a model, but also the process of studying it. L. P. Karpushina and P. Yu. Sokolova[12], talking about the pedagogical model, distinguishes the purposeful (goals and tasks, principles), meaningful, organizational-procedural (forms, methods, technologies, tools, conditions) and criterion-diagnostic components.

V. E. Shteinberg proposes a slightly different structure of the pedagogical model, which includes a number of mandatory components: social significance, goals, content, activity, implementation mechanisms, conditions and effectiveness [13].

I. F. Yarullin defines the following main components in the model of formation of civic responsibility of students of pedagogic higher education institutions[14]: purposeful, organizational, meaningful, effective. The target component is represented by goals and tasks, the organizational component by principles and forms, the meaningful component by content, methods and tools, the effective component by the criteria and levels of formation of civic responsibility of students of pedagogical universities.

The model developed by us (Fig. 2) is aimed at the implementation of the strategy of forming a person as a representative of the nation, civil society and the world community ("Social demand" block), and shows the sequence of stages of forming an active citizenship position of students of academic lyceums in the process of learning legal knowledge. reflects: propaedeutic (objective, functional and methodological blocks), diagnostic-predictive (evaluation block), formative-effective (content block and implementation mechanisms), evaluation-final (effective and evaluation blocks):

- Social demand- a social order of the society to the educational system to form a person as a representative of a certain nation, civil society and the world community, ready to live effectively in a multicultural environment;
- Targeted (educational guidelines for forming an active civic position of a person). The goal is to form an active civic position of academic lyceum students in the process of learning legal knowledge.

Duties:

- 1) Formation of awareness of national identity, a sense of commitment to the society of Uzbekistan and its interests;
- 2) Formation of knowledge and ideas about the history and culture of one's own people, the Republic of Uzbekistan and the peoples of the world; formation of knowledge and ideas about the Republic of Karakalpakstan, the Republic of Uzbekistan and the countries of the world, their structure, activities, rights and obligations, rules and norms of behavior;

3) Forming an emotional-evaluative attitude towards one's people, native country, Motherland, and the whole world;

4) Mastering the system of traditional ethnic, national and universal values, forming value goals based on them;

5) Formation of civic activity on the basis of conflict-free interactions in a multicultural environment (readiness to perceive social and cultural differences with tolerance, respect and care for historical heritage and cultural traditions), development of social critical thinking.

□ Functional block – the solution of the above tasks implies the formation of relevant knowledge, skills and qualifications in the amount that takes into account the level of education.

□ Methodological block- specific features of practical realization of methodological approaches - systematic-active; person-oriented, humanistic; competence; value; ethnocultural; principles - continuity, systematicity, cultural compatibility, compatibility with nature, communication, linguo-cultural, humanitarian, person-oriented, unity of theory and practice, ensuring continuity and unity of requirements;

□ Meaningful block– based on the essence-meaningful description of the active civic position of a person, the meaningful block is based on several components represented by the corresponding blocks: cognitive, emotional-evaluative, value-oriented and active.

Cognitive block students learn about their nation, its history and culture, as well as the history and culture of other nations; assimilation of knowledge, ideas and concepts about the state structure and power institutions of the society, the legal foundations of the organization of the society, state symbols, the main legal and regulatory documents, the history and culture of the Republic of Uzbekistan, the Republic of Karakalpakstan; know the basics of conflict-free interaction in a multicultural environment; to know the basic principles and rules of attitude to nature, the basics of environmental protection and nature use; to know the basics of a healthy lifestyle and technologies that protect health. The emotional evaluation block is aimed at forming a positive attitude towards one's nation, the society of Uzbekistan and the world community; forming a positive attitude towards one's own people and the peoples of the world, their history and culture.

Value-oriented block - mastering national and universal values, forming value orientations based on them.

Active block - development of civil activity based on non-conflict interaction in a multicultural environment (readiness to perceive social and cultural differences with tolerance, respect and care for historical heritage and cultural traditions), development of socio-critical thinking.

□ Implementation mechanisms (forms of formation of an active civil position in the process of acquisition of legal knowledge among academic lyceum students, technological support, set of conditions): various forms of organized education; formation of an active civic position of a person through classroom and extracurricular activities; classification and activation of educational activities by using a complex of pedagogical technologies (person-oriented, design, information-communicative, problem-communicative, game, ethno-pedagogical); gain experience in civic consciousness and citizenship).

The conditions that ensure the effectiveness of formation of an active civic position in students of academic lyceum in the process of learning legal knowledge are as follows:

- Organization of network mutual cooperation of organizational and educational organizations; systematic monitoring of the level of formation of civil activity of a person;
- Didactic and technological - development and implementation of the content and technological support of the ethno-cultural component of education;
- Creating an educational environment that includes social-pedagogical, subject-matter, spiritual-ethical, social-psychological, activity components and is aimed at comprehensively forming the student's civic activity; organization of social partnership of all subjects of the educational field (parents' community, education, community, sports, religious organizations, cultural institutions, production enterprises, law enforcement agencies, etc.); use of pedagogical technologies; directing educational activities to meet the interests and needs of students in activities of social importance;
- Effective block - the formation of an active civic position of the student, which implies perceptions of belonging to the nation and society, the world community; formation of ethno-cultural, social and legal competence, national and universal value systems, civic activity;
- Evaluation block (criteria, indicators, levels of formation of an active citizenship position of a student):

Criteria for formation of an active civic position of a student: cognitive, reflexive, motivational-value and behavioral.

Indicators of formation of the student's active citizenship position: forming ideas about belonging to one's nation, the society of Uzbekistan and the world community; formation of knowledge that ensures social, legal and national-cultural competence, existence of a positive emotional attitude towards one's personality, national culture, state and people; the formation of national and universal value systems and the acquisition of value goals based on them, activities that reflect the individual's national-cultural, socio-legal competence, civic activity.

Levels of formation of the student's active citizenship position: high, medium, low.

Using a set of methods (observation, interview, questionnaire, test, survey), the degree of formation of the types of civic activity (social activity, civic self-awareness, civic qualities) and the components of an active civic position (cognitive-spiritual, active, emotional-value) is measured.

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ISSUES OF QUALIFYING CHILDREN FOR INCLUSIVE EDUCATION

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ABSTRACT

The government has approved documents aimed at developing inclusive education for children with special needs in Uzbekistan. In particular, the procedures for opening basic correctional classes for children who need special education in general education schools were established. Inclusive education means that all children are educated in the same school and in the same classroom - in the same environment. This article highlights about the Issues of qualifying children for inclusive education.

KEYWORDS: *Inclusive Education, School, Knowledge, Education, Teacher, Innovation, Classroom, Quality, Government, Funds.*

INTRODUCTION

The government has approved documents aimed at developing inclusive education for children with special needs in Uzbekistan. In particular, the procedures for opening basic correctional classes for children who need special education in general education schools were established. Inclusive education means that all children are educated in the same school and in the same classroom - in the same environment. That is, a child with disabilities should be able to study with the same attention as healthy children. For example, if a parent wants to send a child with a disability to a general education school or a special boarding school, the conclusion of medical experts may not allow it. But this procedure is contrary to the Convention on the Rights of the Child, because all children have the right to choose the type of education. Also, we need to fundamentally change the mindset of our society, because parents of healthy children and teachers of general schools often do not agree that children with disabilities study together with all children. Another important issue is related to teacher training, lack of specialists and lack of necessary conditions in the buildings of general education schools. Without solving these problems, transferring children with disabilities to schools with poor conditions and negative attitudes will have a negative impact on their development. "The general aspects of the development of the educational system are characterized by processes related to the creation of equal conditions for students. In this regard, it is necessary to pay special attention not only to the student's material lifestyle, but also to his physical and mental capabilities. Especially in this direction, it is necessary to create appropriate conditions in the organization of training for persons with disabilities. It is necessary to create a systematic algorithm in inclusive education, since the development of this process is continuous - it includes stages related to preschool education, general education, secondary special education and higher education. In each country, the inclusive education system is formed based on the traditions, customs and prevailing values.

Also, the mentality of different peoples and the legislative aspect aimed at improving the educational system will have an effective effect on establishing a priority direction in this regard. In this sense, it is appropriate to note the role of the regulatory and legal mechanism that serves to ensure the effectiveness of the reforms implemented in our country in this regard. The process of improving inclusive education in Uzbekistan has a step-by-step system. In accordance with the President's decision "On measures to further improve the system of education for children with special educational needs", the concept of inclusive education development in the public education system in 2020-2025 is the main link of this stage. In the "Roadmap" for the implementation of the concept of development of inclusive education in the public education system in 2020-2025 in 2020-2021:

- Developing and approving a list of medical instructions that allows children with special educational needs to be sent to general secondary and professional educational institutions with an inclusive education system;
- Improvement of the system of early identification and support of children with special educational needs;
- Organization of vocational training courses for students of specialized educational institutions and development of the procedure for issuing certificates;
- To include "Special pedagogy" in the classification of higher education directions and specialties;
- A number of tasks related to the processes of providing educational institutions where children with special educational needs receive education with special literature and methodological manuals have been defined.

These are important because they are aimed at strengthening the organizational and economic aspects of improving inclusive education in Uzbekistan. But in the development of this direction, it is necessary to pay special attention to the processes related to the socialization of education. It should not be forgotten that pedagogical aspects have the main place in the organization of inclusive education in accordance with relevant foreign experiences. Experience of foreign countries In European countries, the USA and other developing countries, the development of this field takes on a social character. For example, in Germany, a certain proportion of students in inclusive education receive mixed education in regular classrooms. However, they are also kept with the conditions related to the individual educational process, and they have the opportunity to receive the necessary medical assistance and correct defects during their studies. In higher education, on average, 4-8% of all students are students with disabilities. In accordance with German law, students with disabilities are provided with special technical and assistive devices deemed necessary for everyday life. They are continuously provided with social and medical assistance through state social services. Students with disabilities must pay a portion of these costs if their parents' income is above the median income. Each university has a network of consulting services or bureaus, where the student is assisted in all necessary educational and organizational matters. Students with disabilities may use support services during their studies. Students with physical and other disabilities often have the right to extend the term of submission of semester work, to replace the written exam with an oral one or vice versa, as well as to take the exam individually. In many European countries, inclusive education has similar features to the German system. The process of educating people with disabilities has

a positive effect on their future participation in work, maintaining free social relations with society. In the United States, inclusive education has long been part of the mainstream education system. There, the normative legal documents of education are defined as mandatory for all categories of children. In this regard, auditoriums were created for students with mental retardation and hearing impairment. Advanced psychological and pedagogical concepts of American scientists form a large layer in special pedagogy and are the basis of inclusive education. Based on the experience of inclusive education in many countries with different levels of economic and social development, the following can be indicated as the main directions of its introduction:

- Focus on the individuality and flexibility of the educational process;
- Diversification of educational services;
- To expand the opportunities to educate children with disabilities without long separation from their families;
- Development of teacher training programs in inclusive education, etc.

In addition, regular activities are being carried out within the framework of the system of preparing audio lectures and Braille-based textbooks for the blind. Taking into account the expected nature of income from education in the market conditions, the development of inclusive education imposes certain obligations on the state. Meeting the local needs of socially vulnerable families and children requires a continuous funding process. The general characteristics of funding have a direct impact on the quality and effectiveness of teaching. In accordance with the analysis of situations related to students with disabilities in the development of the inclusive education system in Uzbekistan, it was noted that strategic tasks for assisting children with disabilities and additional measures related to their practical implementation are determined on a regular basis. Acceleration of inclusive education reform, which is considered as a component of the current reforms in the field of education, requires that the education process, often, be oriented towards meeting the educational needs of each child. The inclusive education system differs from the integrated education system in terms of its content, purpose, tasks and programs of action. In our opinion, in the future, within the framework of reforms related to the development of inclusive education in Uzbekistan, the following tasks occupy a special place:

- To expand the provision of information to the population about the inclusive and integrated education system;
- Disclosure of the legal basis of inclusive education;
- To study the problems facing this direction and find ways to solve them;
- To study the basics of supporting this education;
- Analysis of the principles of introducing the inclusive education system;
- To study the theoretical, practical and legal situation regarding the implementation of this system;
- Setting goals and objectives of inclusive educational institutions;
- Getting to know the teacher's work and purpose;

- Getting to know the tasks of employees of inclusive educational institutions;
- To determine the level of cooperation of experts with parents;
- Study of reforms carried out in inclusive educational institutions;
- To study the stages of involvement in this study, ways of implementation, analysis of work experiences. Inclusive education does not isolate students from society. They will have the opportunity to generalize the skills they have acquired. The family-kindergarten-school-vocational college-higher education-employment system will create a foundation for parents to bring students with disabilities to general education institutions and higher education institutions easily and safely in the future.

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HEARING DEFECTS OF CHILDREN IN SCHOOL, CORRECTION ACTIVITIES, EFFECTIVENESS OF LEARNING METHODOLOGY

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ABSTRACT

This article highlights the complex problems of using teaching methods in mastering special remedial subjects for students with hearing impairment. Information is provided on the organization of correctional subjects in special boarding schools and approaches to increase its effectiveness.

KEYWORDS: *Defection, Hearing Loss, Disability, Education, Knowledge, Methodological Ways, Medical Help, Correction, Methodology.*

INTRODUCTION

Hearing loss can affect a child's ability to develop speech, language, and social skills. The earlier children with hearing loss start getting services, the more likely they are to reach their full potential. The education of disabled children and disabled children implies the creation of a special corrective and developmental environment for them, which provides appropriate conditions and equal opportunities for education in special schools with normal children. Provides Educational standards, treatment and rehabilitation, education and training, correction of developmental disorders, social adjustment. Education of disabled children and disabled children is one of the main and indispensable conditions for their successful socialization, full participation in society, effective self-realization in life. Various types of professional and social activities. In working with grammatical material, the priority should be given to the research of the reconciliation of knowledge. The process of teaching oral speech to students should be considered as a sufficiently organized process, in which the teacher should not be used with sentences in a single way that is suitable for the content of the situation. In fact, it is always difficult to change the form and meanings of the verbs, which have a defect in pronunciation, by using other methods of composition, exchanging some words with their synonyms, etc. Speakers who have a fault in their speech should ask questions in their speech. formation of sentence structure and sentence structure In addition to the questions of a reproductive nature that require recalling some action in the learning process, the questions in the productive character that require the students to review what they have already learned, and to apply the previous knowledge in new situations are important. Asian language biologists are interested in the methodology of translation. Naturally, the methods that can be used to observe the bilateral relationship between the years of classes are not limited to the methods shown in this table. It is important to keep in mind one thing: the level of work with the work, type, genre and other

characteristics of the method used may vary from the aspect of form. For example, at the first stage of work on the work, it is useful to learn mainly from reproductive methods, partly from methods: reciting previously sung songs repeatedly, interesting vocalizations in personal poetry, and independently reciting pieces. At the stage of in-depth study of the work, methods take the lead, and reproductive and creative methods are secondary. At the stage of generalization of the results, the chemical methods are widely used. Indirect reconciliation, which is established between linguistic units of different levels, but of different forms, that is, combining information in accordance with current language rules, on the basis of acquired knowledge in the form of concepts, methods of working with speech material, and on the basis of conclusions. Paradigmatic relationships that contribute to the formation of sentences. As a result of two types of observations, students can learn the connections between phrases and sentences in the second situation, as a result of this; they can learn specific sentences and generalize the grammatical formula of these connections. In the second situation, while the researchers are observing and analyzing the dialectic relations, they are able to reconcile a set of paradigms (paradigms of the form of marking, participles, and sentences), as a result of which they understand the linguistic elements and their place in the language system. as a result of such an approach, the mother tongue is combined with systematic learning in two ways: 1. Ready-to-use information (lists, summaries, etc.)Psychophysiological characteristics of students, their different levels of mental ability naturally require effective provision of learning for each student or group of children in different learning conditions. The problem of differentiated education remains relevant today. What is differentiated education? Differentiation in the modern sense is the calculation of individual characteristics in that form of learning when children are grouped on the basis of any characteristics for a particular object. The essence of the differentiated approach is to organize the educational process, taking into account age characteristics, creating optimal conditions for the effective functioning of all children, learning in the reconstruction of content, methods, forms, taking into account individual characteristics of preschool children. This approach makes it possible to divide the group and divide children into small groups, in which both the content of education and learning methods, and organizational forms differ, and the composition of small groups differs depending on the group.Hearing impairment in newborns most commonly results from cytomegalovirus infection or genetic defects and in older children results from ear infections or earwax.

- If children do not respond to sounds, have difficulty talking, or are slow starting to talk, the cause may be hearing impairment.
- A handheld device or a test that measures the brain's responses to sounds is used to test hearing in newborns, and various other techniques are used for older children.
- Untreated hearing impairment can impede a child's verbal, social, and emotional development.
- If possible, the cause is treated, but hearing aids may be needed.
- If hearing aids are not effective, a cochlear implant can sometimes be helpful.
- correctional work with weak and deaf children

In this article:

It is important whether the baby is already born with hearing or has lost hearing after an injury or illness. But in any case, there are features of the mental development of a deaf child. One way

of perceiving the world is disturbed. This means that the body begins to look for an opportunity to compensate for this. For example, deaf children are very mobile, because it helps them to learn the world around them, to understand the properties of objects. It is important for children to have the opportunity to learn, develop, do what they like. You cannot limit them independently. Overprotective parents can seriously harm the baby - his personality should develop without the pressure of complexes. By restricting the baby, protecting him from ordinary childhood tasks, parents form the negative qualities of his character. Today, implants are very popular, they help the brain to communicate with the ear.. Even for people who are deaf from birth, they often help. Of course, each case is considered individually by doctors. This operation is not the easiest, but it has helped many children and adults to start hearing. It is important to consider 4 points to determine the planning of the baby's development and education:

- How much hearing is reduced, whether there is a connection between hearing loss and speech impairment;
- The earlier the hearing loss, the more severe the speech problems;
- Whether he received help, whether there were examinations, whether the parents follow the doctor's recommendations or not;

The level of mental development of young or preschool age. Such a child cannot study in a regular school, so there are special educational institutions for hearing impaired children. Here they teach sign language, deaf alphabet. This gives children the opportunity to communicate with each other, to have simple friendly conversations. Parents are often advised to visit a child psychologist together with their child. This will help him get rid of many complexes and reconsider his behavior. The deciding factor for babies with hearing loss is whether the hearing loss is congenital or acquired. If the baby has completely or partially lost hearing, it can be very difficult for him to adapt to new living conditions. Studying in the next school allows to develop the ability of oral speech, to expand the child's vocabulary. The peculiarity of such education is that it cannot be conducted according to the usual educational programs. Special plans and manuals have been developed by the Ministry of Public Education. But in high school, there is already an opportunity to teach children according to the usual program. After finishing school, the young man receives a certificate - he has completed a full course of secondary education. It is also possible to obtain additional training in the specialty.

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RELIGIOUS SOURCES THAT WERE THE BASIS FOR THE CREATION OF DIDACTIC WORKS OF THE 11TH CENTURY

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ABSTRACT

The article discusses the influence of religious sources in the creation of Yusuf Khos Hajib's "Kutadgu Bilig", Ahmad Yugnaki's "Hibat ul-Haqaiq", Kaikovus' "Kobusnoma". In this article, the writers' artistic skill, style, original creativity are compared, and some commonalities in these works and religious sources are analyzed.

KEYWORDS: *Didactics, Didactic Literature, Science, Virtue, Enlightened Person, Fine Arts, Wisdom.*

INTRODUCTION

Didactic works were developed based on the religious teachings and rich scientific and cultural heritage of different peoples and nations. In the didactic works, it is possible to observe the places where the events related to the life of the prophets are reflected or the narratives popular in other religious teachings are used. This case shows that the representatives of classical literature were familiar with Jewish narratives to some extent and used them creatively to ensure the artistic nature of their works. It is not enough to look for the genesis of didactic scriptures only in the Holy Qur'an or Islamic narrations. Narrations from the Torah, the holy book of Judaism, are also found in Islamic didactic works. For example, you can find the narration from the Torah about Prophet Yusuf's beauty and his unruly brothers in the 2nd story of the 14th chapter of the "Kobusnoma" entitled "Love and its habits", and the traces of the narration about Qarun can be found in the 21st chapter of the book entitled "Mol jam etmak zikrida".

In the book "Kutadgu Bilig":

6316“Йа Иса болуб көккэ ағдим тақы мэн,
Йа Нушираван тэг төру туз йурыттым”.

Either as Jesus, I ascended to heaven again, or as Nushiravon, I conducted a righteous policy)
(*"Kutadgu Bilig", p. 938*).

6317 Йа ганжым тугэл болды Қарун нәни-тэг,
Йа Асхаби Раъс-тэг тэмур кэнд тоқыттым.

Either I have finished my treasure like the world of Qorun, or I have built an iron city like Ashobi Ra's) (*"Kutadgu bilig", p. 938*).

It is self-evident that the sources that strongly influenced Yusuf Khos Hajib's "Kutadgu Bilig", Ahmad Yugnaki's "Hibat ul-Haqaiq" and Kaikovus's "Kobusnoma" are the Qur'an and Hadiths. The ideas of the Qur'an, which encourage people to equality, brotherhood, peaceful coexistence and goodness, have an unparalleled moral value. Hadiths are aimed at correcting all the defects that hinder the spiritual perfection of mankind and guiding them to height. Since the ideas of the Qur'an occupy an important place in the spiritual maturity of a person, the Islamic-Turkish didactic works made extensive use of many of the ideas on ethics and knowledge contained in it. For example, in the Qur'an: "Whoever does a good deed, it will be returned to him tenfold. Whoever commits a bad deed, he will be punished in the same way" (Sura An'om, verse 160) is expressed in the work "Kutadgu Bilig" as follows:

5641 Киши эдгуликка қилур эдгулик,

Бирингә йануты қылуғ он улуг.

(A person does good for good, and returns ten for one). In the Hadith Sharif, the following opinion is expressed: "Allah says: "He who helps good will receive a good destiny, and he who helps evil will receive a bad destiny! Allah is able to do everything! (Chapter 37)"¹.

In "Kobusnoma" it is said: "Do not teach anyone evil, teaching is one of the evils." ("Kobusnoma", page 46). It can be seen that this view is nourished by the ruling in verse 36 of Surah "Nisa" which says: "Do good to your parents, relatives, orphans and the poor, relatives, neighbors and strangers, your companion, the traveling stranger!". The hadith that says, "Whoever wishes for a great sustenance and a long life, should be kind to his relatives!" also complements the above thoughts. Indeed, harmony with neighbors ensures peaceful neighborhood life, which leads to community stability. A similar idea is presented in an even stronger form in Ahmad Yugnaki's work "Hibat ul-haqaiq":

Эсиз қилған эрга сен эдгу қил-а,

Карамнинг боши бу эрур кед бил-а. ("*Hibat ul-haqaiq*", page 75).

(*Do good to the one who does evil, this is the beginning of mercy, understand this well*). In "Kutadgu Bilig":

5491 Оса эдгулик қыл ат эдгу тилә,

Өзун мәнү атын тириг болсуны. ("*Kutadgu bilig*",

825-page).

(*Think, do good, wish for a good name, and live forever with that name*) it is seen that the lines are inspired by the views in the divine book and the hadiths of Rasulullah. In "Kobusnoma": "*O child, do good, never regret the good you have done. If you do something good for someone, see how much pleasure that person felt when you did good, and your heart will feel more joy and pride.*"

("Kobusnoma", p.39) *this advice was also enriched from the sources mentioned above*)

A number of verses of the Qur'an talk about politeness, correct words and manners. The true nature of the etiquette, its place in the development of the human being and the development of the society has been fully revealed in the Islamic views. Socio-economic and cultural development takes place only where people have a culture of politeness and courtesy. In the

Qur'an, it is emphasized that it is beneficial for each person to be a polite person, both for himself and for the society: "Speak beautiful words to people." It is said in the hadith: "Sweet words are charity", and being open-faced and polite when speaking is interpreted as a bright path leading to happiness. In the work "Kutadgu Bilig" this view is continued, focusing directly on the person himself:

166 Эсэнлик тиләсә сәнин бу өзун,

Тилиндә чықарма йарағсыз сөзун

(*"Kutadgu bilig"*, p. 86).

(*If you yourself wish for peace, don't use your tongue to utter a bad word*). In Ahmad Yugnaki's work "Hibat ul-haqayq":

“Оғиз тил беагаи кўни сўз турур,

Кўни сўзла сўзни дилингни беа”.

(*The decoration of the mouth and tongue is the right words, speak the right words, decorate your heart*), and in "Kobusnoma" it is said: "...telling lies and useless words is a part of madness" ("Kobusnoma", p. 55). From the given examples, it is clear that etiquette is a great human virtue. After all, in diplomatic relations between countries, it is extremely important that the ambassadors, who are the official representatives of a particular country, should be aware of the culture of conversation.

In the Qur'an, special emphasis is placed on the fact that good qualities are one of the factors that ensure human perfection. It emphasizes the desire to be friends with good people, the ability to distinguish a friend from an enemy, and a serious approach to choosing friends. In dealing with people, of course, it is necessary to observe the rules of etiquette. The Qur'an also mentions such traits as arrogance, gambling, lying, belittling others, suspicion, backbiting, anger, jealousy, and greed. In the divine book, it is mentioned in verse 146 of "A'raf" sura that pride deprives a person of thinking and causes ignorance. This view is interpreted as follows in the Hadith: "Each rude, dry, sullen, unhappy and conceited person is the people of Hell." In the work "Kutadgu Bilig":

5300 “Маныдин төрумиш өзун мән тэмә,

Өзун мән тәсә ай уну орнун ул”

(*"Kutadgu bilig"*, page 798).

(*Don't call yourself "I am" who is made of me. When your self (i.e. soul, spirit) says "I am", say "here (your) place"*).

5307 “Бәдуг тут бу химмат әдиз тут көнул,

Қоду бәр бу дунуа мунундын тонул” (*"Kutadgu bilig"*, page 799).

(*Keep your courage high, your heart high, Let go of this world, give up hope from this world*). In "Hibat ul-haqaiq":

“Ул эрким улуғсинди мен-мен деди,

Ани не халойиқ севар, не холик”

(*"Hibat ul-haqaiq"*, page 66).

(Neither the people nor God will love him who is arrogant). The above verses show the extent to which the Qur'an and hadith books had an influence on didactic works and were a source for them.

The Qur'an teaches that wealth is given to test a person. "Every person who has acquired wealth should spend it in the right way." (Surah Anfal, verse 28) If it is said in the "Quran" that truth and goodness are eternal, not wealth, then Yusuf Khos Hajib's work "Qutadgu Bilig" says:

654 “Қувәнмә қывы қутқа қутлуғ киши,

Осанма өзун қутқа атлығ киши”

(“Kutadgu bilig”, page 154).

(O happy person, do not rejoice in happiness and the state, O famous person, do not be careless in sharing happiness with the state). Yugnakiy in his work:

“Қамуғ қазғониқли очун молини,

Еюмади борди кўрунг ҳолини”

(“Hibat ul-haqaiq”, page 66).

(Look at the person who accumulated all the wealth of the world and died before he could eat it). And in "Kobusnoma" it is said: "Don't expect your wealth to last forever, so that you won't be sad if it doesn't exist."(*"Kobusnoma", page 87).*

In short, Islam and its basic teachings embodied in the Holy Qur'an and hadiths are incomparable sources of education for a perfect human being. For this reason, we can say that the holy Quran and the hadiths of the Prophet were the source for Yusuf Khos Hajib's "Kutadgu Bilig", Ahmad Yugnaki's "Hibat ul-Haqaiq", Kaikovus' "Kobusnoma", and prepared a great ground for the creation of didactic works.

The word art of the East, which drank water from two great fountains of enlightenment, the Holy Qur'an and the Hadith, gave special importance to the didactic direction during its post-Islamic development. Exhortation has become one of the main features of this literature. The foundation stone of Eastern literature was raised by wisdom, developed on the basis of wisdom, and thanks to wisdom reached the highest peak of its development, and has been surprising the people of science and literature throughout the world for centuries. Our great ancestors did not even see works without exhortation as works of art.

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EFFICIENCY OF LOGISTICS AND INSURANCE SERVICES

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ABSTRACT

Nowadays, there is a lot of talk about risks in logistics. Operational risks are risks associated with anything, for example, theft, or damage to goods, in principle, there are such risks in every business activity. Especially in activities related to the field of logistics, these risks are much greater, because, besides internal operational risks, there are also risks associated with the destruction, damage, and damage of cargo during transportation and storage. In logistics, you can see how risks are distributed among all participants in the supply chain. We can actually divide insurance into two blocks: liability insurance of supply chain participants; insuring the goods themselves during transportation or storage. This article analyzes the issues of improving the efficiency of logistics and insurance services.

KEYWORDS: *logistics services, service efficiency, insurance services, efficiency evaluation, logistics, logistician.*

INTRODUCTION

It is known that logistics is a science that studies the rational transportation of various resources from the producer to the final consumer at the lowest cost. It is an indispensable tool for every company to run a profitable business.

Today, without logistics, the stable operation of most trade and production enterprises is unthinkable. Logistics (as a practical activity) is a planned management system of information, material and money flow of any company. Let's analyze the definition of each of them in detail.

It is customary to understand material flows as the base of raw materials, components and all types of materials used in production. The supply and supply department must purchase in advance everything necessary for its continuous operation, in addition, it is important that the delivery of raw materials is carried out at a strictly defined time. It should also include the transportation and movement of materials and equipment during the manufacturing process. The distribution of money and its entry into the company's account represent financial flows. Control of production costs, movement

Payment of money, bills and profit is done by the finance department of any company. As for the flow of information, simple words and can be explained as follows: logistics provides a

system for distributing the necessary information in a way that establishes a connection between the company's departments and the end user. As a result, logistics determine the method of transporting (delivering) the necessary products to the desired place at the specified time, while ensuring the optimal price of services and suitable conditions for their provision.

MAIN FINDINGS AND RESULTS

In the enterprise, the logistics department performs a number of important functions, which are:

Selection of transport companies and suppliers, the conclusion of cooperation agreements with them;

Concluding contracts with supplier companies based on certain conditions; consumer segment analysis;

Organization of work with state services and regulatory bodies (customs, traffic police, etc.);

Conclusion of cooperation agreements with buyers;

Organization of transportation of products and raw materials to the enterprise;

Delivery of goods to the buyer.

The activities of the logistics department are aimed at improving the company's operations and increasing profits. It should be understood that most companies spend their income on the efficient operation of the logistics system, and these costs are the most important part of the cost item, which emphasizes the special importance of working in this direction.

In order to correctly choose a company that can competently organize all logistics processes, the management of enterprises should take into account several important factors.

These include:

The reputation of the transport logistics company;

Ability to provide professional assistance in general logistics issues;

The price of the provided services;

The term of delivery of goods;

The status of the applicant's parking space;

The professionalism of drivers and forwarders;

Guarantees for services rendered.

When choosing a logistics company, you should get an idea about the quality of its work and services. For this, you can ask your colleagues or find the opinions of users on the Internet. An important factor to consider is the delivery time and distance of the product. Some companies do it only within the city, others, on the contrary, specialize in regional and international shipping. In the early stages of cooperation, it is very important to discuss the delivery terms and the nuances of future work.

Logistics are specialists who organize the delivery of products from the manufacturer to the final consumer, ensuring the minimum consumption of time and financial resources.

Undoubtedly, the logistician takes into account the interests of the producer, consumer and transporters, because the quality of the provided services and the profit of the company ultimately depend on it.

Such a specialist also deals with:

Management of the company's material base and technical means;

Registration of application and customs documents;

Control and organization of warehouse activities;

Organization of delivery and shipment of transported goods;

Search for optimal solutions for selling the finished product.

In addition, the logistician manages the complexity of information and service related to his activity. One of the most important skills a logistician must have is the ability to anticipate potential risks. For example, working with a supplier located far away from the factory increases the probability of failure in the supply of raw materials. This means that traffic accidents and truck breakdowns are possible on the route. Therefore, in order to deliver the raw materials required by the company as quickly as possible, the logistician chooses the nearest supplier to eliminate the risk of production stoppages.

A set of services in insurance issues and delivery:

— How to reduce the risks of bringing cargo?

— When delivering complex and expensive equipment over long distances, there is always a possibility of damage to it. A reliable solution to this problem is to insure the cargo with an international insurance company during its entire movement. However, there are certain peculiarities here. It is important to note that according to international trade conditions, the responsibility of the insurance company ends when the cargo is unloaded at the customs warehouse of the receiving country. If the equipment is received by the customer with a defect, it is necessary to collect a lot of documents from the insurance company and customs to determine whether the defect occurred before reaching the destination and whether the incident is covered by the insurance. Experienced suppliers know how to quickly resolve such issues and how to prevent them from happening.

Our analysis shows that the process of purchasing and delivering equipment from China is prolonged due to complex document exchange and market peculiarities, which are exacerbated by the language barrier. Inexperienced businessmen do not have enough skills and the necessary team of employees, so there is a significant delay in negotiating contracts and obtaining necessary permits.

In this case, turning to an experienced supplier who can provide all services for cargo clearance and delivery "on a ready basis" is the solution to the situation.

Only such a supplier can provide all the following services as a "one-stop shop":

- Preparation and negotiation of an international agreement based on the laws of Uzbekistan and China;
- Preparation of a set of documents for a financial and credit institution;

- To control the production of the equipment and inspect it before receiving it from the factory;
- Choosing a verified transport agent that guarantees the delivery of the cargo within the agreed period;
- Monitoring the movement of cargo through logistics control and reporting;
- Agree on all issues with the international insurance agent and issue insurance for the cargo being brought;
- Preparing a set of documents for customs clearance in Uzbekistan.

Practice shows that the logistics system of Uzbekistan is more complex and requires large costs than in other countries. It depends on certain reasons and specific characteristics of the state.

First of all, it should be noted that the territory of the country is very large, so the companies involved in cargo transportation have to face the problem of covering large distances. This leads to high costs for the purchase of fuel and lubricants, spare parts and repair work. It is easy to imagine that even logistics companies that carry out shipments within their territory will face high costs due to the need for long distances.

The next most important problem for all logistics enterprises is the low quality of the road surface in Uzbekistan. The performance of repair and service work cannot affect the final cost of transporting the product. Harsh climatic conditions also do not please logisticians, because in most regions the winter time is quite long, which leads to a significant increase in fuel consumption and an increase in the cost of services for storing products in warehouses. This is because the costs of heating large areas are high, and most goods cannot be stored without providing the necessary temperature conditions.

Logistical issues as well as the legal framework. For example, companies often face the impossibility of receiving monetary compensation (of course, by the decision of the judicial authorities) from suppliers or transport organizations that are guilty of stopping the supply of products or raw materials, as well as production.

CONCLUSION

As a result of our research, we believe that the following should be implemented in terms of insurance services in logistics:

Increase the quality and diversification of types of insurance services in logistics;

Development of indicators for evaluating the effectiveness of insurance services in logistics;

Development of systematic agribusiness based on a logistic approach based on mutually beneficial economic relations between product-growing and processing enterprises;

Development of the export potential of products by the quick distribution of know-how to all enterprises of logistics.

In conclusion, it can be said that in order to develop the logistics sector, it is possible to diversify the export of products by developing insurance services first of all.

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WORD BORROWING

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ABSTRACT

The Russian language continues to provide many services to our sciences, art, and national economy. Changing language norms, the emergence of new words, new borrowings, professional and dialectal expressions always cause a certain assessment of society, it is not indifferent to the fate of the language. Borrowing - the transition of elements of one language to another as a result of language contacts, interaction of languages; Borrowing is also called the elements themselves (words, morphemes, syntactic constructions, etc.) transferred from one language to another. Most often, words are borrowed, less often - syntactic constructions. The borrowing of sounds and word-building elements of another language occurs through borrowed words, which are mastered by the borrowing language, adapting to its features.

KEYWORDS: *Russian Language, Communication, Information Transfer, Borrowed Words, Interlingual Communication, Borrowing, Borrowing.*

INTRODUCTION

Borrowed words are words of foreign origin that have become an integral part of the vocabulary of the Russian language.

Words that entered the Russian language from other languages are called borrowed. These are such foreign words that are completely included in the lexical system of the Russian language. They acquired the phonetic design and grammatical features characteristic of the Russian language, one of the East Slavic languages.

Loanword groups

Borrowings according to the degree of penetration into the vocabulary of the Russian language can be divided into three groups.

1. The first group includes words that have long entered the Russian language, have been firmly mastered by it and are not perceived by native speakers as foreign:

school (Greek)

class (lat.)

portfolio (French)

satchel (German)

gymnasium (Greek)

college (English)

pioneer (English)

barn (Turk.)

Olympics (Greek)

encyclopedia (French)

suit (Italian)

tea (Chinese)

whip (Scand.)

silos (Spanish), etc.

Borrowing - the transition of elements of one language to another as a result of language contacts, interaction of languages; Borrowing is also called the elements themselves (words, morphemes, syntactic constructions, etc.) transferred from one language to another. Most often, words are borrowed, less often - syntactic constructions. The borrowing of sounds and word-building elements of another language occurs through borrowed words, which are mastered by the borrowing language, adapting to its features. In the course of this adaptation, foreign words are assimilated to such an extent that their foreign origin may not be felt at all and is discovered only by etymologists: for example, Turkic Z. in Russian. language: gang, hearth, shoe, Cossack. Unlike completely assimilated (learned) words, the so-called. foreign words retain traces of foreign origin in the form of peculiar sound, spelling and grammatical features that are not characteristic of native words. Often, foreign words denote little-used, special, as well as concepts peculiar to foreign countries and peoples: cynology - the science of dogs, their breeds and caring for them, hippology - the science of horses, kimono - Japanese men's and women's dress in the form of a bathrobe, guava - fruit plant from tropical America. Such words are included in general dictionaries and ch. arr. in special dictionaries of foreign words. Some foreign words occupy an intermediate position between foreign words and fully learned Z., for example. The word coat, despite its widespread use in Russian. language, has not yet received the ability to decline.

Words of foreign origin occupy a significant place in the vocabulary of many languages, reflecting the process of historical interaction of languages, their mixing. Strengthening the interaction of languages in connection with the growth of cultural and economic ties between peoples leads to the formation of a special fund of international words; a significant place is occupied by special terms related to different branches of science and technology.

Ways Z. can be both oral (by ear), and bookish, written (by letter). When entering a new language orally, the word undergoes more changes than when it is written.

The ways of movement of a word from language to language can be direct and indirect: Arabic. the word vazir - "dignitary, minister" came to Russian. language through the Turkic-Tatar mediation as a vizier, and in Spanish the same word turned into algvazil - "policeman" (where the initial part is the Arabic article al-). Rus. crystal (obsolete crystal) is borrowed from Greek directly, and crystal - through lat. (crystallus) and German. (crystal) languages.

A borrowed word, when transferred to a new language, is usually subjected to simplification and is perceived as simple. For example, in the one who came through the French. Arabic language. in the word store, the original plural meaning is no longer felt, as in the words rail (from English), valve (from German), etc. Sometimes, along with foreign words (with their massive influx), suffixes can also be assimilated, which later become productive, for example. suffixes -ist, -izm in Russian. language.

The Russian language continues to provide many services to our sciences, art, and national economy. Changing language norms, the emergence of new words, new borrowings, professional and dialectal expressions always cause a certain assessment of society, it is not indifferent to the fate of the language.

The word satellite has been known to the Russian language for a relatively long time. But the meaning of this word is not limited to "a person who is on the road (on the road) with someone." In certain cases, one or another trait of character can be a "companion of mankind" (Pushkin). In our time, even a city sometimes turns out to be a satellite of another ("satellite city"). Since ancient times there have been celestial bodies moving around the planets and stars. They could be satellites of the Earth, Jupiter or another celestial body. But artificial satellites of the Earth appeared only in our era. Is it possible to say that all these old and new meanings of the same word satellite missed its main semantics - a person who is on the road with someone? Of course, this cannot be said. A whole range of old and new meanings of the same noun satellite helps it to be both an old and a new word at the same time, helps it to be at the disposal of the thinking of a modern person.

Now imagine that for each new meaning of the satellite, a new word would be required. Would the language benefit from this? From a superficial point of view, it may seem that the answer here should be yes. In reality, this is not at all the case. A purely quantitative expansion of the language would be accompanied by its qualitative deterioration and weakening. The point is not only that the number of words functioning in the language would have to be infinitely increased. New and old words would begin to lose those semantic connections with each other that are characteristic of them in the natural languages of the peoples of the world. Nowadays, an artificial satellite in astronomy is both connected with a satellite in "worldly" comprehension and differs from it. At the same time, in "worldly" comprehension, not all meanings of a satellite are equally common. All this creates that gamut of continuous and constant semantic transitions, that hierarchy meanings, which is deeply characteristic of any living developed language.

Лексика языка увеличивается не только и даже не столько количественно, сколько качественно: появляются новые значения у старых слов, переосмысляются соотношения между их старыми и новыми значениями. Количественное увеличение словаря, само по себе важное, но не поддержанное его качественными трансформациями, привело бы к утрате преемственности в смысловом развитии языка.

New words and new meanings.

Explanatory lexicons usually do not have time to "keep up" with new words with meanings that are born before our eyes. "Dictionaries - reference books" of this type successfully complement explanatory dictionaries and prepare new material for them, which is included to one degree or another in subsequent editions of explanatory dictionaries.

It is very significant that the "Dictionary" registers not only new words, but also new meanings of old words. This "double material" reflects, as it were, the process of the double development of any living language. Not only new words actually appear in it. New meanings are born and fixed in words that are already well known from previous eras of the existence of the language. For example, the noun memory, long known to the Russian language, has acquired a new meaning only over the past decade: "the ability of an electronic machine to store and produce recorded information" (p. 342).

"New words," note the compilers of the Dictionary, "are understood as actually new words formed for the first time or borrowed from other languages, as well as words known in Russian earlier, but or used limitedly, outside the literary language, or gone ... from active use, and now become widely used" (p. 7.)

Already at the first acquaintance with the Dictionary, a huge number of scientific and technical words are striking, imperiously penetrating into the literary language. All these are words that have arisen and continue to arise in our age of science and technology. Technique and science make themselves felt even when numerous compound words appear in the language, the first element of which begins either with hydro (for example, hydrotransport), or with cosmo (cosmophysics), or with radio (radiometry), or with cinema (film reportage).), or with a body (TV camera), or with some other designation characteristic of science and technology. The very fact of the wide penetration of scientific and technical words into the general literary language is indisputable. At the same time, such penetration cannot but be reflected in the literary language, cannot but give it a definite imprint. It should be remembered that the compilers of the "Dictionary" borrowed scientific and technical neologisms not from special "scientific books", but from newspapers and magazines that are widely distributed.

It is curious that 100 years ago, for example, words such as wagon, motor, driver, electricity, telephone seemed not quite common in European literary languages of that time, and only gradually did they begin to be used, often with certain reservations. Time has passed, and now no one feels the unusualness of these once very "technical" names. Literary languages unconditionally accepted them.

The life of the language, its development and improvement are especially clearly manifested in the constant changes in the composition of words, their meanings, their stylistic coloring.

Conclusion:

"Living in society", the language develops according to its own inherent laws, but society not only uses it as a ready-made tool, but also influences it, improves and enriches vocabulary and grammar, teaches the language to the younger generation, instills love for the native language.

Partial violation of the laws of language, literary norms in live speech communication is a historically inevitable phenomenon in any human society for many reasons.

Often they argue in this way: "Of course, mathematics or physics must be specially studied. But as far as language is concerned, I can speak without any science." In fact, language is a very special phenomenon in human life.

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QUALITY TRAINING OF PEDAGOGICAL STAFF IS THE BASIS OF A DEVELOPED COUNTRY

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ABSTRACT

The article is devoted to the study of topical issues of preparation of highly qualified teaching staff for the Republic of Uzbekistan, based on modern requirements of the time. The purpose of the article is to determine the influence of the quality of training of pedagogical personnel on the progressive development of Uzbekistan. The article describes the changes in the departmental bodies of the republic directly related to the activities of the system of continuous education in Uzbekistan, the role of the two ministries established in the republic: the Ministry of Preschool Education and the Ministry of Innovative Development, in the training of pedagogical personnel and the progressive development of Uzbekistan. The author presents statistical data confirming the need to stimulate the practical implementation of innovative ideas, developments and technologies in the system of higher pedagogical education. The article specifies the tasks of higher education in Uzbekistan and measures to implement these tasks, describes the model for the development of professional skills of the university teacher, reveals certain areas of the "Strategy of Action for the five priority directions of the development of the Republic of Uzbekistan in 2017-2021", describes "A set of measures for radical improvement of the system of higher education" in the field of effective forms of retraining and advanced training of university teachers; optimization of target parameters of training of personnel with higher education; improvement of the educational process in the university, curricula and programs, the introduction of modern forms of organization of training for a master's degree; updating information and resource centers; increasing the effectiveness of scientific and methodological activities, the spiritual and moral content of higher education, etc.

KEYWORDS: Education; University, Student; Teacher; Goal; A Task; Result, The Quality Of Education.

INTRODUCTION

In the 21st century, the main factor determining the socio-economic development of each country is the innovative component of higher education. The innovative way of development of higher educational institutions of the Republic of Uzbekistan allows creating such a niche in the socio-economic environment that can contribute to solving the pressing problems of society and highly complex sectors of the economy, master new modern industries, realize human potential,

expand the market for intellectual products, increase the effectiveness of innovative activities in education, technology and culture.

Theoretical Basis

The education of the younger generation is associated with the training of qualified personnel who meet the most modern and promising requirements of the state. Well-known scientists not only of our country devoted their scientific works to this issue.

Main part. In order to turn Uzbekistan into a dynamically developing country with a market economy with a high share of intellectual contribution to society, two ministries have been created in our country this year: the Ministry of Preschool Education of the Republic of Uzbekistan and the Ministry of Innovative Development of the Republic of Uzbekistan.

The creation of the first department is due to the fact that out of 32 million inhabitants of the republic, 64% are young people under 30 who have children of preschool age. And, as you know, it is in preschool educational institutions that the child receives the first skills and knowledge. So far, coverage of preschool education in Uzbekistan has not exceeded 30%, despite the fact that the need for preschool educational institutions is quite high. The main tasks of this ministry include: definition, development and practical implementation of a unified state policy in the field of preschool education. The material and technical base of kindergartens is being strengthened, training and retraining of teaching staff is organized, and training programs are being revised. In addition, from January 1, 2018, in the cities of Tashkent, Nukus, and regional centers, new preschool educational institutions will start working on a pilot basis on the basis of public-private partnership.

The creation of the second department is connected with the task of continuous practical introduction of innovations that will ensure qualitative growth in all spheres of the republic's social and economic development and ensure the implementation of a unified state policy in the field of innovation, scientific and technological development. The new department will ensure the mobilization of available resources and funds for the implementation of innovative ideas, developments and technologies with the rational use of budgetary funds.

A full-fledged transition of Uzbekistan to an innovative development model is due to the need to create an effective system of state support for innovation in the country and stimulate the practical implementation of innovative ideas, developments and technologies in public administration, priority sectors of the economy and the social sphere, especially in the system of continuous education. At the same time, the improvement of the higher education system is focused on the training of highly qualified specialists for the social sphere and the economy that meet the most modern requirements. The content of higher education in Uzbekistan has also changed. In 2017, for admission to higher educational institutions, the total quota for bachelors and masters was increased by 14%.

The system of selection of applicants is being improved. So, on the basis of the decree of the President of Uzbekistan Sh.M. Mirziyoyev from the 2018-2019 academic year, entrance tests for admission to universities will be held from August 1 to 15. Applicants will know the results the very next day.

At the same time, admission in the areas of education in the field of culture, art, design, fine and applied arts, art history, music education, sports and physical education, which require special

talent from applicants, will be carried out based on the results of creative exams, without entrance tests, which opens the way the most talented young people.

Higher education institutions are opening today in the regions of the republic. For example, at the Termez State University, in cooperation with the Tashkent Islamic University, it is planned to organize training in the field of study "History (Source Studies and Textual Studies)". Also, in the regional center of the Surkhandarya region, the city of Termez, a branch of our university is opening, which will also train teaching staff for preschool, general education and secondary specialized vocational educational institutions of the republic

In addition, the development of education in modern conditions is becoming one of the directions for activating the foreign policy of the republic. Branches of the leading foreign universities operating in our country (branch of Lomonosov Moscow State University, University of Westminster, Inha University, etc.) in 2018 will open branches of Webster Universities (USA) and "Yeoji Institute of technology" (Republic of Korea).

In order to strengthen the scientific and technical base of higher educational institutions of the Republic of Uzbekistan, a harmoniously developed generation is being trained in the system "bachelor's degree - master's degree - doctoral studies" and improving the quality of education through the integration of "education - science - production"; interdisciplinary educational and scientific laboratories are being created to solve a number of problems in industries and sectors of the economy; the entire research infrastructure of higher educational institutions is being modernized.

But there are many plans ahead. Among them: the creation and development of innovation and technology centers (technoparks); development of technological capabilities of universities, digital educational and scientific processes - the development of computer information and communication networks and the transition to computerized educational complexes as a means of solving problems for the accelerated development of information and communication networks.

Based on these goals, the system of higher education at the present stage of the country's development solves the following tasks:

- 1) Education of worthy youth of the country as competitive specialists with independent thinking and their own views;
- 2) Improving the quality of education and training of young teachers;
- 3) Deepening the integration of the educational process with research and production activities;
- 4) Implementation of applied scientific research that is of practical importance for manufacturing enterprises;
- 5) Providing high-quality education based on modern educational programs in accordance with state educational standards;
- 6) Improving the training of personnel, based on the prospects for the economic and social development of the country, the needs of society, modern achievements in science, technology, technology, economics and culture;
- 7) Introduction into practice of new pedagogical and information technologies, methods and means of self-education and individualization of education;

8) Introduction into practice of effective mechanisms for integrating higher education with science and production;

9) Creation of research potential, performance of research work in order to develop manufacturing enterprises, including the development of innovations developed on the basis of their own fundamental and applied research;

10) Improving the quality and efficiency of research work in the conduct of fundamental and applied research, the implementation of promising innovative developments and projects.

To solve these priority tasks, the necessary conditions are being created and the material and technical base of universities is being strengthened.

One of the important directions on the way of globalization and integration of positive international experience into the model of education is the professional development of teacher skills, which is associated with:

- Transmission of accumulated experience to other educational institutions of the republic;
- Generalization and dissemination of the best pedagogical experience of domestic and foreign teachers-innovators;
- Development of recommendations for improving the system of retraining and advanced training of teachers of the republic;
- Training and education of the younger generation in accordance with world experience;
- Development of training programs involving leading domestic and international experts;
- Cooperation with leading domestic and foreign organizations related to the education and development of children in order to exchange experiences and implement best practices;
- Monitoring the professional activities of teachers with teaching skills;
- Creation of conditions for continuing professional education of teachers;
- Creation of a network educational community of teachers of the republic.

High-quality education is a key factor in the implementation of the strategic goals outlined in the program documents of the government of the republic. Among them is the "Strategy of Action in Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021".

The main provisions of this regulatory document are related to the training of personnel for the republic, including pedagogical ones.

In particular, in the fourth direction it is said that high-quality education should become the basis of industrialization and innovative development of our republic. In this context, an important direction of state policy in the field of higher education is the formation of a modern, open, flexible education system, the ultimate goal of which is to support and develop the intellectual and creative potential of the younger generation.

In order to achieve success along this path, it is necessary now to start implementing programs for updating the content of education and improving the qualifications of teaching staff in all areas, from schools and teacher training colleges to pedagogical universities. Otherwise, a situation will arise when universities and teacher training colleges release personnel into the labor market who are unfamiliar with the updated programs and require advanced training before

starting work. In other words, the system of higher education requires an effective functioning mechanism aimed at achieving the goals set by the state for the system of lifelong education as a whole.

Today it is difficult to imagine the implementation of plans to build a state with a market economy without the participation of students. Therefore, in order to strengthen the role of higher educational institutions of our country, in order to ensure the implementation of the Decree of the President Sh.M. Mirziyoyev "On the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021" dated February 7, 2017 [1, 1] The Ministry of Higher and Secondary Specialized Education of Uzbekistan developed a "Complex of measures to radically improve the system of higher education".

This decree covers a number of areas:

Firstly, it is planned to introduce effective forms of retraining and advanced training for teachers of higher educational institutions, organized for them internships in foreign educational and scientific institutions. The activities of the Fund of the President of the Republic of Uzbekistan "Iste'dod" have been improved to improve the skills of promising young teachers and scientific personnel.

Secondly, it is planned to optimize, re-profiling the target parameters for training personnel with higher education, the areas of study of higher educational institutions in combination with ongoing regional and integrated development programs, and new educational institutions have been created. The target optimization parameters for the training of personnel with higher education have been determined. Taking into account structural changes in regional reprofiling, training of personnel, admission rates to higher educational institutions will be gradually increased.

It also provides for the development of a concept for the development of each university of the republic. Long-term plans have been outlined for the re-profiling of existing higher educational institutions and the opening of their branches in the regions. It is gratifying to note that the training of personnel in the country's universities will be carried out on the basis of priority areas and characteristics of economic sectors and regional development.

Thirdly, on the basis of the experience of leading foreign universities, it is planned to improve the educational process in the system of higher education, curricula and programs, and introduce modern forms of organizing training in the magistracy.

In this direction, it is provided:

- Creation of a mechanism for the development, approval and implementation of curricula and curricula of higher education based on the study of the requirements of the real sector of the economy and advanced foreign experience;
- Improvement of the content and structure of curricula and curricula in areas of study in undergraduate and graduate specialties, optimization of subject blocks, hours of curricula based on advanced foreign experience;
- Introduction of the practice of targeted (targeted) training for the scientific and pedagogical activities of masters in accordance with the current and future needs for scientific and pedagogical personnel of higher educational institutions in the regions;

- Ensuring the conformity of bachelor's and master's degrees to foreign samples;
- Improvement of the system of organization and provision of practical training in the specialty of university students in accordance with the curricula.

Fourthly, the information support of higher educational institutions will be replenished with modern educational, methodological and scientific literature, in particular, foreign ones, and the funds of information resource centers will also be updated.

In addition, in order to meet the needs of the universities of the republic in educational and scientific literature, a phased preparation and implementation of educational and methodological complexes for subjects in the areas of higher education is envisaged based on the development of requirements for the procedure for compiling a list of references, creating, acquiring and distributing educational literature of a new generation.

Fifthly, scientific and methodological activity will be developed and its efficiency will increase. Based on the requirements for university professors, measures will be taken for the targeted training of scientific personnel with higher education in those areas where there is an acute shortage of them. Systematic work will be carried out to increase the interest of young people in science, to encourage and reward young scientists for scientific and creative activities. In addition, the scientific developments of young people will be widely introduced into practice.

Sixth, the effectiveness of the spiritual and moral content of higher education and ongoing activities among students will increase. After all, the effective conduct of spiritual and educational work among the student youth of our country is very important.

The activities of the ManaviyatvaMarifat Center under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan will be improved and its role in coordinating and organizing spiritual and educational work, as well as cultural events will be strengthened.

In addition, a set of additional measures was approved aimed at strengthening and modernizing the material and technical base of higher educational institutions in 2017-2021, equipping them with modern educational and scientific laboratories, information and communication technologies. According to it, according to the address list, phased construction, reconstruction and overhaul of educational buildings of universities, student hostels, sports facilities and other facilities are determined.

The goal and objectives defined in this Set of Measures will help to ensure the training of in-demand personnel in the modern labor market, which will serve as the basis for the consistent implementation of transformations within the framework of the "Action Strategy for the Five Priority Directions of Development of the Republic of Uzbekistan".

It should be emphasized that this regulatory document will undoubtedly play a key role in improving the system of training qualified personnel and provide the sectors of the economy and the social sphere with self-sufficient specialists, and most importantly, it will help to achieve a balance of training in terms of the number and areas of bachelor's and master's education with real current and prospective demand of potential consumers, improving the employment of university graduates.

The fundamental basis and methodological basis for this Set of Measures were the Resolutions of the head of our country "On measures for the further development of the higher education

system” dated April 20, 2017 [2, 1] and “On measures to strengthen the material and technical base of higher educational institutions and improve the quality training of highly qualified specialists”, which contain the most general requirements and recommendations for all specialties of undergraduate and graduate programs. It is important that they are aimed at providing the necessary conditions for a radical revision of the content of training university personnel, training specialists with higher education in accordance with the international level, based on the priority tasks of the country's socio-economic development. These normative documents, harmoniously combined with the goals of the Action Strategy, became the beginning of a new stage in the development of higher education in our republic.

It should be noted that the Tashkent State Pedagogical University named after Nizami can serve as an example for other universities of our country, where systematic work is being carried out to increase the interest of young students in pedagogical science and the manifestation of the creative activity of young scientists. For example, the participation of students and undergraduates, along with teachers, in intra-university, republican and international conferences held annually at our university, in meetings with scientists, writers, poets, representatives of culture and famous athletes of our republic, in research (fundamental, applied and innovative) projects with the possibility of ensuring the widespread introduction into practice of the scientific developments of student youth are direct evidence of what has been said.

CONCLUSION

This means that the key role in improving the system of training qualified personnel and providing the social sphere with knowledgeable teachers, popular preschool educational institutions, general secondary schools, academic lyceums and professional colleges is played by the pedagogical universities of our republic, whose graduates will be able in the current conditions to educate a harmoniously developed generation - physically healthy and spiritually mature, intellectually rich, with versatile knowledge and creative thinking.

It is gratifying to note that the leadership of our republic almost daily makes decisions that affect a cardinal turn in education and other social structures of society.

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VOLLEYBALL IS A POPULAR GAME IN MANY COUNTRIES AROUND THE WORLD

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ABSTRACT

Volleyball is a popular game in many countries around the world. Volleyball was first played in the United States of America. In 1895, William Morgan, a college physical education teacher from Heliok, Massachusetts, introduced a new entertaining game to the students, the main idea of which was for the players to hit the ball with their hands, making it fly over the net. The game was called "volleyball", which means a flying ball in English.

In 1897, the sports rules for this game were developed, which were repeatedly changed and supplemented. A simple game that does not require expensive equipment quickly spread in Japan, China, the Philippines, and later in Europe.

In our country, volleyball began to develop after the Great October Revolution. Having received great popularity.

KEYWORDS: *Volleyball, Game, Ball, Net, Training, Health, Physical Development.*

INTRODUCTION

The concept of the development of physical education and sports in the Russian Federation indicates that the importance of physical education of schoolchildren is due to the needs of our state in preparing a healthy, diversified, able-bodied younger generation to fully perform the function of a citizen of our society.

In the daily life of schoolchildren, the importance of physical education is due to:

- **Firstly**, the intensification and increasing intellectualization of educational work, caused by an increase in the scientific and theoretical level of the content of educational subjects, the widespread introduction of active teaching methods;

- **Secondly**, an increase in the employment of children during extracurricular time with activities that limit the manifestation of motor function: educational activities in the classroom, classes in circles;

- **Thirdly**, the use of a computer in everyday life and educational activities.

According to many authors, initiation to sports from childhood gives a person physical hardening, brings up dexterity, clarity and speed of reaction, increases activity, develops him morally, aesthetically, which is necessary for a healthy, full-fledged person. Full-fledged

physical development of children is possible only with the integrated use of physical education: natural factors, hygiene measures and physical exercises.

Volleyball is one of the most popular games in Russia. The massive, truly popular nature of volleyball explains its high emotionality and accessibility, based on the simplicity of the rules of the game and the complexity of the equipment. A special advantage of volleyball as a means of physical education is its specific quality - the possibility of self-dosing of the load, i.e., the correspondence between the preparedness of the player and the load that he receives. This makes volleyball a game accessible to people of all ages.

Playing volleyball is a very effective means of promoting health and physical development. All movements in volleyball are natural in nature, based on running, jumping, throwing. Modern biomedical and sociological studies show that systematic volleyball lessons cause significant multifunctional changes in the activity of analyzers, the musculoskeletal system and internal organs and systems.

Through the efforts of specialists from many countries of the world, the general issues of volleyball (methods of teaching the game and improving technical techniques) have been fairly well studied and covered in various teaching aids and developments. In our country, such specialists as A. G. Ayriyants, N. V. Semashko, O. P. Topyshev, Yu. N. Kleshchev, Yu. D. Zheleznyak, V. V. Medvedev, Yu. P. Furaev, A. G. Furmanov, L. N. Sluzhsky, S. L. Fetisova, A. V. Belyaev and others. Among foreign authors, we can mention such names as S. Oinuma, Y. Matsudaira, N. Ikeda, M. Saito and others.

But the process of improving the methods of training volleyball players is limitless. We still do not know everything about the human body, its capabilities. The modern physical education program for schools contains material on many sports. Among them, a worthy place is given to volleyball.

Volleyball (English volleyball from volley - "volley", "volley", and ball - "ball") - a sport, a team sports game, during which two teams compete on a special platform, divided by a grid, trying to send the ball to side of the opponent in such a way that he landed on the opponent's court, or a player of the defending team made a mistake. Volleyball is a non-contact, combinational sport, where each player has a strict specialization on the court. The most important qualities for volleyball players are jumping ability for the ability to rise high above the net, reaction, coordination, physical strength for the effective production of attacking blows. Volleyball has been an Olympic sport since 1964.

Volleyball is one of the most popular games in Russia and a popular game in many countries around the world. Volleyball was first played in the United States of America. In 1895, William Morgan, a college physical education teacher from the city of Heliok (Massachusetts), offered students a new entertaining game, the main idea of which was for the players to hit the ball with their hands, making it fly over the net. The game was called "volleyball", which in English means a flying ball. Since its inception, volleyball has experienced rapid development. This is reflected both in the growing number of volleyball players and in the growing number of member countries of the International Volleyball Federation. In terms of its prevalence, this game occupies a leading position in the world sports arena.

Volleyball has become more than just a sport. Volleyball is developing as a game for recreation, playing volleyball has become a means of organizing leisure, maintaining health and restoring

working capacity. The massive, truly popular nature of volleyball explains its high emotionality and accessibility, based on the simplicity of the rules of the game and the complexity of the equipment.

Volleyball is very popular among young people. This game has absorbed the best qualities: simplicity, entertainment, accessibility, emotionality, and, most importantly, the ability to captivate and fall in love with any person, regardless of his age and profession. Volleyball is a game of the brave, temperamental, resolute, physically developed, with instant reaction and ingenuity. And the one who played volleyball from an early age, as a rule, is distinguished by a beautiful physique, agility, endurance and strength. But all this is achieved by hard training. Mastering a large number of game techniques requires perseverance and courage. The very same game in a team brings up a sense of camaraderie, mutual assistance - undoubtedly very valuable qualities of a person.

Volleyball in accordance with the Federal State Standard in the subject "Physical Education" is included in the curriculum of the fifth grade. This is quite justified, methodically thought out, well-constructed physical education lessons based on the material of this sports game are very effective. Firstly, they contribute to the versatile physical preparation of students. Secondly, they create a solid foundation for mastering the basic techniques of playing volleyball. And thirdly, they take place in an atmosphere of special emotional upsurge.

Conducting volleyball lessons should be based on the principle of an integrated approach. Classes by orientation should be combined so that they include the material of two or three types of training (physical, technical, tactical), in various combinations. Such classes allow solving the main problem of mastering the technique of playing techniques (initial training in game techniques) with the optimal level of development of the physical abilities necessary for this. All subsequent classes are built on the basis of the previous ones with the obligatory repetition of previously studied actions and with the inclusion of new techniques.

Each teacher of physical education is clear about the main task, which is to ensure that students successfully master the basics of playing volleyball skills. You need to learn how to quickly move around the site, stop and change direction, learn the transmission from above with two hands, the lower serve and the reception from below with two hands. Having studied these techniques well in the lessons in the fifth grade, you can confidently play according to the rules of mini-volleyball. All this will become the basis for the successful study of program material in the next grades 6-11. Students must learn certain rules of conduct in the classroom when learning the techniques of playing volleyball. Exercises with a volleyball must be preceded by exercises in the introductory part of the lesson. It is necessary to introduce students to the skills of self-insurance during jumps, falls, which are many in volleyball. Those involved must ensure that when jumping the ball does not fall under their feet, in case of danger, be sure to give a signal to others. Students should not be in a hurry to perform game techniques that they have not yet learned. The teacher pays special attention to students so that they follow the correct position of their hands when passing from above with both hands, do not put their thumbs forward - this can lead to injuries.

Fifth-graders should master the basic elements of the game of volleyball - these are the ways of moving in volleyball, rational starting positions for performing game techniques - the so-called volleyball stances, study the top transfer of the ball with two hands, master games that prepare for volleyball.

The stances and movements are not that difficult for children to learn. Movements and stances are part of the playing technique of a young volleyball player; the success of various actions with the ball depends on their perfection. The stand is the position of the volleyball player's readiness to perform the reception of the game, for example, the transfer.

Movements are performed in the form of walking, running, jumps, lunges. But before performing this or that trick of the game, the volleyball player must take a certain stance or position that provides the opportunity to perform the necessary movement in a timely manner. In the fifth grade, students should be taught how to stop on a signal while walking and running.

In volleyball, such feeds are used as: lower straight and side, upper straight and side, upper straight in a jump.

The main attention of the teacher in teaching the game of volleyball should be directed to the technical training of students. At the beginning of training, the player must imitate the movement model as accurately as possible. This model is usually the teacher.

It is not recommended to make exercises more difficult until the player has completed the requirements in the previous drill. The choice of exercises and their order should stimulate the growth of technical skill, and not just maintain the existing level of skills. The gradualness in increasing the difficulty of the tasks assigned to the players should be both in terms of motor and in terms of perception.

The effectiveness of volleyball classes largely depends on proper planning. The central place here is occupied by the content of technical and tactical training of volleyball players.

For the correct construction of all educational work, the sequence of studying program material according to the principle "from simple to complex" is of paramount importance. When planning work, the teacher must take into account the existing conditions, in particular the state of the material and technical base of the school, as well as the level of physical fitness of students. Based on this, he determines the permissible load when performing exercises in the classroom when studying technical and tactical material.

Also, educational tasks are set for the teacher in volleyball classes. Educational work is carried out according to the plans of physical culture classes, but mainly it is carried out directly in the process of classes in the lesson.

The whole process of educational work should ensure a high level of mastering the technique of playing volleyball, developing physical qualities (strength, speed, endurance, dexterity), educating strong-willed character traits, strengthening the health of those involved and, on this basis, achieving high sportsmanship.

The federal state standard for the subject "Physical Education" obliges teachers to take into account the anatomical, physiological and psychological characteristics of children and adolescents of the appropriate age when planning and conducting classes. Without deep knowledge of the anatomical, physiological and mental characteristics of students and the ability to apply them in the specific conditions of the educational process, it is impossible to successfully solve issues related to increasing the physical fitness of students.

Children studying in the fifth grade are at the last step of the period of childhood and at the threshold of the period of adolescence. This is the so-called younger adolescence, which lasts from 11-12 years old to 14-15 years old.

Each of the age stages has its own characteristics of a physiological and mental nature.

Adolescence is a great developmental crisis, when the relationship between the child and society is rebuilt. During this period, there is a transition from childhood to adulthood, from immaturity to maturity.

A fifth grade student is no longer a child and not yet an adult. This is a period of rapid and uneven physical development.

Numerous observations show that fifth grade students forget a lot of what they learned 1-2 months ago. To avoid this, it is necessary to systematically, over a long period of time, repeat with the students the studied material.

The thinking of schoolchildren at this age also differs in a visual-figurative character, is inseparable from the perception of specific features of the phenomena being studied, and is closely connected with the activity of the imagination. Pupils still have difficulty mastering concepts that are highly abstract, since, apart from verbal expression, they are not connected with concrete reality. That is why at this age the methods of verbal explanation are ineffective, divorced from visual images of the essence of phenomena and the patterns that determine it. The visual method of teaching is the main one at this age. The explanation should be simple in its content. The necessary parts and main elements, concepts should be clearly distinguished. Strengthen perception with practical actions and with the help of words.

Of great importance for the development of the function of thinking are games that require the demonstration of existing knowledge, skills; breadth of outlook, response to various circumstances and situations of the game. The educational value of didactic games is great: in the process of playing activity, literally all mental functions and qualities of a student develop: acuity of sensations and perception, attention, working memory, imagination, thinking, social feelings, volitional qualities.

Means of teaching the technique of volleyball elements in a secondary school. The main means in teaching volleyball are physical exercises. Their great variety. Therefore, in order to choose those exercises that are more conducive to solving problems at a certain stage of volleyball training, they are grouped based on the classification of means. The starting principle of classification is the competitive activity of volleyball players. In this regard, all exercises are divided into two large groups: basic or competitive and auxiliary or training.

Competitive exercises are actually volleyball, that is, that specific thing that distinguishes it as a sport. Here, technical techniques and tactical actions are performed in the same way as it takes place in a game environment at a competition. Training exercises are designed to facilitate and accelerate the acquisition of basic skills and help to increase their effectiveness and reliability. They consist of special and general developmental exercises. Special exercises are divided into preparatory, the main task of which is to develop the special physical qualities necessary in volleyball, and lead-in, aimed directly at mastering the structure of specific techniques. Leading exercises also include imitation exercises performed without a ball.

All exercises, according to their direction, are combined into the components of the training: general physical, special physical, technical, tactical, integral. Each type of training has its own leading means, with the help of which they solve the corresponding tasks. At the same time, exercises of one type of preparation are closely related to exercises of other types. The effectiveness of funds in teaching volleyball largely depends on the methods of their application.

The choice of methods is carried out taking into account the tasks, the level of preparedness of students and specific working conditions. Depending on the task at hand, the same tools can be used in different ways by applying different methods. In addition, it should be taken into account that the sequence of tasks in each type of training and the sequence of the types themselves have a certain logical connection: the nature of the tasks in one type of training changes qualitatively, creating the basis for another type of training. Thus, preparatory exercises end with exercises that reflect in general terms the structure of the studied technique. Leading exercises serve as a kind of bridge for the transition from special physical training to technical. Technical exercises, built in a certain order of complexity, contribute to the formation of tactical skills. On this basis, individual tactical actions are further studied, etc.

Teaching volleyball techniques at physical education lessons should be carried out in the following order:

1. Preparatory exercises, with the help of which there is a development of special physical qualities, as well as organs and systems that carry the main load when performing the studied technique.
2. Leading exercises that serve to master the technique of the technique as a whole or its individual elements.
3. Technique exercises, thanks to which the parts of the technique are connected into an integral motor act.
4. Improving the technique in the training game.

As a rule, students want to get to the game itself as quickly as possible. However, the teacher should explain to them that only those who have mastered the techniques of the game can get real pleasure from the game. The preparatory games serve as a step to volleyball. They are also very interesting, more accessible, bring students closer to the "real" volleyball.

An example of such games is "Pioneerball" or "Ball in the air".

The game is an obligatory element of the main part of the lesson. It can be both games for general physical training, and for practicing technical and tactical actions.

If technique is the execution of one or another technique of the game, then tactics is which of the techniques to perform (choose), where to send the ball and along what trajectory, where to be located on the court (at one or another moment of the game).

Technique and tactics must be learned in parallel.

At the initial stage of training, tactics is one of the criteria for the correctness of technique. If a player cannot complete a tactical task, then his technique is wrong.

If a player, receiving the ball from the service, cannot send it to the setter, he performs the reception incorrectly.

Teaching tactics at school should be carried out in parallel with teaching technique. Once the students have mastered the initial exercises, which they performed individually, and move on to working in pairs, then it's time to learn tactics.

This approach is much more efficient and takes less time to learn, both technique and tactics, because one helps the other.

Methods of teaching volleyball technique to students of the fifth grade.

In the theory of teaching physical education lessons, for mastering the technique of playing volleyball, however, like the techniques of other games, methods of verbal, visual and sensory-corrective influence are used.

These include:

- Conversations, explanations, story, description, etc.;
- Showing the technique of the studied movement;
- Demonstration of posters, schemes, videos, etc.;
- Use of subject and other reference points;
- Various simulators, recording devices, urgent information devices.

But, as a rule, the methods of verbal and visual influence are used in the lessons in a comprehensive school. Learning the technique of playing volleyball should begin with the study and explanation of the rules of this game.

Description of the rules of the game in volleyball.

The rules of volleyball are very simple, the playing field is divided into two parts by a volleyball net for two teams. Each team must have six participants who are each in their own playing area. Team wrestling consists in hitting the ball over the net so that the opposing team cannot return the ball back without violating the rules. The task of the participants is, in accordance with the rules, to send the ball over the net and land it on the opponent's side or make the opponent make mistakes.

The goal of the game for each team is to prevent the ball from landing on its own court and to get it to land on the opponent's side. The playing field in volleyball is limited by lines along the contour, for which, if the ball hits on the opponent's side, when serving, a point is counted to the opponent. The ball is allowed to hit with the hands or any part of the body. Violation of this rule is penalized by a point. Each team is entitled to three touches of the ball, but the defending team is entitled to four touches of the ball if one of them was on the blocker (the player who blocks the path of the ball with his hands). The competition consists of three games, each of which continues until the team scores 25 points, then there is a change of zones between the teams. The serve is made from behind a line parallel to the volleyball net, from any point on it, without crossing this line.

The game starts with a serve over the net. Before you hit the ball, you need to throw it up. A hit from the hand is considered a mistake. Touching the net while serving is not considered a fault. If a team member puts the ball into play by serve and the team wins the point, the same player takes the next serve. If a point is lost, the serve goes to the other side. After each played serve, the players make the transition from one zone to another in a clockwise direction. The rules of the game do not allow: touching the net with any part of the body; cross the middle line, where the volleyball net is located, during the game; cross the front line when serving; hold the ball when passing or hitting; make double strikes; to make more than three blows on one side; you can't block a passer.

When teaching fifth grade students the elements of volleyball, it is necessary:

- Start with the simplest exercises to master the basic techniques of the game,
- Prevent situations that cause pain in players by choosing the conditions for performing exercises that correspond to their physical and psychological capabilities,
- Exclude the introduction of complex game situations without mastering the leading exercises,
- To introduce most of the initial game situations immediately after the students have mastered the technique of passing and serving

Almost all teachers know from personal experience that one of the most common problems observed in the initial training of schoolchildren to play volleyball is “fear of the ball” when hitting. Some children, during exercises or in a game, turn away from a flying ball, even if it just bounces up, they pull their heads into their shoulders, bend down, and as a result, it falls somewhere on their back, shoulder or head, in the worst cases, hits face. During strikes, they also shrink, cover their faces, and dodge the ball.

In a general definition, fear is a negative emotion caused by expected pain, danger, or evil, real or imagined. In volleyball, fear, as a rule, is associated with the possibility of making a mistake, appearing “incompetent” in front of peers, or losing. Fear is also defined as self-doubt, doubts, worries, negative thoughts or feelings. Fear in volleyball is rarely helpful. In most cases, it leads to such consequences as loss of concentration, confidence, muscle tension, loss of rhythm, sense of control, indecision, expectation of error. When teaching schoolchildren to play volleyball, the biggest danger is fear itself! In this situation, the teacher needs to be helped to overcome it.

When teaching, each student needs an individual approach, the child may not show interest in the game, showing his unwillingness to learn. But in fact, this behavior may be hiding the fact that the student is unable to perform certain game techniques. Therefore, it is so important to work out the technique of playing techniques with everyone, showing the correct execution by example.

Team games bring together the players of one team not only on the playing field, but also in further relationships between peers. For some schoolchildren, the victory in the game over the opposing team gives a taste of leadership, therefore, when repeating team volleyball, you need to change the players in the team among themselves. Highlighting strong players, put them with weaker players. Sports and, in particular, playing volleyball develop not only the physical abilities of children, but also such qualities as courage, perseverance, perseverance and quickly respond to changing situations.

Having considered the volleyball curriculum for fifth grade students of a general education school, we found that volleyball is an integral part of classes and one of the main forms of organizing physical education for schoolchildren. Therefore, the issues of optimizing the educational process in volleyball for more effective development of the physical qualities of those involved and mastering the technique of playing volleyball deserve special attention. Conducting volleyball lessons should be based on the principle of an integrated approach. Classes by orientation should be combined so that they include the material of two or three types of training (physical, technical, tactical), in various combinations. Such classes allow solving the main task of mastering the technique of playing techniques (initial training in playing techniques) with the optimal level of development of the physical abilities necessary for this. All subsequent classes are built on the basis of the previous ones with the obligatory repetition of previously studied actions and with the inclusion of new techniques.

Each teacher of physical education is clear about the main task, which is to ensure that students successfully master the basics of playing volleyball skills. You need to learn how to quickly move around the site, stop and change direction, learn the transfer from above with two hands, the bottom serve and receive from below with two hands. Having studied these techniques well in the lessons in the fifth grade, you can confidently play according to the rules of mini-volleyball. All this will become the basis for the successful study of program material in the next grades 6-11.

Students must learn certain rules of conduct in the classroom when learning the techniques of playing volleyball. Exercises with a volleyball must be preceded by exercises in the introductory part of the lesson. It is necessary to introduce students to the skills of self-insurance during jumps, the falls of which are many in volleyball.

Fifth graders must master the basic elements of the game of volleyball - these are the ways of moving in volleyball, rational starting positions for performing game techniques - the so-called volleyball stances, to study the top transfer of the ball with two hands, to master preparatory games for volleyball.

The effectiveness of volleyball classes largely depends on proper planning. The central place here is occupied by the content of technical and tactical training of volleyball players. Also, educational tasks are set for the teacher in volleyball classes.

The whole process of educational work should ensure a high level of mastering the technique of playing volleyball, developing physical qualities, strengthening the health of those involved and, on this basis, achieving high sportsmanship.

in the subject "Physical Education" obliges teachers, when planning and conducting classes, to take into account the anatomical, physiological and psychological characteristics of children, since without deep knowledge of the anatomical, physiological and mental characteristics of students and the ability to take them into account in the specific conditions of the educational process, it is impossible to successfully resolve issues associated with increasing the physical fitness of students.

Thus, we can conclude that volleyball in physical education classes in the fifth grade can give students pleasure, serve as a means of reasonable rest, promote the development of physical abilities, strength and speed, endurance, and contribute to the formation of physical qualities and skills. It is only necessary to skillfully select physical exercises and tasks so that they arouse interest among schoolchildren, and, consequently, arouse interest in physical education - this is the main goal that the teacher strives for in connection with the task of increasing the level of the process of teaching physical education.

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PRINCIPLES OF DEVELOPING STUDENTS' CREATIVE RESEARCH AND PROFESSIONAL SKILLS THROUGH CRITICAL THINKING

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ABSTRACT

This article discusses the content of developing students' creative research and professional skills through critical thinking, the importance of innovative thinking technologies in teaching robotics, modeling, design, programming, critical thinking skills and the process of its formation.

KEYWORDS: *Research, Robotics, Professionalism, Critical Thinking, Logical Thinking, Data Collection, Disposition.*

INTRODUCTION

Wide use of the achievements of science and innovation activities in the world education system, consistent and stable development of all spheres of society and state life are becoming an important factor in building a worthy future of the country. In countries such as the USA, Russia, England, South Korea, Japan, training of competitive personnel with high technological training is considered as the main direction of development, innovations in education, including robotics, modeling, construction, programming, 3D-design and virtual engineering. theoretical studies are being conducted on teaching

The continuous education system formed in the Republic of Uzbekistan serves to ensure the effective organization of the process of training a competent person and a qualified specialist. Taking into account the special emphasis on the development of competencies and skills of STEAM subjects, critical thinking and independent search and analysis of information in non-school educational institutions operating within the framework of the continuous education system, the problems of training personnel that meet the requirements of the modern digital economy today is becoming one of the tasks of the day.

Currently, in the process of out-of-school education, education of a well-rounded person, the social order imposed on out-of-school education activities are not harmonized with advanced foreign experiences, and the need to update the content of education; programs and methodical materials aimed at the individual development of children through the widespread use of modern information and communication technologies, the development of students' vocational training is insufficiently provided; the fact that the knowledge and skills acquired by students are not in accordance with the level of skills and qualifications required in professional activity determines the relevance of the problem under investigation.

The need to teach students to think critically, to improve students' research and professional skills, even though innovative technologies for developing students' research and professional skills are not widely used. is being considered as a development tool.

What is meant by teaching students to think critically? What is critical thinking? Critical thinking means the ability to objectively analyze information and draw reasonable conclusions. This includes evaluating sources such as data, facts, observable phenomena, and research findings.

Critical thinking is the analysis of evidence to draw conclusions. There are several different definitions that involve rational, skeptical, and unbiased analysis or evaluation of evidence on complex topics and subjects. Critical thinking is thinking that enables the learner to be self-directed, self-educated, self-monitored, and self-developed. This strictly implies perfect conditions and their rational use. It requires effective communication and problem-solving skills, as well as overcoming local egocentrism and sociocentrism.

The sequence of critical thinking and the connection of critical thinking in the logical thinking of students can be reflected in the following diagram.

Activities conducted by students during class and extracurricular activities are often focused on research, in which the student's independent movement, the development of the student's logical thinking and critical thinking in the tasks given to him and finding their solutions. Education is always a problem. Today, in the modern world, several new professions have been created based on a one-sided approach to vocational training and education, such as IT specialist, robotics, mechatronics and engineering professions. In learning these professions and performing complex technological processes and operations, students' skills in programming, assembly, execution, operation or technological sequence are not enough, but research skills are also important. is gaining importance. For this, students are required to regularly develop critical thinking.

World experience shows that most researchers recognize critical thinking in addition to skills or abilities in the development of students' skills and abilities during education. This includes dispositions. The origin of this concept dates back to research conducted in 1985, which recognized that critical thinking skills are different from the ability to "do and get things done" and there is empirical evidence to support the concept of critical thinking skills, and the distinctions are actually specific to individual objects. found the proof of z. These thoughts are cast as various attitudes or habits. Facione defines states of critical thinking as "Attitudes towards or attitudes toward people, events, or situations that emerge continuously. Researchers have tried to identify similar sets of reasons and factors that give rise to critical thinking." For example, the types of abilities that involve the most frequent instances of critical thinking are:

- The ability to think openly;
- The ability to think fairly;
- The ability to tend to search for reasons;
- Ability to be curious;
- The ability to want to be informed;
- Ability to adapt;

Today, while several Western scholars have done extensive research on defining critical thinking, such as Facione, Ennis, Baylin, and others, most researchers consider critical thinking

to include "skills and judgments." agree with the opinion. In 1990, the American Philosophical Association (APA) formed a consensus group of critical thinking researchers tasked with defining critical thinking to aid future research efforts. Although most experts agree that dispositions are an important component, they argue against certain actions and consider them to be dispositions within the definition of critical thinking, some argue that these considerations simply play a laudable role and support these views. others also believe that it has a normative role.

There are several ways to teach students to think critically in the development of research and professional skills, among which the following can be taught in engineering circles:

Gathering Information: Many of our readers make completely wrong decisions because they think their opinion is right. The reason for making such mistakes is that they have little information or, on the contrary, do not seek to further strengthen their knowledge. Therefore, taking into account how quickly our time is developing, it is necessary to collect all available information and analyze it

Follow-up: Here's how curious the readers are. It's always because we don't pay attention to what's in front of us and we take it for granted. Moreover, it can be not only objects, but also our and others' behavior, various ironic situations and unusual structures of mechanisms. When we observe, our inner senses do not perceive for a while and our eyes do not react to what we see.

Working with literature: We need to learn logic in order to draw correct conclusions. It has its own rules, exceptions, and contradictions, but nevertheless, learning to notice inconsistencies in the statements of other students and reacting to them when the situation allows is a great way to prove our point in any discussion.

Rationalization: This refers to the application of the laws of mind: induction, deduction, and analogy. Using these tools, we can evaluate an argument and find its strengths and weaknesses.

Remembering: Regularly taking a step back from the details of the problem, recalling the entire process and focusing on what we learned and experienced.

Creativity: It helps us not only to understand the essence of creativity, but also to become more creative through exercises. Using methods such as TRIZ or STEAM, they help us approach problems in a systematic way.

Categorize and Sequence: Group and order items and ideas according to characteristics to learn how to analyze information. Use of mental capabilities.

Compare and contrast: Learning to identify how two or more objects, situations, or problems are similar or different. Make a list of pros and cons and then choose one.

Analyzing cause and effect: Interestingly, many students fail to distinguish between cause and effect. Therefore, our first step is the ability to determine cause and effect. Sometimes cause and effect may not be related - meaning we may have missed something.

Synthesis: Collecting and combining different information to arrive at an unexpected result.

Evaluation: Learning to find two or more solutions to a problem and evaluate which one is better.

Prediction: This is a complex process that does not bother the students. They take a few seconds to "analyze" and make decisions based on the future. Instead, gather scientific solutions through careful data collection and analysis. Of course, there are thousands of factors that we can take into account.

Priority: Learning to manage time, understanding why we spend our time and what it is spent on. Do not forget that the time spent on useless things can reduce the efficiency of the work.

CONCLUSION

This skill is usually summative and final. Learning that we need to know exactly what we understand, what experiences we have gained, what conclusions we have drawn, and how to summarize all this.

Most likely, students will not master these skills at the same time. However, we can generalize these to make better decisions and act more courageously. Each skill learned can significantly change the way students think.

There are many different ways of thinking, but none of them are as effective in solving problems as critical thinking. With its help, we can increase our emotional awareness and emotional level, as well as prevent cognitive distortions and egocentrism.

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SUSTAINABLE INTERNATIONAL RELATIONS, TRADE AND ENVIRONMENT AMIDST INSECURITY IN NIGERIA;ISSUES AND CHALLENGES

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ABSTRACT

This paper attempted an exposition on the importance of international relations in sustaining international trade, while preserving the environment because these activities affects the environment negatively. Objectives of the study includes identifying effects of insecurity on sustainable international relations. Highlight relationship between international trade and environment and identify the benefits of sustainability. To this effect, exploratory research design method was adopted while Synthesis of previous studies was explored. The study was able to achieve its objective. Therefore, the study recommended that government and conscious citizens should take immediate steps to extend international relation around the universe, Nigeria, should maintain good relation with foreign countries. and, at the same time the government ought to make massive awareness throughout the country with a view to extending trade and development with the globalizing process and improvements of education and healthcare are therefore required to achieve higher income and better environmental decisions.

KEYWORDS: *International Relations, Sustainability, Trade, Environment.*

INTRODUCTION

In recent times, Nigeria has been engulfed in security challenges that left a lot of people dead or maimed most of whom are innocent civilians, foreigners, some members of the nation's security personnel, elected officials and many government workers. In fact, this security challenge has assumed formidable dimensions forcing the country's political and economic managers and,

indeed the entire nation, to series of losses which includes loved ones, investments and absence of safety in most parts of the country.

The number of violent crimes such as kidnappings, ritual killings, suicide bombings, religious killings, politically-motivated killing, violence, ethnic clashes, armed banditry and others have increased as pointed out by Onifade, Imhonopi&Urim (2013). Worthy of note is the Niger Delta region of Nigeria where environmental degradation is on the increase partly due to the security challenges that exist in the region. With these array of problems bedeviling a developing country like Nigeria, the tendency is that the risk of spreading to neighboring countries cannot be ignored.

Whereas, it is widely held that international relations can play a very important role in creating sustainable trade and at the same time preserving the environment. In most international organizations, including the United Nations (UN) and the World Trade Organization (WTO), conventional wisdom is that international trade supports sustainable development, Which is now threaten by insecurity.

International relations promotes successful trade policies between nations. Besides, it also encourages travel related to business, tourism, and immigration, providing people with opportunities to enhance their lives. This is achieved through Globalization and economic integration which is a salient feature of the modern world. Moreover, the increasing division of labor and fragmentation of supply chains have led to the globalization of production and shipping of many commodities and services, which has enhanced international economic cooperation.

Trade growth enhances a country's income generating capacity, which is one of the essential prerequisites for achieving sustainable development," the WTO noted in the 2016 UN High-Level Political Forum on Sustainable Development. This belief is usually based on the relationship between trade and only one — or, at most, two — of the three pillars of sustainability. These pillars are: the economy, social interests, and the environment.

Greater trade flows, provide supportive evidence of this cooperation as pointed out byKrugman, Obstfeld, and Melitz (2014). Against this trend of globalization, however, international politics is not necessarily becoming more cooperative, an idea that had been promoted in the popular press and academia (Friedman 2000, Mandelbaum 2003, Witt 2019). Political tensions may considerably hinder all aspects of economic integration such as trade, investment, supply chain, and transport logistics.

Thus, the expansion of global trade and the increasing integration of global value chains raise questions about how trade and the environment interact with each other. What are the effects of trade on the environment? And inversely, how can a changing natural environment (e.g. climate change impact) modify trade patterns? Is trade liberalisation good or bad for the environment? What are the short term and long term consequences and can an optimal combination of trade and environment policies harness the benefits of trade while minimizing environmental costs?

It is understood that a secured environment serves as an essential springboard. Nigeria's pursuit of economic diplomacy beginning from the 1980s has been encumbered with strains arising from compromises in environmental and security matters. With the use of historical descriptive method, this work – drawing largely from the Ogoniland degradation in the Niger Delta and the recurring insecurity in Northern Nigeria will examine the impediments posed by environmental

sustainability and internal insecurity to the realization of this need. In its arguments, the paper adopted a framework predicated on the theory of integral sustainable development. The research reveals that Nigeria's efforts at development through economic diplomacy have been hindered by internal environmental and security challenges because the leadership failed to adopt more pragmatic and holistic approach in tackling these challenges (Udochukwu, Tenong, & Isaac Yiolokun 2020)

Therefore, this study is an attempt to explore the usage of international relations in sustaining international trade alongside the environment, given the security challenges faced by the country. This is done through the synthesis of existing knowledge. The overall goal of the paper is to highlight the challenges and proffer workable solution. Even as the paper provides information on trade issues, including how to make trade contribute to development.

OBJECTIVE

This study was set out to achieve the following objectives

- I. Identify effects of insecurity on sustainable international relations
- II. Highlight relationship between international trade and environment and
- III. Identify the benefits of sustainability

To achieve the objectives of this study, the exploratory research design was adopted. Data was drawn mainly from secondary sources. Thus, the study adopts the content analysis of issues.

CONCEPTUALIZATION

Concept of Insecurity

Understanding security as a concept enables us to identify what insecurity is all about and why it is important. Thus, in the view of Akin (2008) as cited in Achumba, Ighomereho, & Akpor-Obaro (2013) security refers to "the situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions". It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties.

Insecurity and terrorism constitutes major challenge to the Nigerian government in recent times. The activities of the Islamic sect (Boko Haram) had led to loss of lives and properties in the country especially in the Northern part of Nigeria. Some of these activities include bombing, suicide bomb attacks, sporadic shooting of unarmed and innocent citizens, burning of police stations, churches, kidnapping of school girls and women, etc. Kidnapping, rape, armed robbery and political crises, murder, destruction of oil facilities by Niger Delta militants alongside the attacks carried out by Fulani Herdsmen on some communities in the North and South have been another major insecurity challenge facing the country. Callister (2015)

For over a decade, Nigeria has been fraught with insecurity challenges, from Boko Haram and their ISWAP counterparts to Bandits and unknown gun men, in the midst of all this, the statistics of unemployed youths and graduates in the nation has been rising to an alarming rate, the basic development infrastructures like electricity to enhance the industrialization of the nation in order to create employment opportunities has been lacking, thereby crippling other efforts to drive the economic resurgence of the 7th most populous nation in the world

We live in a world where people are increasingly interconnected and so are their problems, people in USA lose their jobs when factories are moved to nations where wages are lower.

So many of today's social problems are global in nature, we cannot hope to solve them by focusing on individual nations creating an enabling environment that will help the people to dream would. Insecurity in Nigeria is not a national problem as most people think but rather trans-national

Trade and the Environment

International trade can bring prosperity but potentially also create negative social and environmental consequences through direct effects (scale effects) and indirect effects (increased competition which generates pressures to cut production costs) (Irwin, 2020; WTO, 2018). But the big subject that's overlooked, at least in the Sustainable Development Goals (SDGs), is how trade can help the environment. The relationship between trade and the environment is complex and certainly not always positive. For example, the global agricultural trade has caused agricultural expansion, deforestation, and biodiversity loss in producer countries. Exports of soya and palm oil bring revenue to countries like Brazil, Indonesia, and Malaysia, but the intensive farming of these crops also causes rainforest and habitat destruction, overfarming, and the destruction of soil and water. (See SDG #6, which focuses on reducing water scarcity and improving access to clean water, and SDG #15, which aims to conserve land-based ecosystems like forests and wetlands.)

Trade may also be an obstacle to combating climate change. According to the WTO and the UN, open trade would increase industrial production and eventually increase CO2 emissions. Also, "trade may increase the vulnerability to climate change of some countries because it leads them to specialize in the production of products in which they have a comparative advantage, while relying on imports to meet their requirements for other goods and services. These countries may become vulnerable if climate change leads to an interruption in their supply of imported goods and services." (See SDG #13, which focuses on the need for climate action.)

Although some Free Trade Areas (FTAs) have environmental protection provisions on paper, they are seldom able to be enforced. Even though there have been documented violations, no Party has ever brought a formal case based on the environmental provisions of any US FTA. In fact, the enforcement of trade provisions usually does the opposite of protecting the environment: Companies regularly use Investor-State Dispute Settlement (ISDS) to sue

International Relation

International relations attempts to explain the interactions of states in the global interstate system and it also attempts to explain the interactions of others whose behavior originates within one country and is targeted toward members of other countries. In short, the study of international relations is an attempt to explain behavior that occurs across the boundaries of states. The broader relationships of which such behavior is a part, and the institutions including-private, state, non-governmental, and inter-governmental that oversee those interactions.

International Relation, Economic Trade and Development

Capitalist economic theory holds that a completely liberalized global market is the most efficient way to foster growth, because each country specializes in producing the goods and services in which it has a comparative advantage. Yet, in practice, cutting trade barriers

and opening markets do not necessarily generate development. Rich countries and large corporations dominate the global marketplace and create very unequal relations of power and information. As a result, trade is, inherently, unequal and poor countries seldom experience rising well-being, but increasing unemployment, poverty, and income inequality (Dixit & Norman, 1980). An additional problem is that free trade is not equally free. Agricultural subsidies and other trade barriers in the US and the EU prevent poor countries from gaining access to the most important markets.

Meanwhile, poor countries open up their own markets to US and EU exports. Critics of free trade point out that many of the world's richest countries sheltered their economies by protection when they were at the start of their own growth. Further, trade is so dominated by transnational corporations that new trade rules mainly benefit those companies. A number of NGOs have started to promote fair trade, arguing that trade can promote development if it is environmentally sustainable and includes respect for human and labor rights.

The trade and development of a country largely depends on international relations, especially structural changes. Economic structural change refers to a long-term shift in the fundamental structure of an economy, which is often linked to growth and economic development. For example, a subsistence (prevalent) economy may be transformed into a manufacturing economy, or a regulated mixed economy is liberalized. A current driver of structural change in the world economy is globalization. Structural change is possible because of the dynamic nature of the economic system (Milner, 1997).

Patterns and changes in sector employment drive demand shifts through the income elasticity. Shifting demand for both locally sourced goods and for imported products is a fundamental part of development. The structural changes that move countries through the development process are often viewed in terms of shifts from primary, to secondary and finally, to tertiary production. Technical progress is seen as crucial in the process of structural change as it involves the obsolescence (obsolete) of skills, vocations, and permanent changes in spending and production resulting in structural unemployment. Moreover, structural changes of a country include culvert, bridges, gas, electricity, road communication, education, mills and factories, manpower, garments, school, college, university, export and import, economy, trade and commerce, transportation, industrialization, urbanization, science and technology, games and sports, credit and so on.

For structural changes, a developing country like Nigeria has to depend on foreign aid. When she is unable to meet the investment for her structural changes, then international relations is a must. For international relations, a country has to rely on the help of World Bank, African Development Bank, World Trade Organization and so on. Export and import of a country depends on international relations. For this, countries need help from World Trade Organization. Due to International Relations (IR), a country takes credit (loan) from any foreign country. Ideas, cultural trends like food, clothing, manner, and so on are dealt with in IR. People can share their views and opinions with another country, and they can establish international brotherhood, and friendship, then, it becomes possible for them due to IR.

Benefits of Sustainability

Sustainability is the ability to exist and develop without depleting natural resources for the future. Thus, we have to admit that Sustainability is important.

There are many benefits of sustainability, both short-term and long-term. We cannot maintain our Earth's ecosystems or continue to function as we do if more sustainable choices are not made. If harmful processes are maintained with no change, it is likely that we will run out of fossil fuels, huge numbers of animal species will become extinct, and the atmosphere will be irreparably damaged. Clean air and nontoxic atmospheric conditions, growth of resources that can be relied upon, and water quality and cleanliness, are all benefits of sustainability.

The 3 Pillars of Sustainability

The concept of sustainability is composed of three pillars: environmental, social and economic—also known informally as profits, planet, and people. These are in particular relevant to corporate sustainability, and efforts made by companies.

Environmental protection is the most frequently discussed element. It is concerned with the reduction of carbon footprints, water usage, non-decomposable packaging, and wasteful processes as part of a supply chain. These processes can often be cost-effective, and financially useful as well as important for environmental sustainability.

Social development is about treating employees fairly and ensuring responsible, ethical, and sustainable treatment of employees, stakeholders, and the community in which a business operates. This may be achieved through more responsive benefits, like better maternity and paternity benefits, flexible scheduling, and learning and development opportunities. For example, business should operate using sustainable labour, which involves fairly-paid, adult employees who can operate in a safe environment.

Economic development is probably the simplest form of sustainability. To be economically sustainable, a business must be profitable and produce enough revenues to be continued into the future. The challenge with this form of sustainability is achieving an equilibrium. Rather than making money at any cost, companies should attempt to generate profit in accordance with other elements of sustainability.

According to Siyi (2018) Trade impacts different aspects of sustainability in various ways, both positively and negatively. It has a rich context in the real world, so we must understand the full scope of the effects of trade when talking about it as an engine or impediment for sustainability. But trade is not the only tool we have. Sustainable development depends on thoughtful use of the whole toolbox, and tailoring it to achieve all three pillars of the goals

CONCLUSION

International trade has grown significantly over the last decades. Besides an increase in trade made us to also witness a change in the nature of trade through the emergence of global value chains. International trade is now predominantly conducted through global value chains which link producers in developing countries to consumers around the globe. Addressing social and environmental issues in global value chains has also received increased attention with the emergence of the concept of sustainable development and its inclusion in the 2030 Global Agenda and Sustainable Development Goals. The link in GVCs between consumers and producers and the increasing attention to sustainable development offers an opportunity for VSS

to contribute significantly to sustainable development. This report focused on the role VSS can play. The potential of VSS to make trade more sustainable relies on two crucial components: first that they generate an impact on the ground and second that they are widely used. We discussed these two components in-depth and showed the progress made so far and the challenges which remain.

Recommendations

Based on the exposition above, a country like Nigeria can be able to develop her economic potential and trade if she takes proper steps. Thus, the following are recommended

- a. The government of Nigeria and citizens alike should take immediate steps to extend international relation around the universe.
- b. Nigeria, should maintain good relation with foreign countries. and, at the same time, the government should create massive awareness throughout the country with a view to extending trade and development with the globalizing process.
- c. Improvements of education and healthcare are therefore required to achieve higher income and better environmental decisions
- d. Settlement patterns should be transformed for the good of the population and the environment, which may be done through ‘smart’ infrastructure and internet connectivity
- e. Development of Information Technology should be encourage to facilitate sustainability

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METHODS OF INNOVATIVE USE OF EDUCATIONAL TECHNOLOGY IN TEACHING MATHEMATICS IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

In this article, its role in the innovative training of competitive personnel and personality formation through the teaching of mathematics based on the innovative model of educational technology is scientifically revealed.

KEYWORDS: *Competitive Personnel, Educational Technology, Technological Map, Class-Lesson System, Pedagogical Method, Pedtechnology.*

INTRODUCTION

The 21st century is the century of intellectual potential development and personality formation, which aims to develop a targeted system of personnel training in the republic, to meet the needs of society and the state for qualified and competitive specialists. The role of the innovative model of educational technology in the implementation of this priority task is incomparable.

Therefore, the teaching of these subjects in general secondary education has a high role in the educational and educational preparation of students, and they enter life as independent personnel. In their further activities, they will certainly have to do practical work with the help of computers. For this, the knowledge, skills and qualifications of the students acquired in informatics, especially the level of using practical computer programs, should be high. One of the most important issues is teaching computer science and learning how to use its practical programs. One of the main tasks is to determine the teaching content of practical programs based on professional fields, to develop a set of teaching and methodical materials suitable for this content and to deliver it to students using modern teaching methods.

The innovative model of mathematics education technology is a set of the most optimal form, tool, method, methodology and technology of education that guarantees the realization of the set goal and the achievement of the predicted educational results at the given time and in the existing conditions.

The innovative model of educational technology includes:

- Clearly defining the goals of teaching mathematics;
- Choosing the theoretical and practical material of the educational subject and determining the ways of delivering it to the students;

- Distinguishing the basic concepts and phrases of a specific subject;
- Determining methods and technologies aimed at making students interested in reading;
- Organize the organization of the educational process individually and collectively;
- Making plans and projects of training sessions;
- Based on it, determine the anticipated results of educational activities;
- Defining the pedagogical tasks necessary to achieve the expected results.
- In the process of teaching and learning mathematics, the following results are achieved:
- The actions acquired by the learner as a result of teaching and the actions to be performed by him allow the teacher to objectively evaluate the results achieved;
- Determine the initial knowledge of the learner;
- Educational training projects are drawn up;
- Creates feedback and determines the evaluation of educational tools, namely, rapid survey, question-and-answer, presentation of the results of the educational task;
- Formalizes the result of the project activity in the form of a table, that is, in the form of an innovative educational technology model of the educational process;

Plans educational technology in the form of a technological map.

The technological map of an educational session is a document that reflects the processual, i.e., procedural description of the structure of educational technology in each educational session, taking into account the specific characteristics of the educational session. , illuminates the content of the step-by-step sequence of activities and develops the organizational and didactic support of the educational process and formalizes it in the form of an appendix to the technological map.

The annex to the technological map includes:

a list of tests and questions used by learners to activate knowledge acquisition;

instructions for working in groups, concepts and rules that learners can rely on as a result of educational activities.

For example, Brainstorming, Global Brainstorming, Brainstorming, 6x6x6 Method, Cluster Method, Decision Tree Method, Experiential Learning Cycle ” (idea of D. Kolb), “Black box” method, “Ven diagram” strategy (method), “Zig-zag” strategy (method) “Insert” strategy, Role-playing and business games, “School friendship rules such as the "judicial" and "ingenious" method;

- Computer, multimedia, blackboard, slide, table and other visual materials used by the teacher in the educational process;
- Additional questions for discussion;
- Criteria and indicators for evaluating learners' activities.

The innovative model of mathematics educational technology requires wide introduction of modern pedagogical technology into the educational process. As a result, the learner develops independent learning skills, develops critical thinking, and creates an opportunity for independent learning, taking into account the characteristics and personal capabilities of each of them. This leads to an increase in the quality and efficiency of education.

In the formation of an innovative model of educational technology, traditional and person-oriented technologies of teaching subjects occupy the main place.

In the current period of accelerated scientific and technical development, the effectiveness of teaching mainly depends on the role of the learner in the teaching process and the teacher's attitude towards him. In such conditions, two types of teaching technology can be distinguished: authoritarian and person-oriented

In authoritarian technology, the teacher is the only "subject", and the learners are only "objects".

In this case, the initiative and independence of the learner is reduced, teaching is carried out in a compulsory manner. Conventional traditional teaching refers to authoritarian technology. Such an educational process is based on the principles of didactics expressed by the pedagogue scientist Ya.A. Komensky, which provides for the organization of teaching in the classroom-lesson system. The class-lesson system of teaching, which is still widely used in the world today, is characterized by the following features:

- A class (group) is formed based on the requirements of approximately the same age and training level;
- The class (group, stream) works on the basis of a uniform curriculum, training programs and training schedule;
- The main unit of training is a lesson, each lesson is devoted to one topic of one subject and is led by a teacher;
- Textbooks are mainly used for homework

"Traditional methods" based on the principle of "Delivery" are of incomparable value even today, if they are chosen correctly based on the nature of the future specialist and the subject being taught, and the place of use.

In clarifying traditional teaching methods, one can look at the classifications of Yu.K.Babansky, I.Ya.Lerner and M.N.Skatkin, M.A.Danilov and B.P.Esipov, M.I.Makhmutov, J.Hasanboev and S.Alikhonov, based on which learners' knowledge activity lies.

However, there are also some disadvantages in traditional teaching, which have the following characteristics: pedagogy of violence, explanation based on the demonstration method, mass teaching, in which the learner is still completely la is an unformed person, he only needs to do it, and the teacher is the captain, the judge, the only initiator.

Therefore, implementation of the pedagogical process on the basis of a person-oriented approach - provides an opportunity to guarantee the achievement of educational goals in advance.

At the beginning of the 21st century, the need to seriously modernize the education system became clear. Due to the fact that traditional education is outdated, new forms of didactics are

needed to organize teaching in the modern education system. One of the new forms of teaching organization is the person-oriented approach, which is the basis of traditional teaching.

Currently, the term "Personal-oriented approach" in education is widespread among the scientific and pedagogical community, and it cannot be confirmed that this concept did not exist before. The educational system has always emphasized not only teaching as its most important task, but also personal development, as well as the need to take into account the student's knowledge, skills and abilities, individual abilities and personal qualities. In the person-oriented approach of the modern education system, it is more important to focus both on the learning process and on the final goals, in which the main question is not "Who to be", but "How to be".

The person-centered approach to teaching is based on the recognition of the individuality, uniqueness of each learner, not as a "Collective subject" of his development, but first of all his own unique "Subject experience" . It means to include the "subject's experience" in the process of knowing, to organize one's activities based on personal needs, interests, and aspirations. It is also necessary to use an individual method of educational work and individual mechanisms of mastering, to take personal attitude to educational activity as a guide.

A person-oriented approach, a person, relying on the unity of psychic properties that make up his individuality, implements the important psychological-pedagogical principle of the individual approach with his technology, according to which, in the process of teaching with students, that is, the lesson and o The individual characteristics of each learner are taken into account in training sessions.

All this, in our opinion, creates optimal conditions that help the development of the learner's personality through the educational activities of the young leader. In practice, it has been proven that teaching is determined by the level of child development. Therefore, it is necessary to define at least two levels of learner development:

The first is the level of development of the learner's mental functions, which was formed as a result of the periods that determined and completed his development. Here it is recommended that the learner can complete the tasks independently without the help of adults.

The second is the level that reflects the psychic potential of a person's development, which is the "Circle of Nearest Development". What a child at this level cannot do independently, but with a little help, he can do.

The basis of the person-centered approach is person-centered technologies in education. It is based on the following main principles: humanitarianism, that is, showing respect and love to a person in every way, helping him, looking with confidence in his creative ability, full renunciation of violence; cooperation, that is, democracy, equality, partnership in the relationship between teachers and students; free education, i.e. giving a person the freedom and independence to choose his life activities within a wide or narrow scope, to bring about results not from external influences, but from internal feelings.

The communicative basis of person-oriented technologies is a "new look at the person" in the pedagogical process, i.e., a human-personal approach, which includes:

in the pedagogical process, a person is not an object, but a subject;

every learner is a gifted person, and most of them are gifted;

high ethical values (generosity, love, diligence, conscience, etc.) are the priority qualities of a person.

Democratization of relations in the educational process (teacher - learner, learner - learner) includes:

equalization of the rights of the learner and the teacher, the right of the learner to choose freely;

the right to make mistakes;

The right to have one's own point of view is the basis of the teacher-learner relationship, that is:

a) Non-prohibition;

b) Joint management, not management;

c) Persuasion, not coercion;

d) Organizing, not ordering;

e) To allow free choice, not limitation

The main content of the above-mentioned new relations should be used in the appropriate places instead of the pedagogy, which gives less results in the conditions of the current developed and more intensively developing pictures.

That's why today many countries, including our republic, use variously named educational methods and technologies in the continuous education system. *In particular:*

The main pedagogical methods and technologies: traditional education (class-lesson form, monologic, one-way oriented scheme of information transmission); interactive approaches; modern educational methods and technologies; educational technologies in educational areas; pedagogical methods based on moral-personal orientation of the pedagogical process; Pedagogical methods designed to increase the activity of students (active methods of education); game methods; problem education; pedagogical methods based on effective management and organization of the educational process; pedagogical methods based on didactic skill improvement and reconstruction of material; pedagogical methods on educational subjects; Pedagogical methods authored by "Teacher of the Year"; developmental education method; pedagogical methods based on the use of new information media; socio-educational methods; educational methods; pedagogical methods of the author's school and methods of internal management.

With the wide use of these educational technologies in the teaching and learning process, positive results are being achieved in the educational process.

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INTERCULTURAL COMMUNICATION COMPETENCE AS A MODERN SCIENCE

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ABSTRACT

This article describes the specifics of the formation of intercultural communication competence in Russian language teachers in terms of pedagogical higher education institutions. A model of educational-information environment for the formation of intercultural competence in Russian language teachers has been developed.

KEYWORDS: *Competence, Being Competent, Intercultural Communication Competence, Linguistic Competence, Sociolinguistic Competence, Discursive Competence.*

INTRODUCTION

When representatives of different cultures meet each other, regardless of the environment and relationship, this relationship causes more difficulties or misunderstandings than relationships within the same culture, more knowledge and skills are required from the participants of this relationship. Anyone who has lived abroad for some time or has regular contact with representatives of other cultures in their own country is aware of the problems and misunderstandings of intercultural communication. In the process of internationalization and globalization, which is growing more and more, most people are facing certain problems in intercultural relations. However, it is impossible to determine the causes of such problems and difficulties, let alone how to eliminate them. While xenophobia is the most serious consequence of lack of intercultural competence, failed business deals in the international arena, communication problems in multicultural school classrooms, and frustration with foreign academic trips are possible consequences of intercultural misunderstanding. Through contact with other cultures, a person enriches his personality and general behavioral competence, gains experiences in this regard.

Intercultural competence has undoubtedly risen to the level of the most important competence in the last decade, which is gaining importance in the context of globalization, internationalization and multiculturalism debates. Due to modern social changes, such as economic globalization and internationalization of science, as well as the increasingly developing multiculturalism in everyday life, successful interaction with representatives of other cultures requires unique perspectives and skills. "Multiculturalism", "intercultural competence" and "intercultural communication" have become modern slogans, as evidenced by the increasing number of publications on this topic. From internationally active top managers to undergraduate students, everyone in an increasingly networked and cultural world needs the ability to successfully

communicate and interact with people from other cultures. The social status of intercultural competence and the wide interest in this priority competence prompted its inclusion as a science in the higher education system ("Formation of intercultural communication in teaching foreign languages", "Intercultural communication", etc.).

Intercultural competence is an interdisciplinary competence, which means that it is one of the core competencies required in many professions, regardless of the specific field of study. It is also very important for managers aiming for international cooperation, as well as for engineers sent abroad, anyone working in the field of international tourism, scientists at international conferences, teachers and social workers.

Intercultural competence is not only a skill that we encounter every day, but also a skill that is always needed. Moreover, it has become the subject of scientific research. As written in the field literature, teaching intercultural competence cannot be done by a single discipline, it requires cooperation between different disciplines. Indeed, research on intercultural communication and competence has been interdisciplinary in nature from the beginning. Even in the 1960s, early North American approaches (on intercultural or crosscultural competence/communication) were based on findings from various disciplines, particularly psychology and linguistics. Today, the range of disciplines involved in the study of intercultural competence has expanded from social psychology, linguistics and economics to sociology, pedagogy and anthropology, philosophy, cultural studies and philology (Figure 1).



Figure 1. Cross-cultural competence is a field of study and a field of practical application

The interpretation of extensive intercultural communication, which is considered important in various fields of practical and scientific science, causes certain difficulties. In particular, social psychologist Alexander Thomas, one of the famous researchers of intercultural competence in German-speaking countries, proposed the following definition for this term: "Intercultural competence as a cultural condition and influencing factor in perception, decision-making, feeling and personal behavior (one's own and by others) is manifested as the ability to recognize,

respect, and appreciate one's own and other cultures, through which mutual cooperation, even in the opposite points of view regarding the way of life, understanding and correct interpretation of the world, is achieved, to be in a mood of tolerance. "

Today, two main fields of application are associated with the concept of "intercultural competence": foreign and native, that is, international and local social interaction. International is a connection between people from different national cultures: an Uzbek student studies in other countries, or vice versa, foreigners study in Uzbekistan. Intercultural training sessions are directed to such international communication/communication situations.

The concept of intercultural competence, which has become the subject of a number of scientific fields, covers individual abilities and qualities that allow a person to successfully communicate with representatives of another culture, or at least help to interact with representatives of another culture. According to the literature, this complex concept consists of three sub-competencies, which complement each other and form a whole: (1) cognitive competence, (2) affective competence and (3) pragmatic-communicative competence (Figure 2).

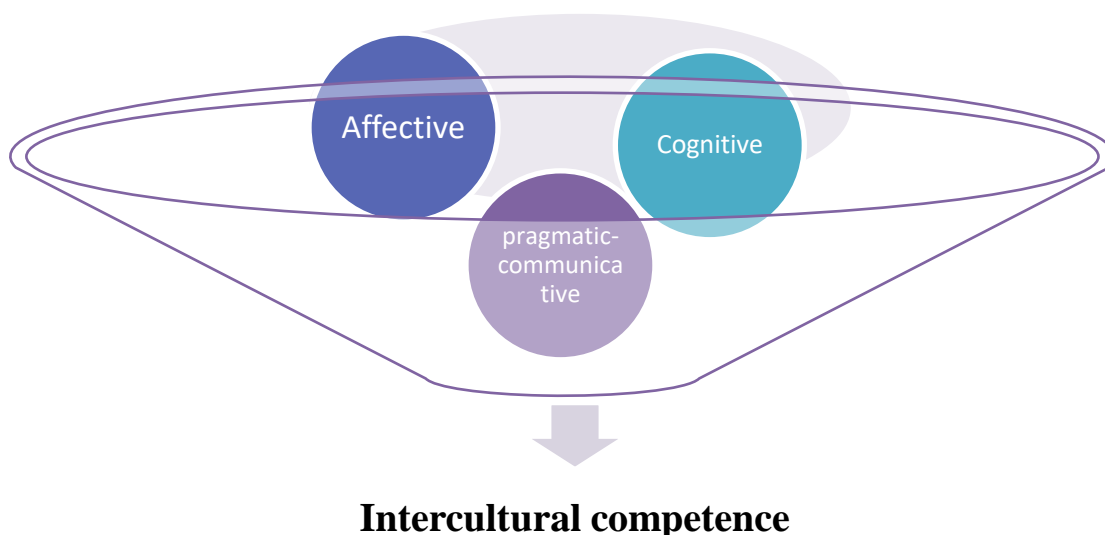


Figure 2. Structural sub-competencies of intercultural competence (Irrll/Gumnix 2010)

Cognitive sub-competence includes the necessary knowledge for intercultural encounters. In this case, knowledge about the culture(s) of a particular communication partner is considered necessary knowledge. Gathering information about the country in which the language is being studied is part of preparing for intercultural interaction/communication. Although specific knowledge of another culture can have a very beneficial effect on an intercultural encounter, detailed knowledge of the country is also considered an important prerequisite for successful intercultural communication/communication. But in this process, knowledge of a cultural-theoretical nature is more important, and its formation in future pedagogues is the need of the hour: the way cultures work/function, the existence of cultural differences and their possible effects in intercultural interaction. This knowledge is closely related to other important components of intercultural cognitive subcompetence: self-representation, the ability to reflect

on one's true images, self-image, values, behavior, and communication patterns. There are close relationships between the following three components of cognitive subcompetence, as the components complement and reinforce each other:

- Knowledge of other cultures (culture or country-specific knowledge);
- Cultural-theoretical knowledge (knowledge about the functions of cultures, cultural differences and their consequences)
- "Manifestation, realization" of oneself.

The affective subcompetency of intercultural competence mainly includes views and attitudes towards representatives of other cultures. Interest in and respect for other cultures is undoubtedly a prerequisite for successful intercultural communication. In addition, it is necessary to learn to sympathize with a stranger (empathy) and pay attention to subtle communicative signals. Another important component of intercultural affective subcompetence is the ability to tolerate ambiguity, which allows a person, for example, to overcome/resolve conflicts between his communication partner's values and norms. This sub-competency consists of the following components:

- Interest in and openness to other cultures;
- Ability to empathize and understand others;
- Tolerance for uncertainty.

In addition to cognitive and affective competence, the pragmatic-communicative component is the third central part of intercultural competence. This sub-competency includes communication skills that have a positive impact on effective interactions with representatives of other cultures, as well as strategies for solving specific communicative problems. Compared to the two sub-competencies mentioned above, the pragmatic-communicative competence shows a higher level of concretization, as it can be divided into examples of communication. Culture-specific greeting customs and the use of other cultural communication strategies are formed through cognitive and affective sub-competences of intercultural competence (affective sub-competence), and are corrected when necessary (cognitive sub-competence). Pragmatic-communicative competence, in turn, is closely related to the other two competences.

Pragmatic-communicative subcompetency includes:

- Use of certain communicative models;
- Use effective conflict resolution strategies.

Intercultural competence also requires linguistic competence. In fact, knowing the language or languages spoken in another culture can make communication with members of that culture much easier. Language proficiency cannot be a prerequisite for successful intercultural communication. Linguistic competence usually has a positive effect on intercultural competence, since language acquisition is often associated with a longer process of "working" with the culture of the language being studied.

In European sources, it is noted that intercultural competence is included among the knowledge that a person learns throughout his life. It is not easy to develop this competence after several years of work abroad, even after decades of intercultural partnership; intercultural competence is

increasingly developed with each new intercultural encounter/encounter. This development can be described using the "learning cycle" model. In this case, the three sub-competencies of intercultural competence are closely related (Figure 3).

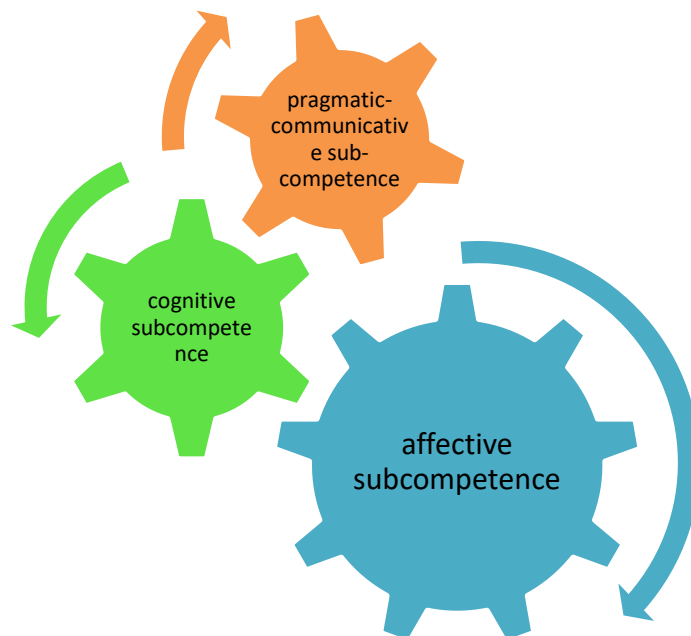


Figure 3. Intercultural Competence "Circle of Learning"

"Entering" this learning circle, from which stage to start depends on personal life (experience) and educational process. Knowledge specific to the country where the language is being studied and its culture are considered important in the acquisition of intercultural competence. A person who acquires such knowledge not only learns to respect another culture in every intercultural meeting, but also understands his own cultural values more deeply through comparison (What do my interlocutors and I think and feel? Why is this normal or unusual for our culture? etc.). The acquired knowledge about the studied language and features of communication should be manifested on a pragmatic-communicative scale. Appropriate communication patterns and conflict resolution strategies are used as effectively as possible. Affective sub-competencies – interest, open-mindedness, empathy – are also expected to be developed to some extent in these situations. But in the process of certain concrete intercultural communication, the understanding of others and the tolerance for uncertainty increases. By constantly comparing the experience and previously acquired knowledge about the other culture and their communication mechanisms with "one's own", the "circle of learning" is increased to a higher level.

Thus, the mentioned sub-competencies of intercultural competence - cognitive, affective and pragmatic-communicative - are a necessary condition for successful intercultural "movement". That is why many critics consider intercultural competence in a broad sense, in general, "the ability to act (behave)". The question of whether specific intercultural competence exists at all is also open to reflection.

In fact, intercultural competence can be understood as the ability to connect all personal (cognitive, affective and pragmatic-communicative) competences to the "context of intercultural movement" and use it. In this, first of all, there is a qualitative difference between general

mobility competence and intercultural competence. Intercultural competence is located at another level, which is characterized by cultural responsiveness as well as intercultural perspective. Thus, intercultural competence is "the general competence of moving with an intercultural sign (sign)".

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METHODS OF INNOVATIVE USE OF EDUCATIONAL TECHNOLOGY IN TEACHING MATHEMATICS IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

In this article, its role in the innovative training of competitive personnel and personality formation through the teaching of mathematics based on the innovative model of educational technology is scientifically revealed.

KEYWORDS: *Competitive Personnel, Educational Technology, Technological Map, Class-Lesson System, Pedagogical Method, Pedtechnology.*

INTRODUCTION

The 21st century is the century of intellectual potential development and personality formation, which aims to develop a targeted system of personnel training in the republic, to meet the needs of society and the state for qualified and competitive specialists. The role of the innovative model of educational technology in the implementation of this priority task is incomparable.

Therefore, the teaching of these subjects in general secondary education has a high role in the educational and educational preparation of students, and they enter life as independent personnel. In their further activities, they will certainly have to do practical work with the help of computers. For this, the knowledge, skills and qualifications of the students acquired in informatics, especially the level of using practical computer programs, should be high. One of the most important issues is teaching computer science and learning how to use its practical programs. One of the main tasks is to determine the teaching content of practical programs based on professional fields, to develop a set of teaching and methodical materials suitable for this content and to deliver it to students using modern teaching methods.

The innovative model of mathematics education technology is a set of the most optimal form, tool, method, methodology and technology of education that guarantees the realization of the set goal and the achievement of the predicted educational results at the given time and in the existing conditions.

The innovative model of educational technology includes:

- Clearly defining the goals of teaching mathematics;
- Choosing the theoretical and practical material of the educational subject and determining the ways of delivering it to the students;

- Distinguishing the basic concepts and phrases of a specific subject;
- Determining methods and technologies aimed at making students interested in reading;
- Organize the organization of the educational process individually and collectively;
- Making plans and projects of training sessions;
- Based on it, determine the anticipated results of educational activities;
- Defining the pedagogical tasks necessary to achieve the expected results.
- In the process of teaching and learning mathematics, the following results are achieved:
- The actions acquired by the learner as a result of teaching and the actions to be performed by him allow the teacher to objectively evaluate the results achieved;
- Determine the initial knowledge of the learner;
- Educational training projects are drawn up;
- Creates feedback and determines the evaluation of educational tools, namely, rapid survey, question-and-answer, presentation of the results of the educational task;
- Formalizes the result of the project activity in the form of a table, that is, in the form of an innovative educational technology model of the educational process;

Plans educational technology in the form of a technological map.

The technological map of an educational session is a document that reflects the processual, i.e., procedural description of the structure of educational technology in each educational session, taking into account the specific characteristics of the educational session. , illuminates the content of the step-by-step sequence of activities and develops the organizational and didactic support of the educational process and formalizes it in the form of an appendix to the technological map.

The annex to the technological map includes:

a list of tests and questions used by learners to activate knowledge acquisition;

instructions for working in groups, concepts and rules that learners can rely on as a result of educational activities.

For example, Brainstorming, Global Brainstorming, Brainstorming, 6x6x6 Method, Cluster Method, Decision Tree Method, Experiential Learning Cycle ” (idea of D. Kolb), “Black box” method, “Ven diagram” strategy (method), “Zig-zag” strategy (method) “Insert” strategy, Role-playing and business games, “School friendship rules such as the "judicial" and "ingenious" method;

- Computer, multimedia, blackboard, slide, table and other visual materials used by the teacher in the educational process;
- Additional questions for discussion;
- Criteria and indicators for evaluating learners' activities.

The innovative model of mathematics educational technology requires wide introduction of modern pedagogical technology into the educational process. As a result, the learner develops independent learning skills, develops critical thinking, and creates an opportunity for independent learning, taking into account the characteristics and personal capabilities of each of them. This leads to an increase in the quality and efficiency of education.

In the formation of an innovative model of educational technology, traditional and person-oriented technologies of teaching subjects occupy the main place.

In the current period of accelerated scientific and technical development, the effectiveness of teaching mainly depends on the role of the learner in the teaching process and the teacher's attitude towards him. In such conditions, two types of teaching technology can be distinguished: authoritarian and person-oriented

In authoritarian technology, the teacher is the only "subject", and the learners are only "objects".

In this case, the initiative and independence of the learner is reduced, teaching is carried out in a compulsory manner. Conventional traditional teaching refers to authoritarian technology. Such an educational process is based on the principles of didactics expressed by the pedagogue scientist Ya.A. Komensky, which provides for the organization of teaching in the classroom-lesson system. The class-lesson system of teaching, which is still widely used in the world today, is characterized by the following features:

- A class (group) is formed based on the requirements of approximately the same age and training level;
- The class (group, stream) works on the basis of a uniform curriculum, training programs and training schedule;
- The main unit of training is a lesson, each lesson is devoted to one topic of one subject and is led by a teacher;
- Textbooks are mainly used for homework

"Traditional methods" based on the principle of "Delivery" are of incomparable value even today, if they are chosen correctly based on the nature of the future specialist and the subject being taught, and the place of use.

In clarifying traditional teaching methods, one can look at the classifications of Yu.K.Babansky, I.Ya.Lerner and M.N.Skatkin, M.A.Danilov and B.P.Esipov, M.I.Makhmutov, J.Hasanboev and S.Alikhonov, based on which learners' knowledge activity lies.

However, there are also some disadvantages in traditional teaching, which have the following characteristics: pedagogy of violence, explanation based on the demonstration method, mass teaching, in which the learner is still completely la is an unformed person, he only needs to do it, and the teacher is the captain, the judge, the only initiator.

Therefore, implementation of the pedagogical process on the basis of a person-oriented approach - provides an opportunity to guarantee the achievement of educational goals in advance.

At the beginning of the 21st century, the need to seriously modernize the education system became clear. Due to the fact that traditional education is outdated, new forms of didactics are

needed to organize teaching in the modern education system. One of the new forms of teaching organization is the person-oriented approach, which is the basis of traditional teaching.

Currently, the term "Personal-oriented approach" in education is widespread among the scientific and pedagogical community, and it cannot be confirmed that this concept did not exist before. The educational system has always emphasized not only teaching as its most important task, but also personal development, as well as the need to take into account the student's knowledge, skills and abilities, individual abilities and personal qualities. In the person-oriented approach of the modern education system, it is more important to focus both on the learning process and on the final goals, in which the main question is not "Who to be", but "How to be".

The person-centered approach to teaching is based on the recognition of the individuality, uniqueness of each learner, not as a "Collective subject" of his development, but first of all his own unique "Subject experience" . It means to include the "subject's experience" in the process of knowing, to organize one's activities based on personal needs, interests, and aspirations. It is also necessary to use an individual method of educational work and individual mechanisms of mastering, to take personal attitude to educational activity as a guide.

A person-oriented approach, a person, relying on the unity of psychic properties that make up his individuality, implements the important psychological-pedagogical principle of the individual approach with his technology, according to which, in the process of teaching with students, that is, the lesson and o The individual characteristics of each learner are taken into account in training sessions.

All this, in our opinion, creates optimal conditions that help the development of the learner's personality through the educational activities of the young leader. In practice, it has been proven that teaching is determined by the level of child development. Therefore, it is necessary to define at least two levels of learner development:

The first is the level of development of the learner's mental functions, which was formed as a result of the periods that determined and completed his development. Here it is recommended that the learner can complete the tasks independently without the help of adults.

The second is the level that reflects the psychic potential of a person's development, which is the "Circle of Nearest Development". What a child at this level cannot do independently, but with a little help, he can do.

The basis of the person-centered approach is person-centered technologies in education. It is based on the following main principles: humanitarianism, that is, showing respect and love to a person in every way, helping him, looking with confidence in his creative ability, full renunciation of violence; cooperation, that is, democracy, equality, partnership in the relationship between teachers and students; free education, i.e. giving a person the freedom and independence to choose his life activities within a wide or narrow scope, to bring about results not from external influences, but from internal feelings.

The communicative basis of person-oriented technologies is a "new look at the person" in the pedagogical process, i.e., a human-personal approach, which includes:

in the pedagogical process, a person is not an object, but a subject;

every learner is a gifted person, and most of them are gifted;

high ethical values (generosity, love, diligence, conscience, etc.) are the priority qualities of a person.

Democratization of relations in the educational process (teacher - learner, learner - learner) includes:

equalization of the rights of the learner and the teacher, the right of the learner to choose freely;

the right to make mistakes;

The right to have one's own point of view is the basis of the teacher-learner relationship, that is:

a) Non-prohibition;

b) Joint management, not management;

c) Persuasion, not coercion;

d) Organizing, not ordering;

e) To allow free choice, not limitation

The main content of the above-mentioned new relations should be used in the appropriate places instead of the pedagogy, which gives less results in the conditions of the current developed and more intensively developing pictures.

That's why today many countries, including our republic, use variously named educational methods and technologies in the continuous education system. *In particular:*

The main pedagogical methods and technologies: traditional education (class-lesson form, monologic, one-way oriented scheme of information transmission); interactive approaches; modern educational methods and technologies; educational technologies in educational areas; pedagogical methods based on moral-personal orientation of the pedagogical process; Pedagogical methods designed to increase the activity of students (active methods of education); game methods; problem education; pedagogical methods based on effective management and organization of the educational process; pedagogical methods based on didactic skill improvement and reconstruction of material; pedagogical methods on educational subjects; Pedagogical methods authored by "Teacher of the Year"; developmental education method; pedagogical methods based on the use of new information media; socio-educational methods; educational methods; pedagogical methods of the author's school and methods of internal management.

With the wide use of these educational technologies in the teaching and learning process, positive results are being achieved in the educational process.

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TRANSPOSITION OF NOMINAL PARTS OF SPEECH IN MODERN RUSSIAN

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ABSTRACT

The article is devoted to the theory of transposition in the study of the syntactic category of a special class of parts of speech in the Russian language of the word of the state category. The author shows that during transposition the words of the category of state come from the classes of noun, adjective and adverb in -o. The concept of transposition in the sphere of parts of speech is considered either as transitivity, or as a transposition, or as a conversion, or as a substitution. In addition, the multi-stage mechanism of transposition of words and word forms in the sphere of parts of speech, grammatical category and lexical and grammatical categories is considered as the grammatical functioning of the Russian language and the approach of lexical economy, which complicated the modern grammar of the Russian language and blurred the boundaries and volume of units of the same or different levels of language.

KEYWORDS: *Theory Of Transposition; Syntactic Category; Morphological Category; State Category Words; Part Of Speech.*

INTRODUCTION

The phenomena of transitivity in the grammatical structure of the Russian language create great difficulties in classifying words into parts of speech, since during the categorical transformation of word forms, functional homonyms arise, on the one hand, and syncretic forms, on the other. This circumstance makes it difficult, and in some cases even impossible, to unambiguously interpret this or that form in terms of its relation to a certain part of speech.

The theory of transposition in the sphere of the part of speech remains a very controversial issue, in the processes of which words move from one part to another, while the theory is studied in the works of A.A. Potebni, A.M. Peshkovsky, L.V. Shcherby, Yu.D. Apresyan, O.M. Kima, A.Ya. Bauder, O.S. Akhmanova, A.V. Bondarko, V.V. Babaitseva, A.I. Smirnitsky, V.G. Gak, E. Kurilovich, S. Bally, F.S. Batsevich, R.M. Gaysina, T.G. Rabenko, M.F. Lukina, O.B. Sirotinina and others. The transposition of grammar as a branch of functional grammar is currently considered by scientists mainly A.V. Bondarko. On this basis, the general tasks in the field of

part-speech transposition at different levels of language are assumed in science to be “defining the essence and purpose of the mechanism of transposition at the level of word classes, characterizing the emigration and immigration transposition of words in relation to each part of speech, identifying the reasons for the possibility / impossibility of certain types of part-speech transpositions, analysis of transpositional processes in the sphere of parts of speech in terms of their one-sidedness / multilateralism, single-stage / multi-stage, reversibility / irreversibility, etc., classification of parts of speech, taking into account the theory of transpositional phenomena. [5]. Regarding the decision of certain types of transition of words in the part-speech system, it is necessary “to identify the semantic and grammatical features of a categorical transitional form from one part of speech to another, i.e. determination of changes in terms of lexico-semantic, grammatical and syntactic categories, lexical and syntactic distribution, morphemic structure, etc. In addition, the development of criteria for distinguishing between grammatical and lexical-grammatical parallels of a particular part of speech and the establishment of steps of a part-speech transpositional word form, presented, with on the one hand, typical phenomena that have a full set of differential features of the corresponding part of speech, and on the other hand, syncretic, intermediate formations that combine the properties of the original and derived parts of speech in different proportions have an equal status.” [3]. Regarding the grammatical generalities of the word category of state A.V. Isachenko interprets that these words “in their external form coincide either with short adjectives or with adverbs, appear in the function of a predicate with analytical forms of time, semantically - with certain states” [2]. According to V.V. Vinogradov [1], the words KS outwardly differ from adjectives and nouns by the absence of declension forms and the presence of tense forms with the help of a copula, from adverbs by tense forms and the inability to qualitatively or circumstantially determine the verb and adjective.

In this regard, there is a change or loss of either semantic or grammatical features at the level of one part of speech and the transition of classified features of another part of speech. We show 6 examples of different homonyms “warmth”:

1. A sleepy warmth enveloped him.
2. The home is warm and cozy.
3. He was warmly welcomed.
4. The house is warm.
5. Children are warm.
6. Living with my grandmother was warm and fun.

It should be noted that in 1) heat is represented as a noun cf. as a subject, corresponding to the gender and number with the predicate covered; c 2) heat in the form of a short adjective serves as a predicate corresponding to the gender and number with the underlying dwelling; c 3) the adverb warmly expresses the welcome from the position of limiting the action; the function of the word heat in 4), 5) and 6) is not equal to the word heat in the previous examples.

The words of the state category are formed by the transposition of nouns and adjectives, during which the lexical meaning and syntactic function of the derived word and the generating stem diverge. Eventually, words move from one part of speech to another. Words that produce -o in the form of adverbs and short adjectives, such as quiet, joyful, cheerful, scary, clear, dark, windy, hot, cloudy, snowy, frosty, etc. retain a clear sign of quality; by origin, they go back to short

adjectives and are their functional homonyms: empty, cheerful, thick, simple, pitiful, enviable, etc. Used as the main member of an impersonal sentence and denoting a state, former adjectives lose their declension forms and acquire morphological invariability, in the lexical the meaning of which has the same of the state as fun, sad, scary, etc. In addition to these, there are still many “special” words like violet, which are presented without the meaning of the state, it remains possible to combine with the infinitive and control the case, in the subnormative Russian language the class of predicatives expressing the meaning updated feature and having a valence on dates. etc., is not completely closed and is supplemented by such predicates as dec. I'm purple, I'm lazy, I'm in half, I'm parallel, he's in half, she's dumb, Muscovites are spectacled, etc. When studying the syntactic category, it is difficult to determine the syntactic function of the infinitive in combination with words in -o, which in form are presented either in relation to the words of the state category, short forms of adjectives and adverbs. Since in a sentence like Living with my grandmother it was warm and fun, the word for -o is considered as fun either as a subject or as a complex predicate with live with my grandmother. As for the types of sentences, they are either considered as two-part or as impersonal. In this regard, the author of the work believes that in a two-part sentence, when the word KS is combined with an infinitive and an infinitive combination, the infinitive and its phrase through objectification are considered as a noun or other neuter subjects in the sentence, in connection with this, regarding the etymological origin, the predicate is presented in the form cf. r., i.e. The words KS inherit the syntactic function of short adjectives and describe the state of doing something. In explanatory sentences, as Russianists note, “the synthesis of explanatory (subjective and object) meanings is observed with contact words that combine the categorical meaning of short adjectives and words of the state category on -o”, It is a pity that he will not come; It's good that you are with me. The adverb, as a part of speech, enrolls in a group, like A.A. Shakhmatov noted that “adverbs denoting both representations of qualities-properties and representations of relations that are conceivable not attributively, circumstantially.” The adverb intersects with other parts of speech.

And the brightest and most expressive of all is the blurring between adverbs and CS. Adverbs and adverbial words are morphologically indeclinable by gender, number and case, in the absence of inflection, in the ways of designating the degrees of comparison of words in -o, for its combined form, it is still “as in prepositions and conjunctions”, refers from the work of A.A. Potebny about adverbs: “The loss of inflectability is not connected in them with the destruction of a special meaning, but is only a means of designating the category of an adverb.” Transitivity from qualitative-relative to subject-adverbial adverbs passes into the class within the adverb” draws our attention. There are a number of KS words that do not have parallel homonyms, cf. it is necessary, it is possible, it is impossible, it is fearful, it is necessary, it is not known, etc. cf. I am also unaware, I am afraid in the dark. Thus, due to the inconsistency of linking words, when words become impersonal predicatives, they lose their original meaning and such grammatical features as case forms, gender, number. Words like it is necessary, it is possible, it is necessary, it is impossible, which in modern Russian refer either to modal words or to predicative adverbs, in general there is no definite affiliation in modern Russian. These words regarding modality and verbalness strongly do not correspond to the features of the adverb. In addition, adverbs “cannot be predicative”, moreover, “the meaning of the sign of action in them is so strong that it cannot be combined with the abstractness of the link”.

Moreover, in the group, words have some homonymous words like nouns such as sin, torment, hunting, etc. These words come from nouns, acquiring the meaning of a state instead of the

objectivity of nouns. It should be noted that words that can turn into CS from nouns belong to the category of abstract nouns that to a large extent convey the meanings of sensation and evaluation of the external world, cf. Russian flour, laziness, hunting, leisure, time, sin, shame, shame, etc. See my lack of time to go shopping, reluctance to eat, it was a sin to think. In addition, some words like Rus. it's a pity, it's a pity, it's necessary, like transitive verbs, they can control the accusative case, i.e. to have a direct object with you, see I feel sorry for him, he felt sorry for himself, for this you need ten rubles, you need bread. This feature again brings the words of the parsed type closer to verbs. In sentences with them, both the subject and the object are expressed. In morphological terms, the Russian words KS express the following features with the help of a bunch: analytical forms of time - the present tense with a zero connective, analytical forms for the past and future tenses with a connective to be; analytical forms of the view with the help of a bunch of how to be, become, become, etc. and analytical forms of inclination. As a temporal distributor of the predicative stem of a sentence, the verb copula is a regular component of the scheme. The form of the present tense without a link can be considered as an implicit indicator of the category of time, and the forms of the future and past tenses as an explicit indicator of time. The same applies to the category of mood: the form of the indicative mood has an implicit indicator, and the form of the subjunctive mood has an explicit one. From this point of view, we also receive confirmation of the independent status of the CS in terms of speech. The words KS are used in the function of a predicate impersonal sentence with the dative case of the subject, cf. I am cold, Anna is sad, and in the role of a predicate two-part sentence with a subject-infinitive, for example, It is easy for me to swim, He is ashamed to express his opinion in front of everyone. It can be said that the words of the CS of the dative-predicative structure form a special semantic class, the members of which have a syntactic that does not coincide with the use of verbs and short adjectives. Thus, the strong fact of the correlation of the word of the category of state with its parallel parts of speech shows that transposition as an operating mechanism of language in grammar is represented by the transition from nouns, short forms of adjectives and adverbs to a group of words of the category of state.

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ARAB-IRANIAN LITERARY RELATIONS AND FORMATION OF NEW LITERATURE

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ABSTRACT

The article discusses the Arab-Iranian literary relations, the history of the formation of new literature after the spread of Islam, the stages of development, questions of literary influence, and studies conducted in connection with this. Arab-Iranian literary relations had an incomparable influence on the formation of new literature. As a result of the translation of historical and literary works from the Pahlavi language into Arabic, the beginning of the Translation Movement in Baghdad, and the creativity of Iranian poets in Arabic, Arabic literature has changed in content and form. In turn, Arabic poetry prosody 'Arūd, Arabic poetic genres served to raise the poetry of the poets of Khurāsān and Mā Warā' al-Nahr (Transoxiana) to a new level. The Iranians also made a significant contribution to the improvement of the theoretical foundations of 'Arūd and poetic genres. The Arabic and Persian literary traditions strongly influenced each other and were so closely intertwined that it is now very difficult to determine who influenced whom and to what extent.

KEYWORDS: *Literary Relations, Influence, Bilingual Creativity, Genres, Palace Of Emirs And Literature.*

INTRODUCTION

After the spread of Islam in Khurāsān and Mā Warā' al-Nahr, literature was updated both in content and form. The literature of this period, which was the result of literary relations between peoples living nearby, served as a model for poets who lived and worked in subsequent centuries. The process of formation of new literature can be considered separately in the case of a) Arab-Iranian literary relations and b) Persian-Tajik and Uzbek literary relations. Meanwhile, Persian-Tajik literature also played the role of "transmitter, mediator." Nikolai Konrad in his article *On the Literary "Intermediary"* pointed out that the concept of "transmitter" (French transmetteur) was put forward by representatives of modern French comparative literary criticism and revealed by him based on specific historical material. And also "different types of mediators have been established: they talk about individual and group mediators, about human mediators and book mediators, etc." [13, 348]. According to N. Konrad, the history of the literatures of the peoples of the East, especially such as Chinese or Iranian, numbering about 3 thousand years of

continuous, historically attested existence, provides a lot of material for judging the mediator ... [13, 349].

Arab-ʿAjam Literary Relations

The literature of this period was studied by E. Bertels, E. Brown, J. Rypka, I. Braginsky, S. Nafisī, Z. Safā, F. Kūprulu, B. Furūzanfar, M. Bahār, A. Zarrinkūb, I. Filshtinsky, V. Eberman, N. Zahidov and other researchers. Naturally, historical events influence the development of literary relations between geographically and culturally close and neighboring peoples. Before talking about the issues of literary relations and interaction during this period, one should also dwell on the political and cultural situation in Khurāsān and Mā Warāʿ al-Nahr in the period before the start of the process of formation of new literature.

Sources on the history of the Arab invasions of the region allow us to find answers to some questions. In Islamic sources, the Arab invasion of the region is described as a "conquest", while in modern historiography it is described as an "invasion". This invasion, if we refer to specific facts, brought great disasters to the peoples of the region, as a result of which the pre-Islamic culture of the region was practically destroyed. The Pahlavi, Sogdian and Khwārazmian languages, which were considered official and literary languages, became the languages of the Zoroastrian community and local peoples in everyday life, losing their former status. The Arabs mercilessly executed local sages and burned books written in these languages. On this occasion, Abū-r-Raiḥān Bīrūnī wrote: "Qutaybah destroyed people who knew the Khwārazmian writing well, knew their traditions and taught (sciences) that existed among the Khwārazmians, and subjected them to all sorts of torments, and became (these traditions) so hidden that it was impossible to know what (it was with the Khwārazmians even) after the rise of Islam""[4,72]. In his work *دو قرن سکوت* (*Two Centuries of Silence*), ʿAbdul Husseini Zarrinkūb cited other evidence of how the Arabs burned libraries, doomed the sages to an unfortunate fate, changed writing and committed other barbarisms to destroy the culture of the people under the pretext of the culture of the infidels [10,106]. So, on a large geographical area, life seemed to stop and the connection that connected peoples with their past was cut off.

On the other hand, after the conquest of many lands, the Arabs living in the Arabian Peninsula faced serious difficult relations in the introduction of a centralized system of government, the definition of circulation territories and villages, the management of payments and the collection of tribute. The new rulers, who had no experience of centralized statehood, needed people who knew this area. Out of desperation, they were forced to keep local Iranian officials, and in the territories of the Sāsānian Empire, the Pahlavi language remained the official script and the official language of office work. This situation continued until the ʿUmayyads installed Al-Ḥajjāj ibn Yūsuf al-Thaqafī as governor of Hejāz (692–694) and Iraq (694–714). Finally, through the efforts of the Iranian secretary Ṣāliḥ ibn ʿAbd al-Rahmān, public affairs began to be conducted in Arabic [18, 31]. Thus, with the help of the new Iranian Muslims, the Arabs got acquainted with the centuries-old administrative and administrative system of the Sassanids and, with minor changes, revived the active ties of the former administrative organizations. Their best assistants in managing these organizations and establishing the traditions of شهریارى (shahr[i]yāri - public administration) were the noble families of Iran, who acted as a link for the transfer of the organizational and managerial traditions of Iran to Islamic governments [7, 26]. A vivid example of this is the glory of the Barmakids dynasty during the time of the Arab caliphs.

From this period begins the beginning of Islamic-Iranian relations and the process of interaction. Work on the language in the court offices (divān) was of great importance for the development of literature. And from these offices came out many talented poets and prose writers who combined office work with artistic creativity [5, 97]. *The Greco-Arabic translation movement*, known in the West as *the Translation Movement* (Arab. حركة الترجمة), was in fact the product of these relations, established by the necessity of the situation. According to studies, Iranian translators were engaged in translation work in order to prevent the destruction of historical works, as well as to familiarize the Arabs with the traditions of the centuries-old statehood of Persia, their literature and culture [20, 108]. A number of works, including the work *Khudāy-nāmak* under the name سير الملوك الفرس (Lives of Persian kings), *Ain Nāmeḥ* (كتاب الأبين - manners and customs of the court), *Tāj Nāme* (التاج في سيرة انوشيروان - At-Taj in the life of Anūshirvān), a collection of fables and parables, edifying and instructive stories under the heading *Kalila and Dimna, Kitāb Sindbād* (Sinbad's Book), *Hazār Afsāna* (Thousand Tales) and other rare books of monuments were translated from Pahlavi into Arabic. Evidence of N. Konrad's above opinion can be seen in these examples, where translators such as Ibn al-Muqaffa' (Ruzbeh), representatives of noble families, or these books written in the Pahlavi language, acted as "transmitters" or "intermediaries".

In addition, before the Arab conquest, the fame of the Gondēshāpūr spread throughout the world. In ancient times, the Academy or University of Gondēshāpūr (ar.Jundēshāpūr), located on the territory of the present Khūzistan province of Iran, was one of the important scientific centers along with the scientific center in Ctesiphon (تيسفون - the ancient capital of Iran). For many centuries there has been education in medicine, philosophy, theology, science and natural sciences based on Zoroastrian-Iranian traditions as well as Greek and Indian traditions. This university has translated into some books from the Indian, Syriac and Greek languages, as well as some works of Greek philosophers. A medical school, a hospital (*bimaristan*), a pharmacological laboratory, a translation department, a library and an observatory were also part of the complex, where medical science was given special importance. Priests and philosophers persecuted by the Byzantine emperor found shelter in the academy, sages from India and China were also invited. In the future, this tradition also influenced the Arabs [3,67] and, in fact, the House of Wisdom (The Bayt al-Hikmah – بيت الحكمة) “inherited the translation traditions of the educational center in Gondēshāpūr, which was founded by the Sāsānian King of Kings Khosrow Anūshirvān in the VI century” [1, 167]. According to studies, although the translation movement in Bayt al-Hikmah outraged orthodox Muslims, the movement was sponsored by Iranians who had reached high positions in the caliphate.

Creativity in Arabic and the Traditions Of Bilingualism. In connection with the new political situation and the translation movement, new literary traditions were formed, and the number of poets writing in Arabic increased. As a result of interaction, the use of new poetic forms and genres in Arabic literature has become a tradition. In a short time, “... the educated layers of the Iranians, the “adibs” (writers), managed to master the new Arab tradition for them, to perceive the most valuable elements of pre-Islamic and Islamic cultures, in particular meter and rhyme. Brilliantly mastering poetic technique, these writers sought to save and preserve many of the ancient Iranian traditions, its original features, but only in a different - Arabic - language [8,118].

Professor N. Zahidov, who conducted a relatively thorough study of the literature of this period, published the monograph *Persian-Tajik literature of the VIII-IX centuries (Arabic-speaking period)*, which is an important source for studying the literature of the Arabic-speaking period.

During the period of the former Soviets, researchers paid very little attention to the literature of this period, as if literary life had stopped in those centuries. However, this study showed that this period was a period of continuation of ancient literature and mixing with Arabic literature. The second section of the treatise is called *Arabic poetry of the VIII– IX centuries*, and the first chapter is called *Poets of Iranian origin in Arabic poetry* and provides valuable information about such poets as Ziyād ‘Ajām, Sābet Qūtnāt, Mūsā Shahavāt, Abū ‘l-‘Abbās al-A‘mā, Yūnus al-Kātib, Hammād Rāwī, Ismāil ibn Yasar al-Nisa‘i, Bashshār ibn Burd, Šāliḥ ibn ‘Abd al-Quddūs, Hammād ‘Ajrad, Abū ‘l Ya‘qūb al-Khūraymī, Khalaf al-Aḥmar, Abū Nuwās, ‘Abān ibn ‘Abd al-Hamid al-Lahiqī, Faḍl ibn ‘Abd-l Samad Raqāshī, Sa‘idibnWahb, RustamibnAbū al-Aswad, Sahl ibnHārūn, ‘Allan Shu‘ubī, Sa‘idibnHumaid, AhmadBalāzūriand others.

The second part of this chapter is titled *Iranian Motives in Arabic Poetry of the 8th-9th Centuries* and examines Iranian motives, themes and content of Arabic poetry of this period. According to the study, Shu‘ubian motives and patriotic ideas occupied a special place in Arabic poetry. Because the Iranians who wrote in Arabic during this period were known as the followers of the revival of Shu‘ubiyya (Arabic: الشعوبية), and the praise of their Iranian ancestors was the central theme of many of their poems [11, 65]. The poets who were part of this movement gave a new spirit to Arabic poetry. Filshtinsky called this period a period of renewal in Arabic literature [19, 289]. Iranian literary and cultural traditions led not only to the renewal of the genres of the Jahiliyyah period, but also to the emergence of new noteworthy genres in Arabic literature. One of them was the genre of mašnavī (among the Arabs, muzdavaj [21, 272]), which was popularized by Iranian Arabic poets such as ‘Abān al-Lahiqī. He retold the book *Kalila va Dimna* (*Kalila and Dimna*) based on the prose translation of Ibn al-Muqaffa‘ in the mašnavī genre. After the appearance of the mašnavī *Kalila and Dimna* in Arabic until the beginning of the 9th century, three more poets followed in the footsteps of al-Lahiqī and composed these exemplary stories in this genre. Also known are the works of ‘Abān al-Lahiqī, such as *Sirat Ardashīr* (The moral image of Ardashīr), *Sirat Anūshirwān* (The moral image of Anūshirwān), *Kitāb Mazdaq* (The Book of Mazdaq), in which epic epics are retold in Arabic in the mašnavī genre based on the prose translations of Ibn al-Muqaffa‘. After ‘Abān al-Lahiqī, Ahmad Balozuri continued the tradition of creating epic epics and wrote an epic in Arabic based on Ardashīr Pāpakan's book *Ahd-i Ardashīr* (Instructions of Ardashīr) about the rituals or ceremonies of state administration. According to N. Zakhidov, these works led to the appearance of moral and heroic epics in Arabic literature. This is how the tradition of writing moral-heroic epics, narratives in the language of animals or allegorical prose stories inspired by *Kalila and Dimna*, works in the dispute genre, like *Draxt ī Āsūrīg* (*Assyrian tree*) developed.

According to the tradition of writing poetry in Arabic continued into the following centuries. On the basis of the anthology of Abū Manšūr al-Tha‘ālibī *Yatīmat al-dahr*, information is also given about some Bukhārāian poets who wrote in Arabic [22,101-105]. Following the tradition of poetry in Arabic, there also arose the tradition of writing poetry in two languages - Arabic and Persian-Tajik. Literary scholars such as E. Bertels and Jan Rypka also commented in their studies on the tradition of writing poetry in two languages. The history, stages of development and features of this tradition were studied by the Tajik researcher Tājiddin Mardānī. The results of his research were reflected in his Ph.D. thesis on the topic "The emergence and development of the tradition of bilingualism in the Persian-Tajik poetry of the IX-X centuries" in 1986 and in his doctoral dissertation on the topic "The influence of Arabic poetry on the work of Persian-Tajik poets of the XI-XII centuries" in 2006 [14, Chapter 1].

The formation of new literature in the Persian-Tajik language coincides with the period of political struggle in the territories of the Arab Caliphate. Several uprisings during the Caliphate marked the beginning of a new era. For example, Abū Muslim al-Khurāsānī (real name Behzādān Pour Vandād) led a movement against the 'Umayyad caliphate in Khurāsān and Mā Warā' al-Nahr in 747-750, and his movement, known in history as *قیام سیهجامگان* (*Revolt dressed in black*), succeeded gather a lot of supporters. The 'Umayyad Caliphate was overthrown by the Khurāsānids and with their help a new Abbasid Caliphate was established. In 755, after Abū Muslim Khurāsānī's reputation had grown from successive victories, Caliph Al-Manşūr invited Abū Muslim al-Khurāsānī to his palace and executed him. The treacherous and barbaric execution of Abū Muslim al-Khurāsānī greatly angered his supporters. The next uprising was that of al-al-Muqanna', which began in 776 and continued until 783. We know that in the history, this mass movement was called *شورش سفیدجامگان* (The Rebellion of the White Dressed). After successive uprisings and public protests, the Arabs realized that they could not hold Khurāsān and Mā Warā' al-Nahr by force. As a result, the position of local rulers in the Caliphate began to strengthen. This led to the emergence of the first local states - the states of the Tahirids, Saffarids and Samanids.

Dialectical Verses and their Poetics

The great merit of the Arabic-speaking poets is that they not only managed to preserve the Iranian traditions, but also created the basis for a new literature in the Persian language. In addition, some samples of verses in the Khurāsān dialects, containing elements of Middle Persian and modern Persian, have been preserved, the original homeland of which was Balkh, Bukhārā and Merv. One such example is the ironic song of the inhabitants of Balkh about the return of the Arab ruler of Khurāsān from an unsuccessful campaign against Khutalān (now the Khatlān region of Tajikistan), which is mentioned in Arabic sources [9,127]. In the collection *Ash'ari hamasran-i Rudaki* (Poems of Rudaki's contemporaries), the name of the ruler is given as 'Asad ibn Abdullāh and information is attached that the event took place in 726-727. [2,15]. This collection also contains the sad lines of Abū'l-Yanbaġī, who served at the court of the Barmakids (VII-VIII centuries), about the transformation of the city of Samarkand into ruins. Thanks to the work of Ibn Khurdābeh *Kitab al-masalik va-l-mamalik* (كتاب المسالك و الممالک), these poetic lines have come down to us. The collection also includes *Song in the Khurāsān language*, mentioned in Asma' al Mooughtalin *min al-ashraf fi al-Jahiliyah wa-al-islam...* (أسماء... المغتالين من الأشراف في الجاهلية والإسلام...). Abū Jafar Muhammad ibn Muḥammad ibn Ḥabīb Baghdādī. In addition to this poem, a story is also attached to it, according to which Sa'id ibn Uthman, appointed by the 'Umayyad s as the emir of Khurāsān, took 30 children of the Bukhārā nobility hostage and forced them to work in a date palm in Mecca and, finally, died at the hands of the Bukharians [2,16]. The song of the Zoroastrian Karkooy Fire Temple in syllabic metrics is also one of the sample poems of this period. This passage is taken from the historical book *Tārik-i Sistān (History of Sistan)* and the *Ketāb-i Garshāsb* part of the book *Shāh-nāmeḥ* by Abū'l-mo'ayyad Balkhi.

This and other poetic examples give grounds for the conclusion that the syllabic metric was used during this period. There are also opinions that poems in the first centuries of the Arab conquest on the territory of Persia were created in syllabic metrics based on the traditions of poetry in the Pahlavi language. But Jan Rypka, analyzing the opinions of the author of the romantic epic *Vīs-u Rāmīn* —Fakhrudīn As 'ad Gurganī, Muhammad 'Aufī Bukhārī, Shams Qays al-Rāzī, did not agree with their conclusions about the metrics of pre-Islamic poetry on the basis that "they did

not know the Pahlavi language" and "they survived from that period only small fragments" [17, 134]. 'Arūd, which was later used in Persian-Tajik poetry, was not identical to Arabic 'Arūd. Arabic and Persian-Tajik languages have their own peculiarities of using 'Arūd. While Khalil bin Ahmad is considered the founder of the 'Arūd theory, after him Abū-l Ḥassan Sa'id Al-Balkhī, known as Akhfash Avsat (died in 830 AD), Abū-l Ḥassan SaraḳsīBahrāmī, Bozorgmehr Qāyenīand others added new bahr (meters) to the 'Arūd and improved it theoretically [15, 42]. There are also differences between Arabic and Persian-Tajik elements of 'Arūda. There are two types of "sabab" ("rope") in the Arabic 'Arūd, and three types in the Persian-Tajik 'Arūd. Similarly, "wataḍ" (peg) and "faṣila" (carpet) are different, their functions are different, and there are also differences in "zihāf" (changes).

As mentioned above, the genre of maṣnavī (ar. muzdawaj) was not very popular in Arabic literature. After the 9th century, we can see that this genre was successfully used only in Persian-Tajik literature and Uzbek literature. This also indicates that there are differences in the writing of poetry in the 'Arūd metric according to linguistic features. Bertels, commenting on the genres of "waṣf"(Arabic: وصف), "qaṣīdah" (Arabic: قصيدة), "ghazal"(Arabic: غَزَل), which were popular after the Islamic era and are considered the original Arabic poetic genres, although he did not deny the influence of Arabic poetic forms, noted that "... odes, presumably, were created during courts of the Parthian and Sāsānian rulers, but we do not know how they were built. We only have reason to assert that the pictures of spring and autumn in *the nasībs*, associated with the ancient holidays of Nawrūz and Mihrgān, of course, could not be borrowed from Arabic verses and are probably echoes of the old pre-Islamic poetry of the Iranian peoples [5,107]. Speaking about the ghazal, he believes that "this development to some extent depended on the reverse Iranian influence on the Arabs". And the "rubā'ī", according to his conclusions, "is a form created by the Iranian peoples without any outside influence" [5,107]. Turkish researcher Mehmet Fuat Köprülü also came to this conclusion [12, 57].

Palace of Emirs and Literature

Some sources claim that the first examples of Persian poetry were created by Bahram Gor (420-438), one of the Sāsānian kings. In this regard, Braginsky, who cited a story about how Bahram Gor expressed his feelings for his beloved Dilārām through poetry, also cited a poetic passage from Goethe's West-Eastern Divan [8, 116]. Jan Ripka questioned the information written by 'AufīBukhārīand Al-Mas'ūdī that Bahram Gur "had a divan in Arabic", "wrote a lot of Arabic and Persian poetry", and concluded that one example in Persian was "simply forged". But at the same time, in his opinion, "no matter how distorted these messages may be, they cannot be neglected"[17,133]. To prove this opinion, he relied on the message of Abū Hilāl al-'Askarī (died in 1004-1005) "about such a greatthe volume of the poetry of the "ancient Persians" that it could not be fully captured in books", and cited the following information: "in many Arabic sources there are names of poets Nagisā, Sarkash and Bārbad, names of excellent musicians, singers. At official festivities at the court of king Khosrow Parviz, surūdkhāns ("singers") sing songs or praises in poetic form (surūd-i khusrawānī). The Arabs learn song and music from the Persians, though they do not understand the words. From this information, we can conclude that in those days a tradition was born to gather poets, musicians and artists in the palace. Braginsky also confirmed that the legend about the palace origin of poetry reflects the historical fact of the dawn of early medieval poetry under the auspices of the powerful Sāsānid dynasty [8,117].

The sources note that the tradition of gathering poets in the palace continued after the Islamic era. During the years of Arab invasions in other regions, and even under the first righteous (Rāshidun)caliphs, the development of Arabic poetry seemed to have somewhat stopped. The Muslims who came to power did not approve of the poetry of pre-Islamic Jahiliyyah and were negative about collecting it. They believed that poetry, which Muhammad called "the art of lying," was permissible only if it served to strengthen and glorify Islam. The thoughts of Bertels about the first Muslim court poet also deserve attention. According to him, the first "court" poet of Islam was Ḥassān ibn Thābit (563 (?)-674). This poet, who began his career as a court eulogist of the Ghassānid princes, later went over to the side of Muhammad and faithfully served him, using his art to answer the vitriolic satires of the opponents of Islam. Despite the negative attitude towards poetry in general, Muhammad highly appreciated the services rendered by Hassan, gave him an estate, an Egyptian slave, and patronized him in every possible way [5,97].

After the coming to power of the 'Umayyad dynasty, secular hereditary power was established, in contrast to the era of the righteous caliphs. By this time, the state apparatus was completely reorganized, palace life began to be rebuilt according to Iranian-Byzantine patterns. This also had an impact on poetry, and the tradition of praising one mamdouh (praised person—or ruler) continued. Bertels mentioned the names of Al-Jarir, Al-Akhtal, 'Umar ibn Abi Rabi'ah, who served the 'Umayyads, and poets who lived during the reign of the Abbasids, Abū Nuwas, Abū al-'Atāhiyya or Abul 'Ala Al-Ma'arri who did not want to serve in the palace. Another noteworthy fact is that the poets who exaggeratedly described the mamdukh, without receiving the proper fee for the pen, wrote satires against them. Or take the tradition of giving great titles to a poet in a palace. For example, 'Abanal-Lahiqī and 'Awf ibn Muhallim achieved high positions in the courts of the Barmakids and Tahirids, and this tradition continued in Persian-Tajik literature.

When representatives of the local population, such as the Tāhirids and Saffārids, came to power in Khurāsān and Mā Warā' al-Nahr, poets who wrote verses in New Persian in new poetic forms rose to high positions in their palaces. The sources mention the names of such poets as Hanzala Bādḡisi, Muhammad ibn Waṣif Saḡzī, Bassām-e Kord, Muhammad ibn Muhallad, Firūz Mashriqī, Warraq Heratī, Abū Sulaik Gurganī. Fragments of their creations have come down to us through tazkirs (anthologies). For example, in the work of Nizāmī 'Arūḡī Samarḡandī *Chahār maqāla* (Four Conversations), the divan of Hanzala Bādḡisi is mentioned [16,69], but we know only two poetic fragments. These samples also show that he had a high level of skill.

Regarding the influence of the palace on the development of literature, it should also be noted that the sources mention that the first Madhiya (the Praise) in New Persian was composed in the palace of Ya'qūb ibn al-Layth al-Saffār. "The History of Sistan" mentions that after one of the poets praised Ya'qūb in Arabic, he objected because he did not know Arabic, and his secretary named Muhammad bin Waṣif was there and recited the first poem in New Persian. Referring to this source, Z.Safā described it as "the first poem" [18,43], and Bertels called it "an attempt to write a poem in this language" [6,267]. Of course, the names of Abū Hafṣ Sughdī Samarḡandī, Hanzala Bādḡisi and Abū'l-Abbas Marwazī are also mentioned as the first poets who worked in the new Persian language.

After the power had been transferred to the Samanids, unprecedented changes took place in cultural and social life. Bukhārā, the capital of the Samanid emirs, was the literary and cultural center of that time. Also, poets and scientists became famous in the literary circles of the cities of

Samarkand, Merv, Balkh, Herat, Sarakhs, Gurgān, Termez, Nishapūr, Ray. The rulers who lived at that time - Amir Muntaṣir Samanī, Abū'l Muzaffar Chaganī, Amir Agaj Bukhārī, ministers Abū'l-Faḍl al-Bal'ami and Abū Ali al-Bal'ami were also creative people. In particular, Abū 'l-Faḍl al-Bal'ami patronized the people of literature. Bertels, based on the data of the anthology *Yatīmat al-dahr* (The incomparable pearl of [his] century), written by AbūManṣūr Al-Tha'Alibī and dedicated to the poets of Mā Warā' al-Nahrand Khwarazm, cited some noteworthy figures. According to these data, "out of these one hundred and nineteen poets, four were emirs, eight were ministers, twenty-eight were secretars, that is, scribes of the court offices, and thirty-one were hakims (governors), amils (procurators), judges and large landowners" [5,103].

Continuing the traditions of the Sāssānids and the Golden Age of Islam, the Samanid palace paid special attention to the development of science, and during this period world-famous scientists appeared. In this century, books translated from Pahlavi into Arabic were translated into Persian-Tajik based on Arabic copies, as well as the Qur'an, *Tarikh al-Tabarī* ("The History of Prophets and Kings"), *Tafsir al-Tabarī* (Theological Commentary to the Quran) and other rare books. Today we know the names of 57 poets who lived and worked in the 10th century, samples of their works have come down to us. The founder of Persian-Tajik literature, Adam ash-Shu'ara Rudakī, mentioned that knowledge, culture and glory moved from Baghdad to Bukhārā, and victory was a constant companion of the Emir of Khurāsān, and described this greatness as follows:

امروز به هر حالی بغداد بخارا است،
کجا میر خراسان است، پیروزی آن جاست .

(One way or another, today Baghdad is Bukhārā,

Where is the Emir of Khurāsān, there is victory).

In conclusion, it should be noted that the life path of the great thinkers, poets, authors of literary anthologies who lived during this period was an example for poets and literary critics of subsequent centuries, and thousands of creative people became famous under their influence. Persian-Tajik literature served as a "mediator" or "transmitter". The Arabic and Persian literary traditions strongly influenced each other and were so closely intertwined that it is now very difficult to establish who borrowed from whom, what exactly and to what extent.

With the exception of some scientific works, in Soviet literary criticism, the attitude towards the palace was negative. In fact, when we study the history of literature for a thousand years, we come to the conclusion that the policies pursued by the rulers of that time paved the way for the development of literature and art, and creative people close to the palace made an incomparable contribution to the development of literature and art.

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MOLECULAR-GENETIC RESEARCH IS BEING CARRIED OUT IN CATTLE

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ABSTRACT

The article presents the preliminary results of molecular genetic studies of the blood of breeding bulls- producers of domestic Bushuev cattle breed for the purpose of their genetic certification and early prediction of breeding and productive qualities.

KEYWORDS: *Bushuev Breed Gene Pool, Molecular-Genetic Research, Genetic Passport, DNA, Selection.*

INTRODUCTION

The preservation of genetic diversity in our republic, including the preservation and reproduction of the valuable gene pool of cattle of the disappearing national Bushuev breed, is one of the pressing problems of today. In solving this problem, the use of molecular-genetic methods and genetic markers, a great achievement of modern genetics, plays an important role.

Molecular-genetic studies provide an opportunity for cattle DNA to study changes in important genes that control farm-beneficial productivity indicators in takibi, determine the formation of their high-performance determinant, and predict cattle offspring and productivity indicators early.

THE MAIN PART

Today, the number of heads of white cattle of the Bushuev breed is decreasing, the only cattle breed created in our republic. Another correct way to preserve its valuable gene pool is to conduct a molecular-genetic analysis of the blood of moles of this breed and predict their useful signs for the farm in advance.



Figure 1. Purebred cow of the Bushuev breed



Figure 2. Bushuev purebred bull

In order to carry out this promising research work in the field of Biotechnology, the Research Institute of livestock and poultry has developed a scientific and practical project on the topic “Development of molecular panels for the creation of a genetic passport of animals of a unique breed”, prepared on the example of the unique Bushuev breed. This project successfully passed the competition of projects of the Ministry of innovation development of the Republic of Uzbekistan and received a positive assessment at the scientific and technical Council of the ministry.

The project aims to preserve genetic diversity in the Republic, including preserving and reproducing the valuable gene pool of our endangered national Bushuev breed cattle by conducting molecular genetic research in the history of New Uzbekistan, and solving the problem of creating a genetic passport of the breed.

A genetic passport is an electronic base of animal DNA. It will reflect the unique genetic and immunological characteristics of the animal, productivity, and the ability (immunity) to resist various casuals. It is considered an innovation document that covers the molecular-genetic study of animal DNA specific STR and SNP genotyping I polymorphism.

Also, this project is aimed at the implementation of the tasks of the “Program of measures for the implementation of priority activities of the Ministry of innovation development for 2021-2022” approved by the decree of the president of the Republic of Uzbekistan dated April 1, 2021 PF-6198.

The scientific novelty of the project is that for the first time in the conditions of Uzbekistan, in order to preserve and restore the gene pool of cattle of the Bushuev breed, animal blood is evaluated polymorphically by protein types, genetic markers are used, molecular panels are developed, and their use in selection and breeding work is introduced into production.

Research is carried out on farms of Tashkent and Syrdarya regions. Although the project was not funded by the project, scientists of the Institute in August 2022 received 3 heads of the Bushuev breed, including the nickname “Katlavan”, which is being cared for and used in seed production at the Uzbek State Enterprise in the Kibray District of Tashkent region. Blood was drawn from purebred Bulls No. 55720, inv No. 00012916, whose nickname was “Barbos”, and whose nickname was “Sherhan” and inv No. 00012920.

Blood samples were submitted to the Uzfa Institute of genetics and Experimental Biology of plants for genetic analysis.

RESULTS AND DISCUSSIONS

Identification and isolation of genes that carry hereditary diseases of cattle is carried out using the PZR apparatus. Thanks to this, the incidence of cattle is reduced by up to 25%. Or cattle morbidity can be reduced by up to 50% due to the exclusion of these genes from DNA by identifying the genes that carry a certain disease in cattle. For example, in genetic passports, CVM (complex Vertebral Malformation) leads BLAD – leukocytes to adgesia deficit, that is, immunodeficitis, which causes the spine to be intolerant to complex heart porogic diseases. It has been proven in research that the presence of genes in the DNA of cattle in the combination of DUMPS destroys the fetus (embryo) in the cow's womb. And in the MFC combination of genes – calves can not walk at all.

The study of the above marker gene changes is carried out in a molecular-genetic way, using the necessary genetic markers. When targeted selection work is carried out according to the results of genetic tests, multiple hereditary diseases are prevented in newborn calves, the maximum content of casein protein in milk creates an opportunity to increase the milk productivity of cows.

The reaction of amplification of DNA fragments is a German-made programmer “Rotor-Gene Q” “QIAGEN Hilden” the amplifier of his firm is held in the optimal temperature and duration modes, developed for each individual set of primers.

Using molecular-genetic methods from the blood of purebred cattle of the Bushuev breed Thermo Fisher Scientific the firm invitrogen DNA was separated by reagents.

№	Stage 1
1	A sample of the blood of cattle of the Bushuev breed is taken 300 mg.
2	200 mg meselium is crushed into a homogenizer in a liquid H ₂ medium.
3	The finished homogen is placed in 1.5 Eppendorf.
4	Pure Link Genomic Digestion buffer 180 mkl is adjusted
5	Protenase-K is administered 20 mkl.
6	Add to the thermostat for 55C ⁰ degrees of incubation and stir every 10 minutes, kept stirring for 2 hours.
7	Taking from the thermostat t-20 C ⁰ degrees put in the refrigerator.

As a result of molecular-genetic analysis at the rate of one of the studies, DNA was extracted from a blood sample of purebred Bulls of the Bushuev breed. DNA samples 0.9% in agarose gel 1xTBE (pH 8.3) it was examined by the method of gel-electrophoresis with a buffer, and after that the gel was stained with a solution of etidium bromide (EtBr) of 0.5 mcg/ml. In the device “Vzglyad” (Helicon, Russia), which visualizes the results of Gel electrophoresis and documents the transilluminator “Quantum-312” and gels, gels were taken into the picture.

Figure 3

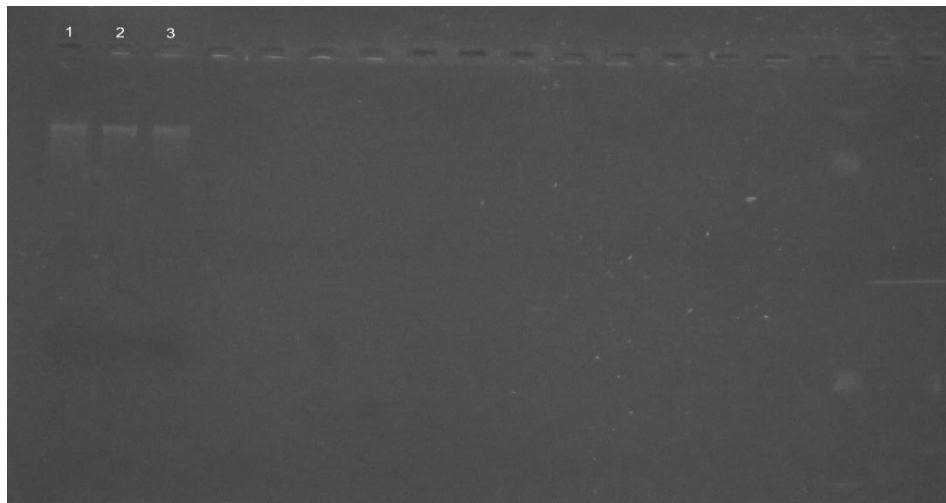


Figure 3. Electropherogram of cattle of the Bushuev breed.

EXPECTED RESULTS

1. The blood of purebred Bulls of the Bushuev breed is studied on the basis of genetic markers in relation to protein, polymorphic systems, and indicators of productivity and petting of the breed are determined.
2. By studying and analyzing the protein polymorphic systems of their blood, research will continue on the development of the molecular panel of the breed and the creation of a genetic passport;
3. Molecular panels will be developed to conduct bioinformatic analysis of STR loci, select high variabel and informatic STR loci, design prymers, create a genetic passport of the Bushuev breed of moles;
4. Affecting milk productivity and milk quality CSN3, CSN2, BLG, LALBA DGAT1, PRL, PIT-и GH bioinformatic analysis of genes, study of important functionally significant gene information, design allele special prymers and fluorescent TaqMan probes;
5. The DNA of animals of the Bushuev breed is genotyped by samples of STR loci and milk productivity and milk quality.

Within the framework of the project, the cooperation and solidarity between the **CSN3 (kapa-casein) gene**, which stands on the 6th chromosome of cow's DNA and controls milk productivity, and the **V-allele**, which controls the protein contained in milk and other quality indicators, is determined. Animals with few important genes that affect productivity are released (braked) into the pooch.

Once the project is funded, the following scientific results are expected as a result of its implementation:

1. In order to preserve the gene pool of cattle of the unique Bushuev breed created in Uzbekistan, their DNA markers are determined, and genes with valuable economic properties are evaluated polymorphism. To genetically passport animals of this breed, molecular panels are developed and a genetic passport is created.

2. An electronic database (Bank) of genetic information of animal biomaterials of the Bushuev breed is created. They will then be integrated into the international genetic database.

3. The results of the project will be commercialized and a patent will be obtained.

This molecular-genetic study in cattle was carried out for the first time in the history of the new Uzbekistan and is the first important step in the implementation of the genetic passport of our cattle of the National Bushuev breed.

We hope that this important promising project will be funded in the coming days, for the first time in the history of New Uzbekistan, the valuable gene pool of our cattle of the National Bushuev Breed will be preserved, a genetic passport will be created, their head number and productivity will be increased, selection and breeding work will be improved.

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IMPROVING THE METHODOLOGY FOR ASSESSING LOGISTIC RISKS IN COMMODITY MOVEMENT: CASE-STUDY OF SELF-SERVICE STORAGE OF SAMARKAND REGION

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ABSTRACT

In the article, logistics risks are managed in the logistics service system in relation to the effective coordination of the movement of goods, particularly the transportation and storage of wet fruits and vegetables in warehouses, and the reduction of the negative impact of logistics risks in maintaining the stability of the system to the negative changes brought on by changes in the external environment and the storage of goods based on these considerations, as well as logistical concerns, risk management, and the development of marketing strategies in the activities of commercial entities offering warehousing services, are addressed in the ideal coordination and effectiveness of goods movement..

KEYWORDS: *Commodity Resources, Transportation And Storage Services, Warehousing, Logistic Risk, Seasonality, Coefficient Of Seasonality, Fourier Series.*

INTRODUCTION

One of the significant shifts in the supplier-distributor-trade chain that happened under market conditions is that incoming orders now tend to be random rather than discrete, in contrast to the planned economy. The erratic nature of material flows, the requirement to account for logistical risks going forward, the need to guarantee the stability of the supplier-distributor-trade chain in adverse circumstances brought on by changes in the external environment in the logistics service system, and the need to lessen the adverse effects of logistical risks as well as to make decisions taking the minimum to account when fulfilling orders are urgent issues. Becoming one.

Authors such as [1]-[4], have discussed the issues of effective use of scientific-theoretical, methodological, and logistical services strategies for researching the movement of commodity flows. Scientists of our country, such as in the scientific researches of our country's scientists [5]-[8], the development of whole sale and retail trade, the management of goods movement and logistics processes, the improvement of the efficiency of the management of the transport and logistics system of cargo transportation, and the effective use of logistics services strategies for the organization of the movement of goods and material flows have been studied. The need for systematic theoretical and methodological research in this area is brought on by the experts' and scientists' in a due attention to the problems of enhancing the flow of goods. The need for systematic theoretical and methodological research in this area is brought on by the experts' and scientists' in a due attention to the problems of enhancing the flow of goods and material

resources, evaluating logistical risks, and making the best choices under the circumstances of contemporary market relations.

MATERIALS AND METHODS

This paper is given using statistical analysis, inventory management, and econometric modeling techniques, with the goal of reducing costs associated with offering warehouse services. On the basis of warehouses in the Samarkand region as an example, the gathered analytical data and information materials are compiled and organized from the author's perspective in accordance with the theoretical and methodological under pinnings of there search issue. Within the context of self-service storage “SHOKOMILBOBO” LTD.Co’s activities, analytical data were gathered and examined.

RESULT SAND DISCUSSION

The primary goal of organizing reserves in the efficient movement of goods and material resources is first and fore most to prevent demand unsatisfaction during a period of increased sales volume. On the other hand, long-term standing of reserves results in an increase in storage costs, a decrease in the quality of goods, and a decrease in the turnover of financial funds. The elimination of products shortages, stability in sales volume, and improvement inlogistics services are all made possible by maintaining the correct level of goods reserves.

The product storage warehouses contain products that are ripened through out the storage process in addition to those that are ready for sale at the same time. They are made to maintain the level of demand until the following season. [9].

Establishing the ideal quantity for the stock of goods that are prepared for sale helps to maintain the logistics processes. In this regard, the econometric modeling of the movement of goods and the implementation of the strategy on this basis form the basis of the model of logistical risks that may arise in the movement of goods and material resources and their management.

Let's assume that the following formula is used to indicate the likelihood of obtaining a given order by the organization providing logistical services in the transportation-storage and storage of products:

$$P = \{(r_0, d_0), (r_1, d_1), \dots (r_T, d_T), \} (1)$$

Here, r_0 is the volume of goods that must be realized by transportation-storage and storage in accordance with a particular order.;

d_0 -profit from realization;

If $d_0=r_0=0$,the order has not been fulfilled;

$d<0$, execution of the order with a loss;

$r_i>0$ the size of the order for a specific product type;

$d-i$ -the amount of annual income from the order.

In that case, the economic effect of the order will be as follows:

$$d_0 - r_0 + \sum_{i=1}^T (d_i - r_i)$$

(2) The benefit of transportation-storage and ware housing in a certain period T is based on the maximization of the predicted value of the objective function:

$$f = \sum_{n=1}^N \left\{ d_0^n - r_0^n + \sum_{j=1}^{J_n} x^{n,j} \left[\sum_{i=1}^T (d_j^{n,j} - r_i^{n,j}) \right] \right\}$$

(3) In order to maximize the value of this objective function based on variables, the proposed model of goods movement management in transportation-storage and warehouses is based on linear programming $x^{j,n}$, here $(n=1, \dots, N, j=1, \dots, J)$:

$$\sum_{j=1}^{J_n} x^{n,j} \leq 1, n = 1, \dots, N \quad \text{and} \quad \sum_{n=1}^N \sum_{j=1}^{J_n} x^{n,j} \leq 0$$

(4) Taking in to account the probability of occurrence of risks, we express the expected volume of orders as follows:

$$V_0^k = \sum_{t=0}^n \frac{CF_t^k}{(1 + r_t^k)^t}; \quad V_0 = \sum_{k=1}^k s_k p_k V_0^k$$

(5)

Here s_k impact of risks.

S_k makes decisions regarding the impact of risks or attempts to avoid situations related to it when it comes to transportation, storage, and placement in warehouses. Here, at the level of significance u , r the volume of the anticipated orders and the profit from fulfilling the order during the period are equal to the following:

$$CF_t = \sum_{k=1}^N p_k F_t^k; \quad u_t^k = \frac{p_k CF_t^k}{CF_t}$$

(6)

$$r_t = 1 - t \ln \sum_{k=1}^k u_t^k \frac{1}{(1 + r_t^k)}$$

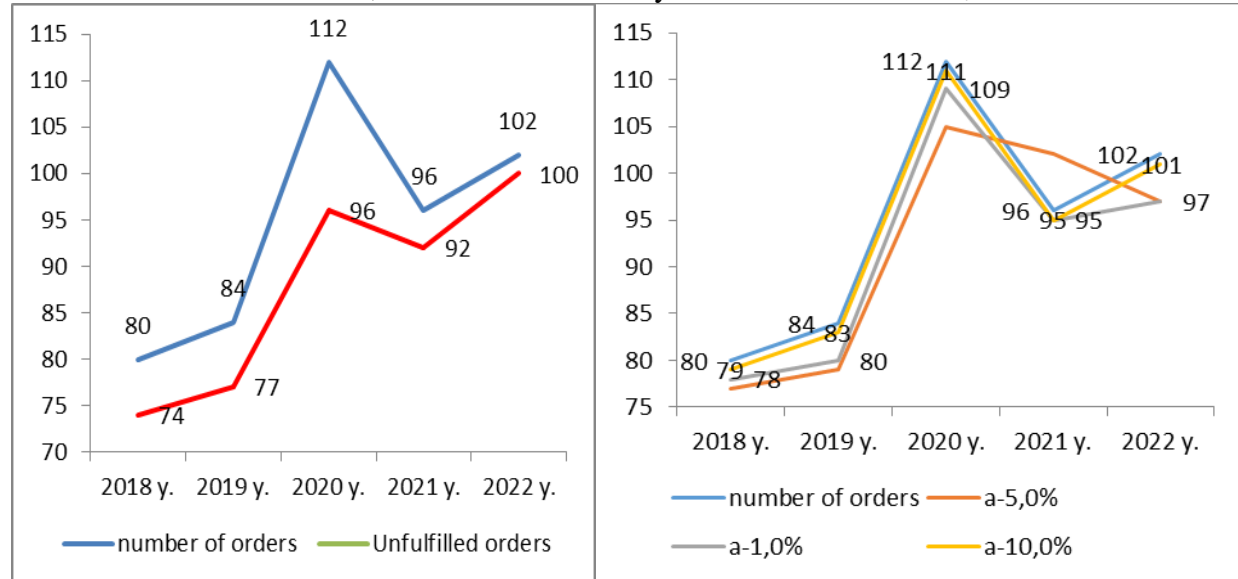
(7) This model was used in the transportation-storage and storage activities of "SHOKOMILBOBO" LTD.co located in Samarkand region, and the following results were obtained:

**INFORMATION ON NON-FULFILLMENT OF ORDERS
"SHOKOMILBOBO" LTD.CO IN 2018-2022**

Years	2018	2019	2020	2021	2022	
Number of orders	80	84	112	96	102	
Unfulfilled orders	6	7	16	4	2	
Probability of order failure, %	7,5%	8,3%	14,3%	4,2%	2,0%	
Probability of failure rate of orders, %	10,0%	2%	4%	2%	1%	4%

	5,0%	1%	2%	1%	3%	2%
	1,0%	6%	3%	5%	5%	1%

Based on the above formula, we can observe the dynamics of the in comer_t from order execution:



a) Without considering the risks

b) Considering the risks

Figure1. Dynamics of income(rt)from order fulfillment at "SHOKOMILBOBO"LTD.Co in 2018-2022

The market for storage and warehousing services has been expanding quickly in recent years, but it is important to remember that this industry is seasonal. Seasonality is the propensity and level of process growth that is influenced by both internal and external factors based on market conditions [10]. Seasonality in warehouses refers to a brief or recurrent period during as pecific year, primarily associated with meteorological fluctuations.

However, seasonality in warehouses depends not just on environmental and climatic conditions, but also on how goods and services are consumed, how they are consumed, and howa marketable demand is created. The significance of elements associated to the in take of consumer goods, such as the type, amount, and delivery of moist fruits and vegetables, is also note worthy.

Th effectiveness of a ware house is significantly impacted by seasonality. In instance, because it isn't operating to its full potential, it directly damages something.

Seasonal changes can be recognized and represented using avariety of statistical techniques. The seasonality index is the most straight forward method for calculating seasonal changes In the literature, the following techniques for calculating this index are frequently used:

- Method of constant average;
- Method of variable averages;
- Weighted average seasonality index;

The ideal way for determining seasonality among the aforementioned approaches is the weighted average method, which is represented by the following formula:

$$I_s = \frac{\sum_{i=1}^{12} Z_i * M_i}{\sum_{i=1}^{12} M_i} * 100\%$$

Here I_s –seasonality index, in percent;

Z_i –the actual level of storage capacity during the month;

M_i –the highest filling level of warehouse capacity during the month.

During 2018-2021, the coefficient of seasonality in 12 warehouses selected in there gion was as follows (Table2).

Analysis of the data in Table 2 shows that these asonality index is high in practically all warehouses.

The lowest indicator is 62.2% in "SIROJIDDIN TRADE-SUPPLIES", which indicates that the warehouse capacity is being used effectively. Similarly, at self-service storage "SHOKOMILBOBO" LTD. Co, seasonality is 79.4%, and 2/3 of the capacity is being used. In general, the seasonality index for the 12 researched warehouse farms in the Samarkand region was 71.8%.

TABLE 2 SEASONALITY COEFFICIENT INENTITIES PROVIDING SELF-SERVICE STORAGE IN SAMARKAND REGION

Warehouses	Months												annual average
	August	September	October	November	December	January	February	March	April	May	June	July	
"KUZHOSILI"unitaryenterprise	45,5	55,5	73,3	82,2	99,0	10,0	10,0	99,0	99,1	86,2	57,4	23,8	76,8
"AZIZBEKSAVDO-TA'MINOTI"LTD.Co	45,1	55,0	72,6	81,3	98,0	10,0	99,0	98,0	98,3	85,5	56,8	23,5	76,1
"SIROJIDDINSAVDO-TA'MINOTI"LTD.Co	36,9	45,0	59,4	66,5	80,2	81,8	81,0	80,2	80,3	69,8	46,5	19,2	62,2
"SHOKOMILBOBO"LTD.Co	51,5	70,4	88,1	92,1	10,0	99,0	97,1	96,1	96,2	83,7	55,8	23,1	79,4
"NARPAYXOLOD"AgroLTD.Co	42,4	51,7	68,3	76,5	92,2	94,0	93,1	92,2	92,3	80,3	53,5	22,1	71,5
"SAXOVATAGROEXPORT"AgroLTD.Co	41,9	51,1	67,5	75,6	91,1	92,9	92,0	91,1	91,4	79,5	52,8	21,9	70,7
"ULMASYUSUFBEKRZS"AgroLTD.Co	42,3	51,7	68,2	76,4	92,1	93,9	93,0	92,1	92,2	80,2	53,4	22,1	71,5
"AGROSOVUTGICHSERVIS"FamilyCo	41,4	50,5	66,7	74,8	90,1	91,9	91,0	90,1	90,4	78,6	52,3	21,6	69,9
"LOLAUNIVERSALSAVDO"LTD.Co	41,0	50,0	66,0	73,9	89,1	90,9	90,0	89,1	89,2	77,6	51,7	21,4	69,2
"ZIOYLIMESTONE"LTD.Co	41,9	51,1	67,5	75,6	91,1	92,9	92,0	91,1	91,4	79,5	52,8	21,9	70,7

"MEBELSTANDART"LTD .Co	41,4	50,5	66,7	74,8	90,1	91,9	91,0	90,1	90,2	78,5	52,3	21,6	69,9
"SAMROSOLOD"LTD.Co	42,8	52,2	68,9	77,2	93,0	94,9	94,0	93,1	93,3	81,2	54,0	22,3	72,3
Areaaverage	42,9	52,8	69,4	77,3	92,3	94,0	93,0	92,1	92,3	80,3	53,4	22,1	71,8

Figure 2 compares the seasonality of warehouse operations in the case of self-service storage "SHOKOMILBOBO" and Samarkand region.

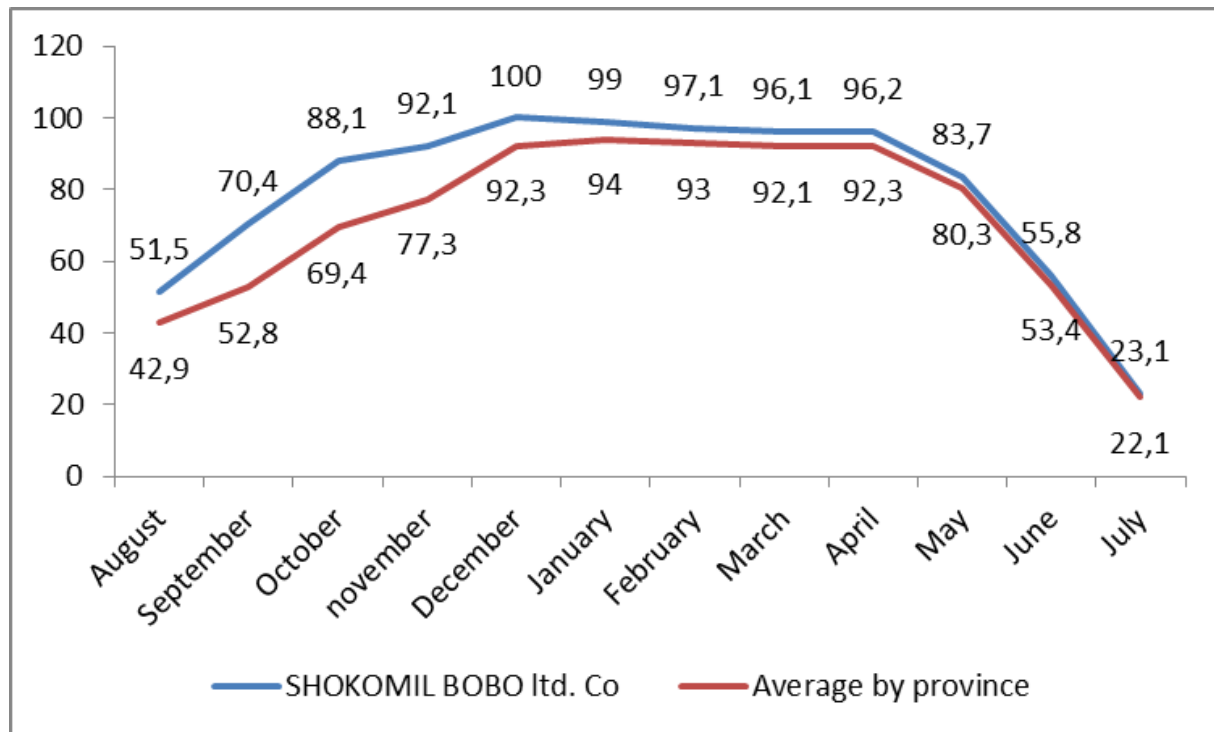


Figure2.Comparison of the level of seasonality of warehouse operations in "SHOKOMILBOBO" LTD. Co and Samarkand region

We use *Fourier's harmonic series* to analyze the annual dynamics of socio-economic events [11].

Fourier's harmonic series is analytically expressed as the transformation of the dynamics series, and the parameters are calculated by the method of least squares when solving the equation:

$$\bar{y} = \frac{a_0}{2} + \sum_{n=1}^{12} a_n \cos x + b_n \sin x$$

$$a_0 = \frac{\sum y_i}{n}; a_k = \frac{2}{n} \sum y_i \cos kt; b_k = \frac{2}{n} \sum y_i \sin kt$$

Here k is the harmonic mean value of the months of the year, it is considered equal to 12 in the analysis by months. Through Table 3, we can see the dynamics of the harmonic series of the "SHOKOMILBOBO" LLC's seasonality coefficient.

TABLE3 DYNAMICS OF SEASONALITY COEFFICIENT IN "SHOKOMILBOBO" LTD. CO

Months	t_i	Seasonalitycoefficient,(y_i)	$cost_i$	$sint_i$	$y_i cost_i$	$y_i sint_i$	y_i
August	0	51,5	1,0	0	51,5	0,0	19,3
September	$\pi/6$	70,4	0,87	0,5	61,0	35,2	18,4
October	$\pi/3$	88,1	0,5	0,87	44,1	76,3	20,4
November	$\pi/2$	92,1	0	1,0	0,0	92,1	24,7
December	$2\pi/3$	100,0	-0,50	0,87	-50,0	86,6	30,2
January	$5\pi/6$	99,0	-0,87	0,5	-85,7	49,5	35,4
February	π	97,1	-1,0	0	-97,1	0,0	38,9
March	$7\pi/6$	96,1	-0,87	-0,5	-83,3	-48,1	39,7
April	$4\pi/3$	96,2	-0,5	-0,87	-48,1	-83,3	37,7
May	$3\pi/2$	83,7	0	-1,0	0,0	-83,7	33,4
June	$5\pi/3$	55,8	0,5	-0,87	27,9	-48,3	27,9
July	$11\pi/6$	23,1	0,87	-0,5	20,0	-11,5	22,7
Total		953,1			-159,8	64,8	348,8

The parameters of the equation's values are determined:

$$a_0 = \frac{\sum y_i}{n} = \frac{953}{12} = 79,4; a_1 = \frac{2}{n} \sum y_i \cos kt = -\frac{159,8}{6} = -26,6;$$

$$b_1 = \frac{2}{n} \sum y_i \sin kt = \frac{64,8}{6} = 10,8$$

Based on the obtained parameters, we can create an econometric model of seasonality dynamics:

$$\bar{y} = 79,4 - 26,6 \cos x + 10,8 \sin x$$

Based on this econometric model, we determine the seasonality coefficient (y_{t_i}) values for each month:

TABLE4 HARMONIC INDICATOR OF DYNAMICS OF SEASONALITY COEFFICIENT IN "SHOKOMILBOBO" LTD.CO BY MONTH

Months	y_i	y_{t_i}	$ y_{t_i} - y_i / 100\%$
August	51,5	52,8	1,3%
September	70,4	61,8	-8,6%
October	88,1	75,5	-12,6%
November	92,1	90,2	-1,9%
December	100,0	102,1	2,1%
January	99,0	107,8	8,8%
February	97,1	106,0	8,9%
March	96,1	97,0	0,9%
April	96,2	83,3	-12,9%
May	83,7	68,6	-15,1%
June	55,8	56,7	1,0%
July	23,1	51,0	27,9%
Total	953,1	952,8	-0,3

According to the analysis, the seasonality coefficient's average dynamic deviation for the years 2019 to 2021 is 0.3% on average. As a result, we may deduce that the seasonality index in the region's storage warehouses differs significantly between December and April, which implies that this is the time when products are consumed that have been stored [12]. In order to make the calculations clearer, the price range of a few different product categories in the local farmers' markets was compared in April and May of 2021.

TABLE5 CHANGES IN THE AVERAGE PRICE LEVEL AS A RESULT OF A DECREASE IN THE SEASONALITY COEFFICIENT OF CERTAIN TYPES OF PRODUCTS IN THE FARMERS' MARKETS OF THE SAMARKAND REGION

Product types*	Average price in April-May 2022, kg/soum	The amount of additional products offered by reducing the level of seasonality, kg	Expected price level	Savings
Grapes	16000	0,021-0,112	15670,9-14390,2	1854,5(11,6%)
Apple	10000-12000	0,021-0,112	9794,3-8993,9	1390,9(13,9%)
Peach	18000	0,021-0,112	17629,8-16189,0	2086,3(11,5%)
Potatoes	5200	0,021-0,112	5093,0-4676,8	211,7(12,4%)
Onion	5500	0,021-0,112	5386,9-4946,6	637,4(5,1)
Carrot	7000	0,021-0,112	6856,0-6295,7	811,3(4,0%)

**Product types were analyzed on a selective basis*

The average seasonality coefficient for the studied period is 2.1-8.9%, allowing for a price reduction in the range of 4.0% to 11.6% in the product types section in April and May.

When considering the activity of warehouses, it's crucial to keep in mind that there is a correlation between a decline in the seasonality coefficient and a reduction in transaction costs. The following calculation can be used to determine how much money would be made if the seasonality coefficient in the warehousing sector was reduced by 1%:

$$K_m = \frac{S_{r(max)} - S_{r(real)}}{100 - I_s}$$

Here K_m — additional funds due to a 1% decrease in the seasonality coefficient, in soums;

$S_{r(max)}$ —the amount of profit that can be obtained as a result of using the full capacity of the warehouse, in soums;

$S_{r(real)}$ —the amount of profit that can be obtained from the actual use of the available capacity of the warehouse, in soums;

I_m —seasonality index, in percent.

Based on the method above, the result achieved by accounting for "SHOKOMILBOBO" LTD. Co1% seasonality drop for 1kg of product from December to April is as follows:

TABLE1 THE FORECAST VALUE OF THE AMOUNT OF PROFIT OBTAINED IN THE SEGMENT OF CERTAIN TYPES OF PRODUCTS AT THE EXPENSE OF REDUCING THE SEASONALITY COEFFICIENT AT "SHOKOMILBOBO" LTD. CO

Producttypes *	Averagemarketpriceofproduct s	Decembe r	Januar y	Februar y	March
		Seasonalityfactor			
		97,90%	91,20%	91,10%	99,10 %
Theamountofprofitfrom1unitofproduct					
Grapes	16000	343,2	7,4	0,2	0,0
Apple	10000	214,5	4,6	0,1	0,0
Peach	18000	386,1	8,3	0,2	0,0
Potatoes	5200	111,5	2,4	0,1	0,0
Onion	5500	118,0	2,5	0,1	0,0
Carrot	7000	150,2	3,2	0,1	0,0

The statistics in Table 6 show that the categories of products evaluated in December–February are often seasonal, which suggests that the population's reserves for these types of things are depleting. Averaging 343.2 soums per unit of grapes, 214.5 soums from apples, 111.5 soums from potatoes, 118.0 soums from onions, and 150.2 soums from carrots are gained during this time due to the stabilization of the supply of products by warehouse farms and the lowering of the seasonality coefficient. An opening presents itself [13].

CONCLUSIONS

Based on the effective execution of ware house operations, it is possible to lower the price level in the range of 4.0%-11.6% in the sector of products in April-May in the Samarkand region, where the seasonality coefficient is on average 2.1-8.9%. The analysis revealed that, when considering the logistic risks associated with the fulfillment of seasonal orders, it is possible to increase the amount of expected income by 1.0–6.7%. Making informed decisions while taking in to account the potential effects of risks during the formulation of a marketing plan is made feasible by modeling logistics risk management in businesses that offer products to rage and warehousing services.

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PSYCHOLOGICAL VIEWS ON THE ROLE OF PARENTS IN RAISING CHILDREN IN THE FAMILY

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ABSTRACT

This article deals with the views of Eastern thinkers and scientists such as Navoi, Kaikavus, Ahmad Donish, Abu Ali ibn Sina, as well as excerpts and examples from their works. The article states that the family has always been sacred for the East, and the upbringing of the child in the family and society has played a very important role. The duty and obligation of parents played an important role in the prosperity of a happy family.

KEYWORDS: *Education, Views Of Orientalists, Family, Parental Functions, Deviant Behavior, Family Life, Social Significance.*

INTRODUCTION

According to classical sources, the problems of the family and family relations have long attracted the most prominent people in society, that is, scientists and sages.

Many scientists, writers and poets, such as Abu Nasr Farabi, Abu Raykhon Beruni, Mahmud Kashgari, Kaykovus, Alisher Navoi, Rizuddin ibn Fakhriddin, Ahmad Donish and many other great thinkers of the East expressed their precious thoughts on these issues, which have social and ideological significance in science to this day. In the works of scientists and philosophers, the theme of the family and family relations has a significant place. We would like to acknowledge that the psychological views and opinions expressed by the above-mentioned thinkers have not lost their scientific value even today. The views of Orientalists are reflected in the role of the family and the family environment in human development. They emphasize the role of the family in the intellectual and moral development of the individual, the socially oriented and educational functions of parents and close relatives. The authors highly appreciate and value human qualities that can only develop in a family. They emphasized the importance of honesty, purity, courage, good will, devotion, mercy and justice in human relations, primarily from the influence of parental responsibilities on the child, as well as a positive impact on the development of the individual. Their valuable ideas in this direction are clearly reflected in their philosophical and educational and pedagogical and psychological views.

MATERIALS AND METHODS

The desire for commitment to one of the most important qualities of a person is so important in life that it includes love, respect, loyalty and devotion of people, respect for the motherland, nation, mother nature, the preservation and increase of material values. They are a combination

of factors that contribute to the rapid growth of society, such as its rational use. Note that the meaning of the word “decision” is a characteristic of human virtues.

When there are many good people in a society, that society will prosper. The question is how to show determination in a child? The answer is simple: “The bird does what it sees in the nest” (Uzbek folk proverb), that is, the source of every positive and negative trait of an individual is the family. Scientists say that before the age of five, seventy percent of a child's consciousness reaches the age of five. The rest is in educational institutions.

RESULTS AND DISCUSSION

Let's think about the fate and future of a child growing up in a family, in the heart of the parents. It is well known that a father is a good example for a boy, and a mother for a girl. For example, a father has a high role, dignity and potential. Family discipline is controlled by a spiritually educated father. Every word he says will be fulfilled. If a father promises to bring a toy to his preschool son or daughter, or to take his children on tour, he will definitely do so. A father can set a good example for his children. The same positive qualities will continue to grow in their children.

What if this situation is reversed? Unfortunately, this is the worst mistake a family can make when it comes to raising children. To confirm our point of view, we must recall the above proverb

"Birds do what they see in the nest." Remember that when a family loses its reputation, you do not need to expect special qualities from an adult child. Of course, there are many families in terms of material support. Your child may not be able to do what he wants right away. You pay attention to your condition and explain it to your child. Describe your temporary financial difficulties that you want to give, explain your current circumstances, and then keep the promise. Not only will you not be embarrassed by your conscience, but you will also be a positive influence on your child. As a parent, your reputation and respect for your children and their love and respect for you will grow. As far as possible, as far as you will be attentive to them in their development, they will also be more attentive and closer to you [12, p. fifty].

Such valuable books as “Hadisi Sharif”, “Hadisi Kalom” play an important role in the family and family relations [11, p. 23]. It is well known that hadiths also cover a wide range of moral issues, the role of women in marriage, relations between spouses, issues of raising a child in a family, as well as in society. These issues are related to the sanctity of the family, the role and importance of the husband and wife for their families, their parents and their children. For centuries in the life of our ancestors, who were taught spirituality, maintained family relationships, did not allow them to be frivolous towards the family and be betrayed.

Abu Ali ibn Sina advocated the use of human values in shaping the child's personality in his psychological and pedagogical views and urged parents to teach their children by personal example, and not through harsh punishments.

Such educational works of the great scientist as "Donishnoma", "Risolai ishk", "Canons of Medicine" are important sources of the inherent psychology of education, medicine and philosophy of the peoples of Central Asia. Ibn Sino's views on the family and family problems are detailed in his book Tadbiri Manzil. In this work, the thinker outlines various aspects of family relations and puts forward a number of requirements to the head of the family. In his opinion, the head of the family should have both theoretical and practical knowledge about

family upbringing. Parents should influence the spirit of the child not only in words, but also in practice. Only then can he become the true head of his family.

Kaikovus is one of the outstanding scientists of Central Asia and, in general, Eastern philosophy and pedagogy. In his book "Kabusnoma" he describes in detail about the duties of parents in the upbringing of children and the duties of the child towards parents and family life.

The main idea of Kaikovus's book is to encourage young people, in other words, to encourage them to respect and honor their parents. The author emphasizes that parents are ready to do anything for their children - they do not try to offend or insult them, but treat them with respect. He says: "When a child is wise, parents will not refuse to show their love."

From the point of view of family psychology, the opinions of Alisher Navai in his popular book "Mahbub-ul Kulub" are very remarkable. In this work, the author talks about his own experience and personal observations.

Navoi, describing the role of a woman in the family, claims that a good wife is the wealth and happiness of the family.

Psychologically analyzing the opinions of Alisher Navai, it should be noted that a good wife is a good educator, a devoted wife, a neat and clean housewife. It should also be noted, according to the author, that all these above and other characteristics are rare in one woman.

Ahmad Donish's views on this subject are also invaluable. In his work "Navodir-ul voke" he discusses the customs and conditions of marriage, mother-in-law and daughter-in-law, the affirmation of true and figurative love, the morals of lovers, as well as spiritual and material inheritance, the benefits of will and profession for children. He believes that when a person reaches a certain age, he has a desire to start a family. Of course, during this period, a person will understand the duties of the family, family happiness, family relationships, parenthood and the duty of a father or mother [14, p. 96].

Behavioral education is one of the most complex processes studied by psychologists. If a child is not raised properly, some of his or her actions may lead to frustration in unexpected situations. There are many differences between raising a child in a family and relationships in the educational process. In some cases, it is observed that the excessive kindness shown by the parents of the child in the family, caresses and satisfaction of his (her) desires, leads to differences in his (her) relations with peers. It can also be said that the imbalance in the relationship between parent and teacher has a negative impact on the upbringing of the child.

In many cases, parents do not know the reasons for their children's pranks, "disobedience", carelessness, stubbornness, and other similar negative behaviors and do not consult with their teachers. Some parents, wishing to raise their children well and develop in them the personality of their ideals, put before them very difficult learning conditions, the freedom of the child is strangled, he is kept in a rigid control environment. As a result, the child subsequently becomes uncontrollable, stubborn and suffers in any other social environment. That is why the motive must always be clear, the needs must be coordinated, the goals and means to achieve them must be clear. Only then will social behavior be appropriate for society.

Each parent should consider the following as the most important aspects of their child's behavioral education.

1. In the family, the desire of parents to subdue the child only harms educational work. Every child must get used to being treated as a person and, first of all, as a person, and there must be absolute respect and honor between adults and children.

2. The spiritual world of the child strives to accept everything correctly. That is why it is important to explain things to him as precisely as possible. The child has strong feelings and high adaptability. So when you order something, you should cheer him up by saying, "I know you can do it right now, you

you can do something." This stimulus boosts the child's energy and self-confidence. In fact, any psychological factor is based on trust. When a child believes in something, his spirit, mind and thinking change. The strength or weakness of the psychological factor also depends on how confident he is in the mind, spirit and thinking of the child. The more the child is satisfied with the job, the more interested he will be. The child must understand that he will not lose confidence in doing a certain job, that he will be able to do the work assigned to him and that he will only need to show diligence and honesty. The interests of the child should always be in the center of attention of parents.

CONCLUSION

Summing up, we can say that the role and importance of the family in raising children is very important so that they are ideal people. That is why the great thinkers of the East have repeatedly emphasized the need to be very careful with this issue, urging parents to set a personal example in raising children.

It is worth noting that adolescents studying in secondary schools and other general educational institutions, to whom parents devote very little time or do not pay enough attention in education, one can see shortcomings, neglect, deviations in behavior. Children with this type of deviant behavior, who refuse to obey the rules of society (if they are not prevented), can interfere with the socio-political, legal, material and spiritual development of our society and their future destiny. It would be wise for parents who raise children in the family to follow and apply the principles of our ancestors in family education.

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HIRUDOTHERAPY BY AVICENNA`S METHODS IN TREATMENT OF CHRONIC HEART FAILURE AT ISCHEMIC HEART DISEASE PATIENTS WITH THE INCREASED ARTERIAL BLOOD PRESSURE

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ABSTRACT

Many forgotten methods of treatment, known since ancient times, are increasingly reviving in the current conditions of the development of medicine and pharmacy, once again proving the validity of their existence. One of them is hirudotherapy (from Latin hirudina - leech) or bdelotherapy. Treatment with leeches has begun since ancient times. Probably, even prehistoric people accidentally noticed a positive effect after a leech bite. Hebrew Persian, Hebrew and Ancient Indian texts that mention the benefits of leeches contain references to the benefits of leeches. Hirudotherapy was considered one of the aspects of this medical technique, since bleeding has been the most popular method of treating many diseases for thousands of years. Self-treatment with leeches in those days was not yet carried out, since healers believed that leeches were needed only to remove excess blood. It was considered more convenient to use them instead of knives, because the procedure was completely painless.

KEYWORDS: Heart Failure, Cardiosclerosis, Arterial Pressure, Treatment, Hemostasis.

INTRODUCTION

Many forgotten methods of treatment, known since ancient times, are increasingly reviving in the current conditions of the development of medicine and pharmacy, once again proving the validity of their existence. One of them is hirudotherapy (from Latin hirudina - leech) or bdelotherapy. Treatment with leeches has begun since ancient times. Probably, even prehistoric people accidentally noticed a positive effect after a leech bite. Hebrew Persian, Hebrew and Ancient Indian texts that mention the benefits of leeches contain references to the benefits of leeches. Hirudotherapy was considered one of the aspects of this medical technique, since bleeding has been the most popular method of treating many diseases for thousands of years. Self-treatment with leeches in those days was not yet carried out, since healers believed that

leeches were needed only to remove excess blood. It was considered more convenient to use them instead of knives, because the procedure was completely painless.

Materials and Methods

100 patients with chronic heart failure of II-III functional class according to NYHA classification aged 55 to 77 years, 80 men and 20 women, were examined. Of these, 71 patients were diagnosed with chronic heart failure of functional class II, 29 - chronic heart failure of FC III. The cause was the development of chronic heart failure: postinfarction cardiosclerosis (78 patients) and small-focal cardiosclerosis (22 patients).

Results

The effect of hirudotherapy on the clinical course of the disease in patients with chronic heart failure with normal blood pressure in 42 patients with coronary heart disease was studied. By the end of hirudotherapy, an improvement in the clinical condition was noted in 33 patients (78.5%), which resulted in a decrease in the functional class of chronic heart failure according to the results of the six-minute walk test. Chronic heart failure I FC was diagnosed in 12 patients with initially verified chronic heart failure II FC before discontinuation of the course of treatment, followed by a tendency to increase the distance of a six-minute walk.

Hirudotherapy has a positive effect on hemostasis in patients with chronic heart failure, which is expressed in the normalization of the concentration of fibrinogen and soluble fibrin-monomer complexes, an increase in the content of plasminogen in the blood, a decrease in spontaneous and ADP-induced platelet aggregation.

Relevance

Many forgotten methods of treatment, known since ancient times, are increasingly reviving in the current conditions of the development of medicine and pharmacy, once again proving the validity of their existence. One of them is hirudotherapy (from Latin *hirudina* - leech) or bdelotherapy. Treatment with leeches has begun since ancient times. Probably, even prehistoric people accidentally noticed a positive effect after a leech bite. Hebrew Persian, Hebrew and Ancient Indian texts that mention the benefits of leeches contain references to the benefits of leeches. Hirudotherapy was considered one of the aspects of this medical technique, since bleeding has been the most popular method of treating many diseases for thousands of years. Self-treatment with leeches in those days was not yet carried out, since healers believed that leeches were needed only to remove excess blood. It was considered more convenient to use them instead of knives, because the procedure was completely painless.

Now the principles of drug treatment of the chronic heart failure (CHF) meaning normalization of an intracardial and central hemodynamics, microcirculation, activity of neurohumoral systems of an organism, prevention and therapy of disturbances of a heart rhythm, sudden cardiac death, thromboembolic syndrome are defined [1,2,3]. Wide use of **ACE inhibitor**, blockers of adrenergic receptors, diuretics allowed to improve considerably quality and life expectancies of patients with chronic heart failure. Despite obvious achievements of the last years in the field of studying of a pathogeny, diagnostics and treatment, chronic heart failure remains widespread, heavy and predictively an adverse complication of many diseases of a cardiovascular system [4,6]. The prevalence of chronic heart failure constantly grows and is in the European population from 0.4% to 2% (Cowie M.R. et al., 1997). In Russia in 2002 revealed more than 8 million patients with clinical manifestations of chronic heart failure [6,8,9].

In recent years became more active to be applied the non-drug methods of treatment of chronic heart failure based on impact on an organism by electromagnetic radiation (laser therapy, therapy by waves of millimetric range), extracorporeal removal of components of blood (hemodilution, blood ultrafiltration), synchronization of work of auricles and ventricles of heart, surgical correction of pathology of heart, influence as a secret of sialadens of a bloodsucker and others [7,10].

Numerous data confirm high performance of hirudotherapy at treatment of various diseases. Positive action of hirudotherapy on the clinical current of chronic heart failure is well studied. In many works reductions of a acrocyanosis, pant, hypostases, hepatomegalias is revealed at course treatment by medical bloodsuckers [2,4,10]. At patients with coronary heart disease, the arterial hypertension noted positive action of hirudotherapy on indicators of the central hemodynamics, variability of a warm rhythm, a lipidic range of blood, fibrinogen level, functional activity of thrombocytes [4,10]. At the same time at purpose of hirudotherapy sick chronic heart failure did not carry out the tool assessment of systolic and diastolic function of a myocardium of a left ventricle, a condition of a system of a hemostasis that does the offered subject relevant.

Research objective

To estimate influence of hirudotherapy on a clinical current of chronic heart failure, at patients with coronary heart disease with the raised ABP.

Research problems.

1. To estimate influence of hirudotherapy on clinical manifestations of chronic heart failure at patients with the raised ABP.
2. To estimate influence of hirudotherapy on indicators of systolic and diastolic function of a left ventricle at ischemic heart disease patients with chronic heart failure and the normal ABP.
3. To estimate influence of hirudotherapy on indicators of systolic and diastolic function of a left ventricle at ischemic heart disease patients with chronic heart failure and an arterial hypertension.
4. To estimate influence of hirudotherapy on hemostasis indicators at ischemic heart disease patients with chronic heart failure and an arterial hypertension.

Materials and Methods of a Research

100 patients with chronic heart failure of the II-III functional class on classification of NYHA aged from 55 till 77, 80 men and 20 women are investigated. From them at 71 patients II functional class chronic heart failure, at 29 - the III FC chronic heart failure was revealed. Development of chronic heart failure was the reason: postinfarction cardiosclerosis (78 patients) and fine-focal cardiosclerosis (22 patients). The diagnosis was established on the basis of a clinical picture of a disease, the anamnesis, data of definition of a distance of six-minute walking. The arterial hypertension was diagnosed for 54 patients.

Patients with diseases of the blood, connective tissue, an oncopathology, a hemorrhagic syndrome, a diabetes mellitus of the I type expressed by renal and hepatic pathology did not join in a research. Patients were observed in out-patient conditions and after receiving the informed consent were distributed by means of draw on two groups: the 1st group - 70 patients receiving hirudotherapy course, the 2nd group (control) - 30 patients who were not receiving treatment by

medical bloodsuckers. Depending on existence of an arterial hypertension in the anamnesis patients of both subgroups were divided into two subgroups (Table 1). Groups of patients were comparable on age, existence of associated diseases and the accepted medicinal therapy.

Standard therapy of chronic heart failure included APF inhibitors, blockers of beta adrenergic receptors, diuretics, acetylsalicylic acid. During observation of a dose of medicines did not change.

The technique of carrying out hirudotherapy at patients with chronic heart failure included use not less than 5 pieces of medical bloodsuckers on one procedure by Abu Ali ibn Sino's methods. The number of procedures was 10 sessions at an interval of the 2 days. hirudotherapy renders the reflexogenic, anti-coagulating, anti-ischemic, anti-hypoxemic, hypotensive, immunostimulating, anti-inflammatory, analgesic, anti-sclerous, regenerator action, causes aexsanguination, a dekongestion of internals, protective anti-thrombotic effect, elimination of microcirculation violations.

TABLE 1 GENERAL CHARACTERISTIC OF THE STUDIED PATIENTS

Indicators	The 1st group (n = 70)	The 2nd group (n=30)	p
	Patients without arterial hypertension (n =36)	Patients with an arterial hypertension (n=20)	
Age	67,4±5,2	61,3±6,0	p≤0,5
Postinfarction cardiosclerosis	28	14	p≤0,1
Small focal cardiosclerosis	8	6	p≤0,1
Functional class chronic heart failure:			p≤0,01
II	22	12	
III	14	8	
Therapy			p≤0,1
ACE inhibitors	34	18	
ATI Blockers	2	2	
Beta-blockers			
Diuretics	22	15	
Aspirin	24	11	
	34	20	

Before treatment and upon termination of the observation period (6 weeks) estimated a clinical condition of patients, defined a distance of six-minute walking, carried out the daily monitoring of arterial blood pressure (DMABP), ultrasound examination of heart with assessment of systolic and diastolic function of heart, hemostasis indicators. In the main group the condition of a hemostasis was estimated in addition next day after the fifth session of hirudotherapy(2-3 weeks). The assessment of a clinical course of a disease was carried out on change of manifestations of chronic heart failure (weakness, an asthma at a usual exercise stress, interruption in cardiac performance and/or heartbeat, peripheral hypostases, a hepatomegalia) and functional class chronic heart failure according to a distance of six-minute walking.

Measurement was taken through a 20-minute interval in the afternoon (from 7:00 till 23:00) and through 30-minute - at night (from 23:00 till 7:00). The index of time was defined how the percentage of number of measurements during which systolic arterial blood pressure exceeded the level of 140 mm Hg. in the afternoon and 120 mm Hg. at night, and diastolic arterial blood pressure exceeded respectively 90 and 80 mm Hg, to the total number of measurements. Were estimated average daily systolic and diastolic arterial blood pressure (in mm Hg.) and the index of time for systolic and diastolic arterial blood pressure (in %).

The test of six-minute walking was carried out in a hospital corridor which length was precisely measured. After acquaintance with the forthcoming test of the patient quietly went along the corridor. After fifteen-minute rest, the patient within 6 minutes went along the corridor, trying to overcome the longest distance. The test was stopped at emergence of the expressed discomfort (pant, dizzinesses, sharp weakness). In 30 minutes the test was repeated and took average value of two tests.

The aggregation ability of thrombocytes was studied on the two-channel laser analyzer of aggregation of thrombocytes of "Biol" (Russia) by a turbidimetric method and assessment of the average size of platelet units in real time. As the inductor used 0.5 microns of ADF. For spontaneous aggregation normal values varied from 1.0 to 1.4 units, for ADF - the induced aggregation from 1.5 to 3.5 units.

At statistical processing of the received results standard methods of the variation analysis were used. Intergroup distinctions were estimated by confidential criterion of Stjudent. Statistical processing of the obtained data was carried out by means of the computer Excel program.

Results of a Research and their Discussion

The 1st group. Influence of hirudotherapy on the clinical course of a disease at sick chronic heart failure with the normal level of arterial blood pressure is investigated at 42 ischemic heart disease patients. To the termination of hirudotherapy improvement of a clinical state is noted at 33 patients (78.5%) that was expressed in reduction of functional class chronic heart failure according to test results of six-minute walking. The IFC chronic heart failure was diagnosed for 12 patients with initially verified IIFC chronic heart failure to the termination of a course of treatment that was followed by a tendency to increase in a distance of six-minute walking.

At patients of 2nd group: We revealed reliable decrease in systolic arterial blood pressure on average in group for 10% ($p < 0.01$) and the index of time of systolic arterial blood pressure by 1.5 times ($p < 0.05$) that demonstrates hypotensive effect of hirudotherapy. Reliable influence on the size of diastolic arterial blood pressure of course treatment by medical bloodsuckers is not revealed. At 5 patients after the first statement of medical bloodsuckers and at the 3rd patient

after the second procedure rise in systolic arterial blood pressure on 10 - 15 mm Hg was noted. with the subsequent decrease to reference values within 30 minutes. Decrease in systolic arterial blood pressure is lower than 100 mm Hg. it is noted. In general, on group reduction of systolic arterial blood pressure to the termination of a course of hirudotherapy on 5 - 20 mm Hg. it is registered at 26 of 33 patients, diastolic arterial blood pressure on 5 - 10 mm Hg. - at 18 patients.

Influence of hirudotherapy indicators of the central hemodynamics was depending on the level of arterial blood pressure. In group of patients with an arterial hypertension reliable decrease in average daily systolic arterial blood pressure and the index of time of systolic arterial blood pressure, a tendency to reduction of size of diastolic arterial blood pressure is revealed. The hypotensive effect of hirudotherapy was confirmed in Maksyutkin N.A. works. (2003) and Gantimurova O.G. (2005).

In case of successful treatment of heart failure at patient's improvement of inotropic ability and diastolic relaxation of a myocardium is noted (Braunvald E., 2005). In group of patients with an arterial hypertension reduction of weight of functional class chronic heart failure was combined with a tendency to reduction of end-diastolic volume, reliable decrease in end-systolic volume and reliable increase in ejection fraction of a left ventricle. In our opinion it is caused by reliable decrease in size of systolic arterial blood pressure at patients in the course of treatment at the expense of what there is a reduction of postload of a myocardium. The combined reduction before - and postloads of a myocardium also leads to increase in a stroke output, fraction of exile and demonstrates improvement of pump function of heart at sick chronic heart failure with the increased ABP level.

Dynamics of diastolic filling of a left ventricle in the course of hirudotherapy was unidirectional in both groups of patients. At most of patients at whom decrease in functional class chronic heart failure was noted reduction of severity of diastolic dysfunction of a myocardium of a left ventricle was revealed. The positive effect of hirudotherapy relaxation of a myocardium of a left ventricle at ischemic heart disease patients can be caused by anti-ischemic effect of secretion of sialadens of a bloodsucker, improvement of indicators of an intracardial and central hemodynamics. Interesting results were received when studying influence of hirudotherapy indicators of a plasma hemostasis and functional activity of thrombocytes. We did not reveal reliable differences in the activated partial thromboplastin time, international normalized ratio level before treatment by medical bloodsuckers. On the other hand, to the termination of a course of treatment the level of fibrinogen and RKMf decreased to normal amounts that speaks about reduction of a trombinemia. We also found initial increase in spontaneous aggregation of thrombocytes in patients of the main and control groups. To the termination of a course of hirudotherapy spontaneous aggregation of thrombocytes was normalized while remained raised with patients of control group. Thus, it is possible to draw a conclusion on existence of antithrombotic effect of hirudotherapy at patients with chronic heart failure.

CONCLUSIONS

1. Use of hirudotherapy by Abu Ali ibn Sino's methods at the same time with "standard" drug treatment is followed by reduction of clinical manifestations of chronic heart failure at patients with coronary heart disease. At the same time the tolerance to an exercise stress (according to a distance of six-minute walking) at sick II and III functional classes of chronic heart failure increases.

2. At use of hirudotherapy complex treatment of chronic heart failure at 25% of patient's reduction of diastolic dysfunction of a myocardium of a left ventricle according to a Doppler research of heart is observed.

3. Has hirudotherapy positive impact on hemostasis indicators at sick chronic heart failure that is expressed in normalization of concentration of fibrinogen and soluble fibrin monomer complexes, increase in content of plasminogen in blood, decrease spontaneous and ADF - the induced aggregation of thrombocytes.

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TREATMENT OF PARASITIC DISEASES IN CHILDREN BY AVICENNA METHODS

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ABSTRACT

Today, parasitic diseases are one of the issues raised to the public scale. These diseases are widespread among the population, especially in children, negatively affecting their severity and, in turn, lead to serious economic damage to the social sphere. Ibn Sino's doctrine does not have any adverse effects compared to modern methods of treatment on the body's therapeutic effect. It should be noted once again that such treatment is worse for children.

KEYWORDS: *Widespread, Therapeutic, Parasitic Deworming, Helminthosis.*

INTRODUCTION

Today, parasitic diseases are one of the issues raised to the public scale. These diseases are widespread among population, especially in children, negatively affecting their severity and, in turn, lead to serious economic damage to the social sphere. Helminthosis among children is 50-60%, and exceeds the level of respiratory diseases.

Tape-worm is a disease caused by parasitic worms and parasitic deworming in the human body. There are more than 250 types of helminths among humans. There are about 50 species of parasites in Uzbekistan.

Ibn Sino's doctrine does not have any adverse effects compared to modern methods of treatment on the body's therapeutic effect. It should be noted once again that such treatment is worse for children.

In some cases, tape-worm gets into children's organism and disturb them. Symptoms of helminths may show symptoms of other diseases such as diseases of lungs, gastric ulcer cells. Tape-worm is more likely to be around the anal orifice. The tape-worm in the abdomen does not come from all liquors. They are never formed from red (blood) or black (commercial) bile, because the red is too hot for creating moist tape-worms, since their natures are opposite, the second is cold and dry and they are far from life (far from the living).

In the case of blood, the function of barrier is dominated by this and organs have need of this liquid. The appearance and colour of the tape-worm gives evidence that this wasn't evolved from blood, but the substance of the tape-worm is mucus, when it is overheated undigested alimentary products inside the weak stomach get spoiled, consequently a lot of mucus membranes will be produced, from whom helminths are shaped. They are made from soft and sticky products: cereals, honeysuckles, beans, flour powder. As a result of the consumption of raw meat, milk, greens, lubricants, and sweating after eating and drinking can also cause helminthosis.

Four different types of bowel helminths are distinguished: large and long, round, flat, these are as "egg yolks" and small, which have different origin. It differs according to the birth place and material, some are born of moisture, which are not segregated and are not resolved when the liver involves or extracts, while others are segregated and get out from the body as a result of the continuous liver invasion and rapid excretion of excrement. When the heminth, which are excreted from the body with excrement will be smaller and will be located around the back hole when are born. They are born of some fluid, which corresponds to two fluid quality and composition. Longer worms come from the upper part of the bowels, that is the first round fluid, and the small circles and flats come into being from the third fluid, and sometimes they can come from the above fluid. Large and deteriorating heminth comes from a third generation of fluid, sometimes at the upper intestine, which sometimes happens in the group, which also spreads toward the gut, the colon, and the stomach, and on the other hand, to the back hole.

Small heminth is not harmful as it is thrown away from the main organs with a strong and stiff excrement. But it should be noted that if the small heminth are too many, then the harm will be accordingly. Then, it should be borne in mind that long-lasting heminth is not as harmful as the flat ones, because the substance of flat heminth is the rottenest matter. Small helminth are excreted from the anus, because they are located in the intestine near the anus, and since they are weak, it does not cling as strongly as grown-up helminths to the intestinal wall.

If there are fever in children with heminth, it means that heminth is dangerous and life-threatening, or fever destroys nutrients and heminth will have to move to find food, which eventually causes heminth to leave the intestinal wall.

Fever causes substances of heminth to suffer and agitates them: fever naturally intensifies fermentation in the intestines, which in turn affects the bowels and causes pain. Occasionally, emotional abnormalities such as faint, feeling of starving hunger can also be caused in patients by heminth.

Sometimes the feeling of hunger can not be satisfied with eating, causing the mouth of stomach to be hypothermic, after which heminth begins to enter the stomach as a result, pollute this organ from inside, above given two cases results in faster heart attacks. In most cases contamination with heminth begins in childhood times, especially circle heminth is considered to be widespread (ostrich, paccana vagina).

Worms have peculiarity of being widespread in autumn compared to other seasons, which is because the person consumes more fruits and vegetables in this period, and air is also enhancing factor for the fermentation process in the bowel.

Tape-worm is provoked at night and often disturbs patients at night. Fatigue and physical activity can compel helminth to weaken and leave patient's body, that is why appearance of helminths in

excrement means that the child is strong and has the ability to drive the worms out. But if dead tape-worms come out into excrement with the blood, it gives evidence of unpleasant situation.

Symptoms: Common symptoms include salivary leaks, night-time moisture, and daytime dryness of lips, which can be explained by the loss of heat during the daytime and being kept at night. When heat dissipates, it takes away moisture and causes the helminths to drain the stomach, resulting in the drought of stomach-associated organs, that are, the lips and the mouth.

Atmosphere also cause lips to dry, so patients always moisturize their lips by lingering their tongue. Patient children are inclined, emotional, angry, do not want to talk, do not want to join anyone's company. Occasionally, patients are tempted, gnashing their teeth when they are asleep, sometimes chewing on their mouths, releasing their tongues, and shouting in their sleep because they have been exposed to harmful vapors in their brain. After eating they may have nausea, their voices are broken, pulse weakens, fails when helminths are provoked, and the excrement is often wet. If you notice good or bad appetite, it may indicate that tape-worm has appeared. Sometimes it disturbs the patients with thirst, in which case they can't quench their thirst. In addition, it is possible to observe the patient seizing their abdomen and screaming because of pain, their faces change, and sometimes become pale after vomiting. Occasionally, patients may be swollen in their faces, tension in the abdomen, and the severity of seizures. In boys, the ovaries are swollen with stinking sweat. Some helminths have peculiarity of creeping outside, and sometimes the gastric ulcer has a feeling of dizziness. Occasionally, patients have no appetite, disgust to food, difficulty of digestion, and hiccups. If the worm is long, it stimulates accompanying organs as the lungs and the heart, causing dry coughs, faster heart failure, and pulsating pulse. Small tape-worms around the backside of the anal hole, disturb them, and sometimes patients have a fainting spell as a result of severe itch. If the helminths inside the bowel increases too much, there will be pain under the rib and spine. One of the most useful ways in this case is to drink some vinegar before going to sleep.

Treatment: First of all, it is necessary to rid the substance of helminths, so it is needed to clean the body with medicines. All the medicines they are given both warm and cold are bitter. All of the drugs that are prepared kill the helminths, and dead worms should not stay long in the intestines, because it dries after the death, and excretes a poisonous steam to the body of the baby. These medicines have painful and hot nature, whereas helminths are looking for sweet and oil-rich products, thus these medicines affects negatively their spirits. There are various medicines for drinking and eating. Of these, children can be given suppository that force the helminths out of the intestines but not kill them. Drinking should be given when hungry.

The treatment: five dirhams Sabr-Saqtari (Al-Saqtari) and five-dirham hilf (alfa) plant should be chosen, torn and added with honey, and then it should be prescribed to lick. This medicine kills helminths inside the body.

The Next Method: Ten dirhams of yellow substitute (citron) peel is removed, dried and should be drunk with milk to kill the worms inside.

Abu Bakr Razi: for obviating the worms, I did not find anything better than Utruj (citron), which meant getting rid of helminths completely.

If a pea (eg al-ashwad) is put into the water for two days, then this water is good for treating helminths. If you put it in vinegar, it will work even better. Also, olive oil and alpha with vinegar are also beneficial in this case.

Smearing mixed sediments with vinegar to the abdomen can effectively work against the worms inside. The author of the book Durratul muntaxa (selected pearls, selected pearls) tells in his book about natural herbs used by experiments.

Al-Loia-Laheya (It is a small tree grown in the foothills of the mountains, it has yellow flowers, whose honey is gathered by bees) its three lists should be eaten a day during seven days, and there should be two or three days of break after eating it one day, the feeling of drought inside the abdomen is the sign that many worms have fallen.

If crushed and mixed with honey seven or ten heads of garlic consumed dry after drying in the oven, it kills the worm.

Pomegranate bark - Boil it in water and then pour it and add olive oil, consuming this medicine helps to kill the helminths inside.

Small helminth is found in the backplane of the children, in this case black andiz and a piece of dandruff mixed with sugar in water should be consumed.

Alfalfa, butter, Abu Jahl watermelon rind are smeared and fastened to the abdomen. Sometimes the hip of children is bound. Then moss, flower roots, red flower or buckwheat are sprinkled with barley or yassim.

Purging drugs is a simple remedy for helminths

Al-Hilf - Alfa plant. If consumed raw, it will make away worms inside the abdomen.

Al-Himmis - Noodle-In the evening, put in a vinegar and use the following morning to siphon and kill off the worm in half an hour if nothing goes wrong.

Ash-Shuniz - If the sedan with the shovel is used on the navel, it will liquidate the large and small worms in the abdomen. If you drank a sedan and dropped on the navel, it would get rid of the worms. Ash-Shaykh-Darman, polina. If you cook it with honey and smear it on the abdomen, it will polish off the worms inside.

Pomegranate skin - When patients are infected by a worm, this should be injected ten dirhams into mouth and then drunk hot water after it.

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FEATURES OF SEMA IN THE UZBEK LANGUAGE

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ABSTRACT

The article presents the peculiarities of sema in the Uzbek language, and their taxality was studied by the authors. At the end of the article, the authors' own conclusions are presented.

KEYWORDS: *Semema, Semantic, Morphologically, Sema, Dominant Word, Morpheme.*

INTRODUCTION

"The sum of the semantics makes up the semantic content of the semantics". Semema itself is the communicative content aspect of the word, which is the basic unit of language richness. That is why the Glossary of Linguistic Terms briefly explains that "semema is the meaning of a word". The word is, of course, grammatically formed in the process of communication, that is, in the structure of speech, or more precisely, in the structure of speech. It is observed that a grammatically formed word semantics is composed of different semantics. It consists of a group of semantics, core semantics, and relative semantics that make up the semantics of the word.

Materials and Methods

The core in a word semantics is the message that is conveyed to the listener of the part of speech that is expressed in some word in the sentence. Relative sema is a component that adds an additional semantic subtlety to a seme containing a core sema, making the word it possesses grammatically related to the second word. For example, the word "uyga" in the "uygaketdi" combination is a placeholder formed by a direction agreement. The "uy" core of this word is the core semaphore of the word semantics, which should inform the addressee about the meaning of 'shelter construction site'. The grammatical form of the word "-ga" is a component of the semantics of the word, a relative semantics, which means the place of the potential semantics in the nucleus and is controlled by the participle.

The relative semantics of a word semantics is expressed in the form of that word and provides a connection with the dominant word. The auxiliary word used with the subordinate clause of the compound performs the same function. For example, if, as in the example above, the compound that "uygaketdi" is reshaped as "uytomonketdi", the said idea will be understandable. In this

compound, too, the place of the word “uy[home]”, which is considered to be empty, is governed by the participle of the verb “ketdi[gone]”, and for this the “tomon[side]” auxiliary acted as a word form. Not only is it a form of speech, but it is distinctive in that it serves as a cut-and-paste. He caused the formation of a cluster from the place semantics in both words. Since the “tomon[side]” helper serves as the word form of the “uy[house]” word, morphologically its follow-up morpheme is one of the components of this word sememe - sema. Clearly, it is the semantics of that word semantics expressed in the auxiliary word.

Given that the semantics of a semantic word is not in the form of a word, but in the morphologically, the following morpheme of the word, which is a subordinate component of the compound, is expressed in the auxiliary word, the Russian linguist and later the Uzbek linguist called it "external sema"[1]. In doing so, they demonstrated the semantic basis of the relationship of that word to other words in communication, a component of which is called the semantics of the word semantics. In fact, it is. When a word with any semantic content is included in the speech content, it enters into a grammatical relationship with one or more words in that speech content. This ensures the integrity of the speech. The grammatical connection of words in mutual speech is also reflected in the semantic connection between them. One manifestation of this semantic connection occurs through external semaphore. It is manifested in the class formed between the semantics of the parts of speech. This is illustrated in the example analyzed above.

Hence, a word is in grammatical connection with one or more words in communication. This connection is made up of a word form or an auxiliary word. The word form or auxiliary word that makes this connection is morphologically a follow-up morpheme of the root morpheme recorded in that word. Semantically, they are reflected in the relative sema or external sema of the word.

The Uzbek linguist does not recognize that there is an external sema in the semantics of a word. He says, "Since the sema is an integral part of the semema, there can be no sema outside the sema - the external sema[1]". Sema is part of semema. Therefore, the outer sema is also one of the sema. It is also a sema that is part of a sema. At this point it is necessary to look at the idea of the size of the semen.

In linguistics, semema is considered to belong to the word. The author says, "Semema is an integral part of a lexeme, sema semema ...". Of course, a lexeme semema contains only nuclear semantics. His lost side is in the same place. The scholar understood semema to belong only to the lexeme. In linguistics, the analysis of lexical meanings on the basis of components belongs to those who work with the differential method, who considered semantics as a unit of content of the word in the communicative process. This view also allows us to show their syntagmatic relationship with other words. This is because the word is studied in the communicative state of the language unit and the grammatical forms are taken into account. Their grammatical forms are the units that indicate the connection of these words with other words, i.e., the following morphemes. These morphemes are a morphological component of words. From a semantic point of view, these following morphemes are relative semantics.

At this point we have to remember the example of the above quote “uygaketdi[went house]” for the relational semantic compound. It is understood that the governing part of the governing compound in the governing compound is directed to the “place” semaphore with the “directional motion” semaphore. The relational semantics of the word house, which is a subordinate clause, expressed in the form -ga, represented the potential semantics of the word house, as well as the

common semantics that connect these semantics. This follow-up morpheme is a semantic analysis that shows the syntactic relationship of the components of a control compound as a relational sema. But it should also be noted that if semema is viewed within a lexeme, relativistic sema is not part of semema. Because a lexeme is never morphologically formed by a word-changing suffix, i.e., a follow-up morpheme. In linguistics, or more precisely, the study of semantics in terms of words, that is, the approach to it by the differential-semantic method, frees the analysis by means of the analysis of semantics within the lexeme.

Hence, when the semantic structure is analyzed, the amount and types of semantics are determined by looking at it not as a lexeme component, but as the semantic structure of the word in the communicative process. Then there will be an opportunity for semantic analysis of the grammatical relationship of the word.

The two-word communication that is part of speech is not only reflected in the relational semantics expressed in the following morpheme, which is a word form. It also performs a communicative function in the semantics expressed in auxiliary words. For this, too, the analysis was shown, giving the above example. That is, an analysis was made of how the word "uytomonketdi[went home]" was administered through the auxiliary word, citing the compound "uytomonketdi[went home]". The auxiliary word side in this case served as a conjugation of the direction "-ga[to]", that is, the following morpheme. On the other hand, the auxiliary word is the following morpheme, "a morpheme is a linguistic unit that has its own expression and meaning, and serves to form words and form words[1]". The author also sees some auxiliaries as a series of morphemes that form a word form. In doing so, he took a positive step in defining the boundaries of morphemes. Logically, the auxiliaries, connectors, and prepositions taken as auxiliary words are all important for the interconnection of the two words in the function of the part of speech - communication. They do not function as part of speech like independent words, they only serve to provide a connection of words that act as part of speech. They also do not have a word accent, focusing on the pronunciation of the lexical accent of the words to which it is attached, such as affixes that make up the word form[1]. According to these properties, they are also studied in a series of following morphemes. Usually, a morpheme is understood as the morphologically smallest part of a word in a communicative state, a unit. The smallest unit of this morphology is almost equal to the component of the word semantics. Because semema is a reflection of a concept in words. The concept will be reflected in the mind on the basis of the essential features of the referent. These important features of the concept are reflected in the components of semema - semas. That is, in the semantic analysis of a word, the component of semema is considered to be sema. This is because the symbols of a concept expressed in a semantics are found in almost every morpheme of a word. Therefore, in the Russian encyclopedia, "Sema is a unit that expresses the smallest part of a language's semantic expression (the smallest indivisible part of lexical or grammatical meaning) associated with a morpheme (the smallest unit of meaning in terms of expression) and reflects its semantic component".

Apparently, it would not be a mistake to say that sema finds expression in a morpheme that comes as a word form. It is almost a relative sema. While auxiliary words are considered to be morphemes, sema is also found in them. But this sema is not called relativistic, it is called external sema[1]. The term was first used by a French, then by a Russian and Uzbek linguist. It was called the external sema because it was expressed not in the following morpheme as a word form, but in the following morpheme as an auxiliary word. That is, the external sema is not

outside the word sema. If this term and the concept it meant in semiotics were abandoned, it would not be possible to explain the place and function of auxiliary words in speech.

Hence, while one of the auxiliary words in the sentence, in the communicative process, is a means of connecting with the second word, it is a follow-up morpheme belonging to the word to which it is connected. That is, this word is the external semaphore of the semantics.

L.A. Kiseleva characterizes the outer semaphore, she says, "... the meaning of a word does not change its integrity, it fills it with some subtlety of meaning[1]". Indeed it is. To do this, we have to pay attention to the above example again. That is, in the combination of "uytomonketdi[went home]", the semantics of the word "uy[house]" had to be represented by the potential semantics "place". It was the same. However, at this point, it is expanded within the subtlety of the meaning of "around this place" by means of an external sema expressed in the side assistant. It served as a grammatical function as the encyclopedia of the word to which it was added, and manifested itself as a sema that mediated the control of that word by the dominant word. The word manifested in Enkliz follows the word used itself. In Uzbek, auxiliaries and prepositions are used as enclosures to express external semantics.

The external sema also finds expression in the binders. However, they come in a proclitic state. They are given in front of the word to which it is connected, and do not change the semantic integrity of the word, but represent the external semaphore that ensures its connection with the second word. It should also be noted that the external sema expressed in proclitics only ensures the connection of words, it does not add any element of meaning to the sema of the word to which it is added. For example, you can also pay attention to phrases "ko'rdivaoldi[saw and received]", "sen ham men[you are also me]". In these, there was no change in the semantics of the interconnected words. Binders have shown that it is an external sema, which means that it is mainly connected to the previous word by adding it to the word after it.

It was said that the load and the auxiliaries came as an encyclopedia of the word it added, and although they did not change its meaning, they were bound to the dominant word as a sema that added a subtle expression to the sememe. This varies depending on whether it is the subtle meaning, load, and auxiliary that the external sema expresses, as well as the genesis of the semantics of the word from which it is derived, depending on whether it belongs to the dominant word or the subordinate clause.

Auxiliary verbs are used as an encyclopedia of subordinate clauses in a compound. In doing so, he is referring to the degree to which the semantics of the word to which he is attached relate to the dominant semantics of the action or state. For example, in the "keldi-yuketdi[come-and-go]" phrase, they are expressed in the external sema "-yu", which reflects the semantic connection. He added a subtlety of meaning that was added to the subordinate clause and signified the coherence of action represented by the semantics of the compound components. Auxiliary verbs are added to the verbs in the cut function, filling the sememe with the sema denoting time, and it expresses the semantics of controlling the word in the tense function.

For example, in the compound "hozirchaishlaturibman[I am currently working on]", the addition of an auxiliary verb to the verb "ishla[work]" has added a grammatical semantic meaning to the present tense in its semantics, and has ensured that the verb is connected to the present tense of the verb. This is the subtlety of meaning that the external sema adds to the semantics of the verb section. Hence, the external sema joins the words in the communication

and does not affect the integrity of its semantics, but only serves its grammatical function with another word, thereby adding a subtle meaning to it.

CONCLUSION

So sema is a component of word semema in the communicative process. While each morphologically meaningful part of a word is called a morpheme, semantically the concept expressed by that word is considered a semema, and the conceptual symbols find expression in the semantics. The affixes that make up a word and make up a word form are the following morphemes. Auxiliary words used with the word itself are also word forms, i.e. follow morphemes. This is considered to be the external semaphore of the semen. The external sema is a sema that represents the semantic relationship of two words in a sentence

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METHODS OF FORMING THE PROFESSIONAL COMMUNICATIVE FACILITY OF THE STUDENTS OF THE FIELD OF EDUCATION IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This article is about the effectiveness of learning a foreign language using the communicative methodology to organize the process of formation of professional communicative competence together with the criteria for the formation of professional communicative competence.

KEYWORDS: *Demonstration, Explanation And Interpretation Of Teaching Situations, Practical Application And Organization Of Exercises And Educational Material In Speech, Learning A Foreign Language, Video Film, Voice Recording, Multimedia, Modeling.*

INTRODUCTION

It should be noted that the system of teaching foreign languages (in higher education institutions not specializing in linguistics) has taken a long and complicated path in its formation and historical development. No one doubts the need to learn foreign languages in higher education institutions in Uzbekistan at the present time. In addition, joining the world community sets a new goal for the education system of Uzbekistan - the identity of students who perceive themselves not only as representatives of a certain culture, but also as world citizens, subjects of cultural multilingualism, who realize their importance and responsibility in the global universal processes taking place in Uzbekistan and the world as a whole. Formation the analysis of theoretical researches allows to determine the factor-oriented approach, whose essence has gained relevance with the idea of continuity of education as "lifelong" education as the only requirements of this kind.

Among the cases testifying to the demand of foreign languages in the world, the following can be mentioned: 1) globalization of integrated social processes; 2) interstate integration in the field of education; 3) opening the way to experience and knowledge of the world, a huge wealth of information, to receive quality education in the country and abroad. Knowledge of languages in the socio-political, agricultural and other fields of Uzbekistan's development becomes a necessary component of a person's personal and professional life, the requirements of the state and society for the results of linguistic and cultural training should be expressed in the ability to use the languages studied in real intercultural communication.

At present, the task of multilingualism, that is, that everyone knows at least two languages and actively uses one of them, is put forward in the educational system of Uzbekistan. For example, along with agronomist, English, German, French and Italian are among the most widely studied

languages in our country. It is these languages that currently determine the language policy of each country.

Uzbekistan's higher education operates in new conditions characterized by globalization, new communication technologies, English and German as the language of international communication, growing competition and commercialization. In this regard, the importance of learning foreign languages in education, their professional functions in the labor market as a whole increased, which led to an increase in the inclination to learn them.

In such conditions, the educational policy of higher education institutions should be aimed at solving the training of competitive specialists who are socially protected by the quality of their education and professional activity opportunities, and who are personally prepared to work in constantly changing conditions.

A foreign language is one of the main means of educating the personality of learners with a universal mindset. Research in the field of sociocultural studies clearly shows that it is with the tools of the studied international language that it is possible to help students to form bilingual socio-cultural competence, which includes the formation of tolerance, tolerance, impartiality towards representatives of other countries and cultures (V.V. Safonova, P.V. Sisoiev, M. Byram, M. Fleming, S. Kramsch). While learning a foreign language and foreign language culture, students have the opportunity to expand their socio-cultural space and culturally self-awareness, that is, to understand themselves as cultural-historical subjects in the spectrum of cultures of both the mother tongue and the country of the studied languages. At the same time, the educational and educational importance of learning foreign languages does not decrease. These requirements are reflected in the conscious-practical or conscious-active style.

Conscious acquisition of a foreign language as a means of communication implies the understanding of language phenomena and the use of lexical, phonetic and grammatical material in speech in accordance with the communication situation, acquisition of practical knowledge as a basis for self-control and self-correction. This is achieved by intelligently combining theory and practice.

Insufficient attention to theory leads to lack of thoroughness of skills, lack of confidence in the correctness of speech, lengthening of the time to master the material, and a decrease in the overall educational value of learning a foreign language. Nevertheless, it is necessary to strengthen the intuitive-imitative methods of work that help to create a language of the elements of consciousness.

The practical (communicative) direction of teaching a foreign language requires the formation of skills for extracting information from written and oral sources, i.e. reading literature on various (political, scientific-popular, agronomy) topics freely enough, understanding oral messages on the subjects of the curriculum, and being able to speak in the language being studied. . These tasks can be achieved by fulfilling the following conditions:

1. Interrelated, parallel, but at the same time differentiated teaching of listening, speaking, reading and writing types of speech activity. In this case, translation is an auxiliary type of speech activity, and it is not specially taught in the conditions of higher education institutions that do not specialize in linguistics. They refer to it for determining the meaning (semanticization), monitoring knowledge, skills and competences and, without abusing it, in bilingual exercises.

2. Formation of lexical, phonetic and grammatical skills as a basis for the development of speech skills.

3. Step-by-step mastering of language material, performing actions and actions with it in speech, as well as the patterns of linguistic symbols reflected in the symbols of hearing, speaking, tactile, visual and hand movements (letters, sounds, morphemes, words, word forms, phrases, sentences structure models, pronunciations). It is carried out through language and speech exercises, to a greater extent through speech exercises; where the focus is on monolingual exercises.

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THE HISTORY OF THE CONCEPT OF "COMPETENCE"

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ABSTRACT

Despite the fact that the concept of "competence" is becoming more and more popular, there is still no generally accepted definition of it. The term "competence", according to Webster's dictionary, appeared in 1596, but only in the last 15 years the influence of this concept on management and education began to increase.

KEYWORDS: *Competence, Entrepreneurship, Metasubjectivity, Hierarchy, Core Competencies, General Competencies, Competencies Of Academic Disciplines, Racism, Xenophobia, Intolerance, Integrality, Multifunctionality.*

INTRODUCTION

The dictionary of foreign words indicates "that "competence (Latin competere – strive, comply) is an area of issues about which a person is well aware" [157, p. (lat. competere - strive, conform) - knowledge and experience in any field" [156, 621-p.]. Competence is defined differently by different authors: as the ability to carry out practical (professional) activities (Council of Europe; N.G. Milovanova, S. Shishov); as readiness to use acquired knowledge (general educational standard, S. Shishov); as a set of personal qualities (I.A. Zimin, A.V. Khutorsky); as a range of issues that a person is well aware of (S.I. Ozhegov, A.M. Prokhorov); as a set of goals that the educator strives for (B.I. Hasan). A slightly different interpretation is offered by A.K. Makarov. He defines competence as the degree of compliance of an employee with professional and methodological requirements. We believe that this definition is more in line with the term "skill", since it is precisely this definition, as a comparative analysis of these two concepts shows, that refers to the degree of possession of any competence.

Summarizing the considered points, we can conclude that competence is a set of knowledge, skills and methods of activity, fixed by the requirements of society and educational institutions, which a person should possess as a person and as a specialist.

At the present stage, educational institutions are showing great interest in the concept of "competence". Currently, a number of attempts are being made to define the concept of "competence" from the point of view of education. According to A.V. Khutorsky, educational competence is a set of target orientations, knowledge, skills and the experience of activities necessary for the student to carry out personal and socially significant productive activities in relation to a certain range of existing objects of being [182, p. 62]. competence, informational competence, communicative competence, social and labor competence, competence of personal self-improvement [182, pp. 63-64.].

In accordance with the division of the content of education into general metalinguistic (for all academic disciplines), interdisciplinary (for the academic subject cycle or areas of study) and interdisciplinary (for each academic subject), A.V. Khutorsky builds a hierarchy of relevant competencies in the following order:

- 1) Core competencies - related to the general (metalinguistic) content of education;
- 2) General master competencies - related to the field of specific academic disciplines and areas of education;
- 3) Competencies in academic subjects are private compared to both previous types of competencies, which have a clear description and the ability to be formed within academic disciplines [182, p. 63]].

An analysis of the pedagogical literature shows that at present, education, in addition to the question of describing the content of the concept of core competencies, which are difficult and ambiguous to be solved by researchers, has also faced the problem of their differentiation, that is, listing the very foundations of classification.

The main researcher of the theory of competencies, Khalaj, focused the content of core competencies on the threats facing Europe (preservation of a democratic open society, multilingualism, multiculturalism, new labor market requirements, the development of complex organizations, economic changes, etc.) as an answer [205 , page 33.].

W. Hutmacher notes different approaches to the definition of core competencies. There may be two of them - the ability to write (scriptural thought (writing)) and the ability to think (rational thought), or there may be seven of them: reading (learning); explore (Search); think (thinking); communicate (communicating); unite, act together (co-operating); be able to do the job, be able to bring things to the end (getting things done); adapt to oneself, accept oneself (adopting oneself) [209, p. 11.].

Accepting the existing classifications of core competencies, W. Hutmacher agrees with the Council of Europe's definition of the five core competencies "with which young Europeans should be armed". In his opinion, these are:

- "... Political and social competencies, in particular the ability to take responsibility, participate in group decision-making, resolve conflicts without the use of force, participate in the maintenance and improvement of democratic institutions;
- Competencies related to life in a multicultural society. Education to control the manifestations of racism, xenophobia, intolerance (Recovery - resurgence) allows young people to accept differences, respect others and live with people of other cultures, languages and religions;
- Competencies related to the mastery of oral and written communication (mastery), which is especially important for work and social life, when those who do not risk being isolated in society. In this context of communication, knowing more than one language becomes even more important;
- Competencies related to strengthening the informatization of society. Mastering these technologies, understanding their applications, weaknesses and strengths, as well as ways of critical thinking in relation to information disseminated by the media;

- The ability to learn throughout life as the basis of lifelong learning in the context of personal, professional and social life” [209, p. eleven.].

According to L.O. Filatova, the main competencies have the following particular features:

- Integral;
- Multifunctionality;
- The ability to be above the academic discipline and be interdisciplinary;
- Reliance on a high level of mental development;
- Universality and uniqueness [173, p. 21.].

I. When highlighting the group of core competencies of A. Zimnyaya, the following points expressed in the psychology of our country act as a theoretical basis:

- a) A person-subject of communication, knowledge, labor (B.G. Ananiev);
- b) A person manifests himself in the system of relations to society, to other people, to himself, to work (B.N. Myasishchev);
- c) Human creativity has a vector (direction) of acmeological development (N.V. Kuzmina, A.A. Derkach);
- g) Professionalism implies creativity (A.K. Markov).

I.A. Zimnyaya identifies ten core competencies, combining them into several entrepreneurial groups:

1) Entrepreneurial, reflecting the attitude towards oneself as a person, as a subject of life and including:

- Competencies to preserve health;
- Competencies in value-target orientation in the world;
- Integration competencies;
- Civil competences;
- Skills of self-improvement, self-control, self-development, reflection of personality and science;

2) Factors that determine the interaction of a person with other people and include:

- Competences of social interaction;
- Competence in communication;

3) Creativity, manifested in all types and forms of human activity. These include:

- Competence of cognitive activity;
- Competence of activity;
- Competencies in the field of information technology [78, pp. 16-17.].

These competencies are manifested in behavior, human activities, and, as A. Zimnyaya notes, it is her qualities, character traits that determine her personality.

Thus, one of the main directions for updating the content of education at the present stage is the formation of a set of basic competencies (creative abilities) in a person. At the same time, the issue of delimiting the concepts of “competence” and “mastery”, as well as their primacy and classification, remains relevant and requires further discussion. An analysis of the work of researchers in the field of the master-oriented approach allows us to conclude that defining knowledge and skills is paramount, and “mastery” is the result (level) of possession of one or another type of competence.

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PHYSICAL EDUCATION IN CHILDREN OF PRESCHOOL AGE

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ABSTRACT

The primary goals of physical education for young children in preschool settings, including in the home, are to help them become strong and healthy, to tame their bodies, and to correctly arrange their education and upbringing. Preschoolers' health-improvement activities are the most fundamental physical education tasks, and they involve safeguarding a child's life, enhancing his health, developing his ability to defend himself by training his body, and boosting his resistance to various diseases. Children in the preschool years get feedback and feedback on physical education.

KEYWORDS: *Preschool Children, Physical Education, Movement, Process, Recovery, Children.*

INTRODUCTION

Children receive movement instruction during physical education under the direct supervision of the teacher, as well as during their independent activities while he is watching. The development of the child's cognitive, volitional, and emotional energies as well as the formation of his practical movement skills occur when teaching movement activity. Teaching techniques have a targeted impact on a child's senses, thinking, gradually developing worldview, moral characteristics, and motor activity that is beneficial for their general physical and mental development. Preschoolers participate in planned physical activities, action games, and educational programs that are chosen based on state education and program criteria. In the educational process, adults expose kids to goal-oriented activity. Its content also includes the experience of mastering actions that serve to develop and improve.

When working with preschool children, it is imperative to take into account their age characteristics, certain knowledge that hangs in the child's conscious movement activity; the unity of knowledge about the methods of activity that teach the child to actions, about the skills and abilities of activity and their implementation forms components based on work processes. One of the parts is the experience of creative activity. A person who has not been taught to think independently since childhood and assimilates everything after being given Ready, cannot show

the qualities given to him by nature. Therefore, society cannot fully look at the learning of the younger generation to creative activity. In the process of educating movement activities, adults (parents, caregivers), taking into account the physiological features of the development of children, put new movement tasks in front of them.

The fact that the child is increasingly able to solve new movement tasks in the process of exercise, and the great opportunities that arise in connection with this, change the character and quality of actions. What is very characteristic of this age period is that in the process of teaching new exercises, as if one turns into a new quality. The child's gait is completely different at the first time and at the end of the second year. This phenomenon can be represented as a didactic denial of the old thing of the novelty, an objective condition for all development and resolution of conflicts, a moving factor. Development in each area cannot go without denying the forms of residence that preceded it. Such a complex development process is non-stop in the interconnection of external and internal conditions. Overcoming difficulties and solving new tasks creates a positive emotional mood in the child. This goal achieved is due to new muscle sensations according to the educator's assessment. Strengthening the changes that have arisen serves to awaken the desire for even higher achievements. This complex process must always be under the supervision of an educator. On the one hand, it is necessary to ensure that the child understands the task of a new action, and on the other hand, it is necessary to instill in the child independence and its implementation on the basis of existing real action opportunities and emerging interests, emotions, enthusiasm.

Physical education requires a child to focus, develop an active imagination, active thinking, and memory. For instance, if the educational process is enjoyable and filled with emotion, it will likely be emotional; if the educator illustrates the movement pattern and the students imitate it, it will likely be figurative; and if the task of consistently carrying out all the exercise's components will be consistent. Education must be free in order for this to happen; only then can the exercises be carried out deliberately and autonomously. Moral education in teaching children is directly related to the formation of a child's spiritual sense and consciousness, the development of his moral and volitional qualities, such as high-quality and mutual assistance, goal-striving, honesty, fairness. The whole process of teaching correct movements fosters aesthetic sensations in children.

Beautiful movements that kids gradually pick up, neatly lined up, age-appropriate game graphics that express themselves creatively, lyrical game words, game begins, and counting are all things that help kids develop an aesthetic sense. The outward embellishment of children's and teachers' clothing, physical education textbooks, etc., is quite significant. The way that education is organized allows us to give kids the skills they need to participate in labor movements. The teacher frequently makes it clear that it is the students' responsibility to maintain their physical education supplies tidy and orderly. First off, the duty officers are concerned about this and have already placed the appropriate equipment. At the same time, they also pay attention to the layout of the subject and inventory so that all children are comfortable to use. Children wash balloons, balls, etc. from time to time and wipe large appliances. At such an event, all caregivers participate under the guidance of an educator. Thus, in the process of teaching actions, children develop mental abilities, moral and aesthetic feelings, a conscious attitude to their activities and, in connection with this, a desire for a goal, organization are formed. All this is the implementation of a general approach to the educational process in interaction. This process serves the formation of a comprehensively developed personality.

Specific aspects of young children's growth and physical education assignments. The major objective of education and preschool education is to grow the younger generation into a healthy, fully-fledged individual based on the idea of independence and to get them ready for school. The primary goals of preschool education and upbringing are the physical, mental, and spiritual growth of the children as well as their preparation for formal education (school) on the basis of national and universal values while taking into account their button capacity, interest, needs, and abilities.

Tasks of physical education of children of preschool age. The only goal in all the bogies of the physical education system is: to carry out the work of preparing children for life, Labor and defense of the motherland. The tasks of physical education of children of preschool age are given taking into account their age characteristics. In preschool institutions, there are the following tasks of physical education:

- Health-improving functions.
- Educational tasks.
- Educational tasks. health-improving functions.
- Preservation of life and strengthening of taxation.

In the period of technical development of Physical Education, great importance is attached to physical education and sports. Because, in the era of technical progress, humanity is freed from physical labor and suffers the most dangerous disease "low Moment", which leads to a disease of the vascular system. Therefore, the law on "Physical Education and Sports" issued by the state in recent years and the decree and program "for the healthy generation" are evidence of the moral and physical development of children, their health, labor e var, the right to be happy. Therefore, it is important that we use physical education tools for the physical and comprehensive development of children.

Introducing physical activity to preschoolers methodology Gymnastics is a Specially Selected System of Exercises that profoundly impacts a person's body, strengthens key physiological functions, and fosters harmonic growth. Gymnastics exercises help build important movement skills, beautiful and accurate motions, and the five main physical attributes of agility, speed, strength, endurance, and flexibility. Gymnastics is practiced beginning in early childhood and is continued throughout an individual's life.

Action games are the main means of physical education. Action games have a creative effect on the physical development of children's movement activity, the formation of movement skills and physical qualities, the strengthening of health by increasing the functional activity of the body and enhancing the feelings of emotional cheerfulness. The effect of socialization achieved when performing action games is inextricably linked with positive emotions that arise in the process of children's game activity and have a good effect on the child's psyche. However, the options are necessary not only in order to maintain the interest of children in relation to him, but also in order to improve pedagogical tasks-actions, somewhat complex game actions, change the conditions of the game situation to fulfill the rules of need to educate their child's physical qualities. They require a certain mental and physical strength from children and at the same time increased heating in relation to the game.

Physical exercises and sports in the organization of children's movement activities, sports games and exercises are given a large place. Walking in skiing, skating, sledding, cycling, walking in a sports Roller, as well as swimming, belong to sports exercises. All of them contribute to the strengthening of the main muscle groups, the development of bone, cardiovascular, respiratory and nervous systems. In addition, in the process of training, children develop physical qualities, as well as rhythm, coordination of movements, the qualification of molting in space. Cycling, skating develop vestibular stability.

In Conclusion, the forms of Organization of physical education in children's kindergarten physical education exercises are the main form of regular training of children for physical exercises. The exercises serve to educate individuals who are cheerful, disciplined, able to act well in the environment, act quickly and confidently according to the set task, guided by the goal, and are also able to show moral qualities and creativity. The importance of training consists in the formation of the embodiment of the culture of actions, the regular implementation of health-improving, educational and educational tasks.

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PHYSICAL EDUCATION THEORY AND METHODOLOGY

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ABSTRACT

A fundamental body of knowledge for physical education specialists is taught by the science of the theory and methodology of physical education as a field of study, with a focus on the specialty. This knowledge includes human physical perfection and the general laws for achieving and managing it. Physical culture is a field of study that traces and generalizes the physical culture facts already known. As a practical science, it offers theoretical and practical knowledge in the areas of physical culture and its methodologies, tools for human physical perfection, and an increase in the pool of essential movement and life skills. Opinions and observations on the philosophy and methods of physical education are maintained in this article.

KEYWORDS: *Physical Education, Theory, Methodology, Sports, Personality, Education, Development, Wellness.*

INTRODUCTION

Since physical education and sports are recognized as material and spiritual values by society as a whole as well as by each person, it is now hard to identify a single area of human activity that is unrelated to physical culture. It is no accident that in recent years, Physical Culture has received increased attention as both a persistent personal trait and an independent social phenomena. Even though the issues of the culture of the spirit and body were brought up in the era of ancient civilizations, the physical culture of the individual is far from a comprehensive examination of the phenomenon. The phenomenon of physical education is typical of popular culture. It is he who is the natural bridge that allows the social and biological link in human development. In addition, it is the first and main type of culture that is formed in a person. Physical culture, with its characteristic dualism, can significantly affect the state of the body, psyche, human condition.

Historically, physical education has been formed primarily under the influence of the practical needs of society in the comprehensive physical preparation of the younger generation and the adult population for Labor. At the same time, with the development of educational and educational systems, physical culture has become a key factor in the formation of motor skills and abilities. A qualitatively new stage of understanding the essence of physical education is associated with its influence on the spiritual sphere of the individual as an effective means of intellectual, moral, aesthetic education. And if there is no special need to prove the great influence of physical exercises on the biological essence of a person: his health, physical

development, morphological and functional structures, then his influence on the development of spirituality requires special explanations and evidence.

It may be claimed that the demand for knowledge is currently manifesting itself in a very strong way, as never before, and this tension grows every year. Every person is encouraged to empower themselves with knowledge and wisdom because life itself inherently fosters destruction. Therefore, some abilities will be required in order to independently grasp a wide variety of knowledge in order to survive and adapt to this noise and bustle. The foundation for attaining outcomes in any sort of exercise is a variety of fields of activity, including those that are crucial for sustaining health in the field of physical education.

Education is considered as a pedagogical system that solves the problems of targeted, comprehensive development of the individual as a whole. Physical education as an integral part of it is no exception in this sense. In a number of concepts of the development of Physical Culture, special attention is paid to education, but the need for a radical change in the attitude of more people to physical culture, a general understanding of its enormous national and personal human value is confirmed.

The targeted development and bolstering of conscious motivation should be the deciding factor in physical education and the education of the younger generation. It is time to comprehend concepts like physical education, personality, and develop the "technique" of its implementation in real life. based on extensive information, strong ideals, and the requirement to continually look after your health. To teach a person to take care of his health and to engage in self-education in this area of activity throughout his life, it is crucial in this situation to adopt the concept of continuing physical education, beginning with compulsory education.

The theory of physical education and its practice always is in development and perfection. Results of practice, scientific research products physical relies on the theory of culture to the successes achieved by Pedagogical Sciences. The theory and methodology of Physical Culture in each case is based on the most general laws, principles and rules that form the basis of scientific pedagogy, including for all sports disciplines, all these laws, principles and rules correspond and acquire a specific meaning. The reason for the emergence and aspiration of theoretical thought in Khaki was the possibility of its formation as a learning science and increasing the physical fitness of members of society. By doing this, it was proved that the rules and laws in the wax sarcophagus of managing the physical development of man would have the effect of high in social labor and military practice. The content of the theory and methodology of Physical Culture includes those in the melody:

- The fact that physical culture is a product of society, the connection of culture as a social worker with forms;
- The purpose of physical culture, its general tasks and objectives;
- Means, methodological principles of Physical Culture;
- Movement training, teaching methods;
- Development of physical qualities;
- Exercise and the interruption of the process of its training;
- Organization forms of physical activity training;

- Physical Culture process planning and its feasibility;
- Features of the methodology of Physical Culture;
- In preschool and school age, children's physical education; - characteristic of the process of sports training.

The General Laws of Physical Culture in the manner of the pedagogical process are the subject of study of the theory of Physical Culture. General laws refer to the private aspects of the physical culture of qualified athletes, those who have just begun to practice physical activities, including children, adolescents, young people, middle-aged people, adults and carries. From this, the methodology of physical culture defines certain private laws of physical culture as the subject of practical study, and in the implementation of the General Laws of the pedagogical process, the methodology of "general and professional special physical readiness", the methodology of "sports training" are used. Each of these styles has its own private styles within it. The variety of styles should be specific and consistent with what psychological types of practitioners belong to, their age, gender, what profession they are in, and the chosen sports specialty.

Some areas of sports pedagogy have methodologies that are modeled after academic and scientific fields, each of which has its own distinct field. Additionally, it complements its provisions as a science in the system of Sciences of according to pedagogy in the nature of the subjects of study at the expense of Social, Psychological, and biological factors by teaching them using the theory and methodology of culture on a single theoretical and methodological basis. Physical education is a crucial component of general education that supports the healthy, balanced growth of the human body. One of the indicators that indicate the state of Physical Culture in society. J. t.the main tools of: physical training, conditioning of the organism, hygiene of Labor and life. Physical education is carried out in conjunction with mental, moral, labor and aesthetic education.

At the present stage of the development of the theory and methodology of physical education, the issue of developing an integrated approach to determining the basic concepts of this direction has become relevant. This is due, first of all, to the need to establish the connection of concepts related to physical education with the leading general terms and categories. Definition physical education is a type of education, the specificity of the content of which reflects the teaching of movement exercises, the formation of physical qualities, the assimilation of special physical education knowledge and the formation of a conscious need to engage in physical education. The system of physical education is a historically conditional type of social practice of physical education and includes worldview, scientific and methodological, program - regulatory and organizational foundations that ensure the physical maturation of people. The field of physical education includes many concepts that reflect the essence and peculiarities of this process. Physical development, Physical Education, Physical Culture, Physical Culture labor, physical education, physical perfection are among them. Physical (bodily) development is a complex of changes in the human body, characterized by need, regularity and a predetermined trend. Physical development is understood as the process and result of the formation of the abilities and functions of the human body, achieved under the influence of heredity, the environment and the level of physical activity.

In conclusion, Physical education is the environment's impact on a person to modify his level of body organization. It can be both impulsive and premeditated. Physical education labor is a type

of engaging activity that a person engages in with himself and others in order to develop physically. A subcategory of material culture known as physical culture distinguishes the extent of its development from the side of the intensive, deliberate production of the physical maturation of both society as a whole and the individual. The theory of physical culture is the ultimate type of scientific knowledge since it fully takes into account the rules and connections of intensive, intentional physical development. Physical education in a broad sense is interpreted as the process of educating physical qualities and mastering basic actions.

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SPORTS PSYCHOLOGY AND ITS FOUNDATIONS

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ABSTRACT

Sports psychology is a branch of psychology that examines how people's psyches are doing during athletic competitions and exercises, as well as the psychological laws of group dynamics. The 1960s and 1970s saw the start of the modern era of sports psychology. The major goal of sports psychology is to establish crucial circumstances that affect athletes' mental and physical development. In addition, sports psychology works to support players' personal growth and success on a psychological level. Opinions and views on the psychology of sports and its underpinnings are maintained in this article.

KEYWORDS: *Sports, Physical Education, Sports Psychology, Skills, Adaptation, Movement.*

INTRODUCTION

Investigations are also conducted on the issues surrounding coach-apprentice relationships, interaction, group compatibility, assistance among teammates, and self-control. His study includes methods for guiding athletes out of stressful situations, despair brought on by failure, emotional stress, and the development of tools for the prevention of insecurity. Biomechanics, physiology, kinesiology, and psychology are all interrelated topics of study in the science of psychology. It entails researching how psychological aspects affect performance as well as how exercise and sports impact these elements. Cognitive and behavioral techniques are imparted to athletes by sports psychologists in order to enhance their participation in and performance in sports. In addition to teaching and training psychological skills for improve performance, applied sports psychology can include working with athletes, coaches, and parents for Injury, Rehabilitation, communication, team work, and career advancement.

According to Rudic, an athlete's capacity to adapt to sport is influenced by his or her personal will. "The Will is such a movement of the individual that the action means putting a goal in advance and consciously imposing the means to achieve that goal in advance", says Rudic. Since it has been established in several studies that in addition to the physical, technical, and tactical aspects of adolescents competing, the need for their specialized psychological training plays a significant role, the Will of these athletes is now of great importance in the battle for victory. This preparation should be aimed at developing the volitional qualities of an athlete, believing in his own strength, introducing the character of the upcoming competition, its scale, the characteristics of opponents.

Analyzing the role of physical exercise in adolescent development, Lestgaft emphasizes that the leading factor in this place is the psychology of actions, and the physical exercises performed should cultivate a teenager's imagination in space and time. That is, a teenager imagines the strength, size, direction and speed of his actions. It is in this that the senses of sight, sensation and muscular movement are involved, and their self-organization states that movement sensation also generates feelings of space and time.

According to a number of studies conducted abroad, one of the key jobs of the psyche when a person encounters new circumstances on some level is adapting to the environment and assuring constructive behavior. As was mentioned in the paragraph above, this process is known as adaptation in contemporary psychological science, and this term suggests that the owner of a new labor assimilates the conditions contained in the new conditions.

From the analysis of the literature, it can be seen that the main essence of adaptation is manifested in the fact that a person accepts and assimilates the requirements of the conditions around him, the social environment. When this definition is analyzed on the scale of a changing society, we mean that athletes get acquainted with the activities that they must perform, and change their behavior in accordance with the requirements of the new environment. In particular, how quickly an athlete adapts to a sports team is a key factor in his early initiation of productive activities. Experts believe that the existing difficulty in the field is determined by the following reasons: the adaptation period takes a much shorter time; the lack of formation of a teacher-apprentice system, even the presence of competition within a group.

There are also a number of organizational, social factors that make it difficult for an athlete to adapt to activities, and in their essence they belong to the category of objective factors. These include unfavorable conditions, weight of training, non-compliance of the athlete's qualifications with the requirements of the profession, lack of resources providing exercises to be performed, errors in the incentive system, violation of the principle of justice and other reasons. Such an aspect of adaptation associated with sports activities makes it necessary to master the requirements for exercises performed in sports. In this type of adaptation, there are objective and subjective factors, and as objective factors of professional adaptation, it is possible to list the education, qualifications and experience of sports men. And among the subjective factors, the psychology of sports activism of sam boist's is a science that studies the activity of the human psyche throughout sports. This branch of life is considered to have been opened in the field of psychology in 1913, when the initiative was proposed by the International Olympic Committee. As a result, a conference was organized, and later in the second half of the 20th century, the International Society for sports psychology was founded. .

Dezadaptation-adaptation It is not enough to maintain the achieved level of reactions, to engage in low-cost activities or to completely stop exercising leads to the loss of adaptasi'a, that is, dezadaptasi'a. F.Z. According to Merson, deza'daptation is an excellent ability in the loss of unused structures of the body. These structures will be necessary for other systems of the organism. As a result, within the mechanisms that would otherwise ensure the development of adaptation under the influence of the environment, it would be necessary to differentiate mechanisms specialized in the decrease in the synthesis of oxides and the breakdown of structures. The process of dea'daptation develops much faster when the exercise stops or the working load is greatly reduced. But it will be much slower than the speed of its formation of adaptasi'a, about 1.5, 3 times, again, it should be said that the development of adaptasi'a

reconstructions on the contrary does not go smoothly: during the week after the exercise is interrupted, the functional reserves are significantly reduced, then the deadaptation process slows down. At the same time, the faster the adaptation is formed, the more difficult it is to maintain the achieved level, and the faster it disappears. This law is common to various organs and functional systems of the human body. For example: the decrease in maximum strength after stopping the exercise will be directly related to the duration of the adaptation formation.

The alternation of adaptation and deadaptation as well as the prohibition against long-term employment with non-physical labor will have a significant relevance in the proper organization of the exercise. Otherwise, genetically controlled adaptation mechanisms are interfered with, leading to functional inadequacy of the associated organs and bodily systems. Long-term adaptation is characterized by the restructuring of organ and tissue structure, a much faster acceleration of functions, increased mobility and stagnation of functional system functioning, and the adjustment of the purposeful and flexible interconnection of movement and vegetative functions.

Sports psychology "is a science that studies the mechanism of the laws of the athlete's psychological activity in the context of physical exercises and competitions. This science is closely related to other branches of psychology. Scientists working in the field of "sports psychology" conduct scientific research, relying on theoretical knowledge and practical experience gained in such areas as general psychology, pedagogy, Medicine, Social Psychology, the basics of the theory of Physical Culture. This science serves the way for athletes to achieve high results in sports. Sports activities of people differ from other types of its activities. The basis of sports activities is Physical Culture training and sports competitions. That is why one of the main tasks of the discipline "sports psychology" is to prepare athletes for participation in sports competitions. This preparatory process requires further improvement of the methods of physical and mental training that arise in athletes, such as the formation of special physical qualities, skills, abilities, the cultivation of knowledge, the overcoming of physical and mental difficulties. Also, the science of "sports psychology" shows athletes ways to build correct relationships with members of their team; also studies the physical, mental, tactical, technical training of the athlete. The science of "sports psychology" studies each sport separately.

In Conclusion, It entails researching how psychological aspects affect performance as well as how exercise and sports impact these elements. Cognitive and behavioral techniques are imparted to athletes by sports psychologists in order to enhance their participation in and performance in sports. Applied sports psychology can involve working with athletes, coaches, and parents for injury, rehabilitation, communication, teamwork, and career growth in addition to teaching and training psychological skills to increase performance.

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VALUE AND JOY OF LITERATURE IN MODERN LIFE STYLE

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ABSTRACT

India is a great country. Who has so much to give to the world. He was once a world guru. Even today, he is trying to get into the clutches of developed countries. India has a lot culturally and literarily. Literarily speaking, there are Gita, Ramayana and Mahabharata, starting with the Vedas written in Sanskrit language.

The main life style patterns that are going to be discussed in this research are the use of high technology machines, fast foods, advanced transportation, and the use of the computer including internet and video games that is being used by almost every member of the family. The way people eat today is far different the way people ate before.

On the other hand, different modern life style patterns have negative effects on health physically, psychologically, and socially. One of these modern ways of living is the high intake of fast foods. Exposure to literature makes a person mentally more mature and comfortable.

KEYWORDS: *Literature, Modern Life Style And Its Effects, Issues Of Value And Literature, Imagination, Creativity.*

INTRODUCTION

Effects of Modern Life Style

Nonentity can overlook the usefulness of modernization on our daily life, expressly on how much it makes life of humans easier. This is particularly correct about the new evolution of the new development of medicines, vaccines that save people from the fatal prevalent diseases. On the other hand, Modern life style becomes more and more as significant factor influencing health state of most developed countries.

Unhealthy behaviours responsible for increasing the mortality of the cardiovascular, cancers, diabetes, and respiratory diseases. There is increasing evidence that following a healthy lifestyle including appropriate diet, satisfactory physical activity level, and healthy weight can provide significant cardiovascular and metabolic benefits. From that we come to a conclusion that different modern life style patterns affect our health physically, psychologically, and socially. The main life style patterns that are going to be discussed in this research are the use of high technology machines, fast foods, advanced transportation, and the use of the computer including internet and video games that is being used by almost every member of the family.

The way people eat today is far different the way people ate before. Hundred years ago people used to include a lot of fruits and vegetables in their diet. This gives a lot of nutritional value to

their meals, and decreases the risk of getting cardiovascular diseases which is related to the less fat content of these foods. These days' people have very bad nutritional habits, especially with the fast widespread of fast food culture particularly between young people which they continue to carry on the same eating habits in their adulthood.

Doctors mentioned that young people are particularly important group, as poor eating habits established during teenage years may be maintained into adulthood, creating a number of cardiovascular and other health related problems later in life. Ed Edelson (2009) mentioned in his article" that data from 2003-2006 shows that 11.3 percent of children and teenagers were at or above the 97th percentile in body mass index for their age". This shows that overweight teens have a 70 percent chance of becoming overweight adults (Para.6).The reason for people's poor eating habits is the less time provided by them to prepare a healthy food which probably would take time. Furthermore, people don't spent enough time to eat and choose correct and healthy meals.

Everyone is just busy in building their future ignoring the fact that this might be interrupted by diseases caused by their poor eating habits. Other reasons include the need for both the man and women to join the work field. This means that the women will be away from home for long hours and depend on the fast foods to feed her family. Therefore, children will acquire this habit and they won't be able to differentiate between healthy and unhealthy food. In addition to poor eating habits, lack of physical activity is a major problem in this today's life. That is, if it is together present with the high consumption of fatty foods, they will lead to disastrous effects on the person's health status. So, maintaining regular exercise is good for the wellbeing of an individual health and helps prevent so many heart and metabolic diseases.

The use of modern technology makes living better and brings certain advantages to people. Such advantages include fast communication and improvement of travelling. Before, people use animals to help them travel from one place to another which might take days to travel. Now, we spend only few hours using the air planes which make the journey easier. The use of new technology machines is also now in our home. We do most of the house cleaning with machines, which actually makes the life very easy. Every day a new machine is invented for human use to ease their lives. According to Emmanuel Mesthene, "Technology is neither good nor bad, it is neutral" (page 12).This means that technology can bring us luxuries, but it also can cause problems. It is a matter on how the technology is used according to him.

Computer and internet are being introduced into most houses. Although they have a lot of advantages, they have adverse effects on people health. Jayashree, 2007 said "Internet has been perhaps the most outstanding innovation in the field of communication in the history of mankind. As with every single innovation, internet has its own advantages and disadvantages" (Para.1). According to her the advantages include better communication, and faster way of getting information, and for entertainment. The internet has made the world smaller; it also provides services for people use. Children also now use the computers very widely. It is even being introduced in the teaching curriculum of majority of schools. They also use it in playing video games for their entertainment and joy. Even a lot of adults enjoy the video games as well.

All of the past modern life style patterns lead to adopting sedentary life style which combines eating high calorie diet and lack of physical activity. Which are major risk factors for getting a lot of different diseases. In my opinion, sedentary life style includes the wrong use of available high technology machines and transportation as well.

Physical effects of modern life style patterns especially the fast foods and the lack of physical activity increase the risk of getting cardiovascular diseases. Acharia (2007), wrote in his article Modern Life Style Could Damage Your Heart, “The modern lifestyle, which puts people under constant stress, could severely damage major organs and lead to heart attacks, kidney disease and dementia”(Para.1). Other diseases caused by sedentary life style include type two diabetes mellitus, hypertension, and hyperlipidemia. Doctors said that sedentary life style is a modifiable risk factor. This means that this risk factor can be prevented and changed by following a healthy life style. A healthy life style means healthy eating and regular exercising. Obesity, which is a major health problem of industrialized countries, is a result of following sedentary life style as well.

Issues of Value and Literature

Human values are characteristic of Indian literature within the broader web of ‘Religion’. Obedience- to the one above, to keep up the words spoken i.e not breaking promises at any cost, bravery- in war are the important values imparted through the sacred books and epics. **Obedience to the above** – it can mean a person in power or an elder person. As in Ramayana, Ram obeyed his father Dasharatha when asked to go into exile and Hanuman (an ape hero) obeys Sugriva (the ape king) immediately when he was asked to go in search of Sita, Rama’s wife.

“Issues of value and evaluation tend to recur whenever literature, art, and other forms of cultural activity become a focus of discussion, whether in informal or institutional context”, Barbara Herrnstein Smith (1995: 177) observes at the beginning of her fine essay on the intricate and thorny topic of “Value/Evaluation”. Debates about value(s) and evaluation, and the ethical dimension of literature have indeed been perennial issues in literary criticism and literary theory, even “central to Western critical theory for at least the past two hundred years” (ibid.). The last two decades, however, have witnessed a renewed interest in the relationship between literature and values and the ethical dimension of literature, culminating in what has been dubbed ‘the ethical turn’ and the re-emergence of ethical criticism. While the developments and new perspectives subsumed under such umbrellas as ‘the ethical turn’, ‘ethical criticism’ or ‘the ethics of criticism in the age after value’ have been mapped by a number of informative surveys (cf. e.g. Antor 1996; Eaglestone 1997, 2003; Davis/Womack 2001), the complex and reciprocal relationship between literature and value have not received as much attention as it arguably deserves: “[T]he importance of literature and other media for the dissemination of ethical values within a culture has not yet been duly acknowledged and submitted to scrutiny” (Grabes 2008:3-4).

A brief overview of some of the functions that literature fulfils may therefore shed more light on the value of literature. In the first place, literature is a very complex way of worldmaking. Though the referential dimension of literary texts was not only downplayed but almost forgotten in the heyday of poststructuralism, and though literature of course only refers to the ‘real’ world in a very indirect and oblique way, the value of literature resides to a considerable extent in its capacity to conjure up or generate alternative or possible worlds, worldmodels (cf. A. Nünning 2009a) or ‘story- worlds’ (cf. Herman 2002). Although the relationship between the actual world we live in and the storyworld projected in a novel or play can vary considerably, the story- worlds projected by literature arguably serve as models of thought, feeling, and action, as conceptual and emotional fictions many people live by.

In addition to, and closely linked to, these three cultural functions, literature also fulfils important normative functions because it serves to represent, disseminate, critique and generate norms and values. The relationship between the values widely accepted in any given society and those projected by literary texts may again vary dramatically.

The Value of Literature The status of literature cannot be underestimated in society past and present. Literature assists human beings in two very distinct ways. First, literature helps the individual to imagine. The value of imagination absolutely cannot be underestimated. As J.K. Rowling once said, "Imagination is not only the uniquely human capacity to envision that which is not, and therefore the fount of all invention and innovation. In its arguably most transformative and revelatory capacity, it is the power that enables us to empathize with humans whose experiences we have never shared" (Harvardmagazine.com). Here, Rowling highlights two aspects of the most crucial importance of imagination: the ability to dream and the ability to empathize. Imagination helps one to build worlds beyond one's immediate circumstances, crafting things that the monotony of everyday existence cannot offer. This can be things as delightful as magic, sorcery, flying on broomsticks, being invisible, fighting evil monsters or other journeys. Imagination can act as an instant time machine, taking one to the forefront of bitter battles of the Civil War or to the glamorous and roaring twenties. For example, Christopher in the novel *The Curious Case of the Dog in the Nighttime* asserts "I find it difficult to imagine things which did not happen to me" (Haddon, 5). This is a common issue for people and something which literature can correct.

Factually, imaginative literature has often been an object under attack. Plato warned his fellow Greeks that literature could rouse their emotions to too high an intensity. His recommendation was to throw the poets out of the republic. The Puritans who lived during the age of Shakespeare cautioned against the adverse effects of literature, especially drama. Tolstoy during his period of Christian conversion observed that literature was dangerous since it appealed to man's lowest instincts. Yet literature has not perished. Instead, it has flourished across the centuries. This essay will seek to defend literature by answering the following questions: Why is literature valuable? Why should we study it? How does it change our lives?

Literature is valuable because it offers us a rare chance at developing self-knowledge not readily accessible in other forms. As Oedipus Rex struggled to know himself, he did not recognize that he was blind. Only as Sophocles moves slowly with his development can the reader see what Oedipus eventually realizes. Physical sight is worthless if one cannot see the things of the spirit. By the play's end, Oedipus has blinded himself with Jocasta's brooch so that he will not be distracted by the physical act of seeing. Now he wishes to see clearly like Teiresias. Spiritual vision is his goal. Sophocles' drama allows this slow process of self-growth to be dramatically presented.

Today, there are too many people who believe that literature is simply not important or underestimate its abilities to stand the test of time and give us great knowledge.

There is a stigma in society that implies one who is more inclined toward science and math will somehow be more successful in life, and that one who is more passionate about literature and other art forms will be destined to a life of low-paying jobs and unsatisfying careers. Somewhere along the line, the world has come to think that literature is insignificant.

To me, however, literature serves as a gateway to learning of the past and expanding my knowledge and understanding of the world. Here are just a few reasons why literature is important.

Indian literature has the power to win lives. The power of imagination and creativity are its main motivating sources. Indians gave the world a basic understanding of zero. The earth is round, he explained. Life values were given.

1. Growing Horizons

Primary and foremost, literature opens our eyes and makes us see extra than just what the front door shows. It helps us appreciate the wide world outside, surrounding us. With this, we begin to learn, ask questions, and build our intuitions and instincts. We expand our minds.

2. Building Critical Rational Thinking

Many of us learn what critical thinking is in our language arts classes. When we read, we learn to look between the lines. We are taught to find symbols, make connections, find themes, learn about characters. Reading expands these skills, and we begin to look at a sentence with a larger sense of detail and depth and realize the importance of hidden meanings so that we may come to a conclusion.

3. A leap into the Former Ways

History and literature are entwined with each other. History is not just about power struggles, wars, names, and dates. It is about people who are products of their time, with their own lives. Today the world is nothing like it was in the 15th century; people have changed mainly. Without literature, we would not know about our past, our families, the people who came before and walked on the equal ground as us.

4. Gratitude for other Cultures and Beliefs

Understanding about history, anthropology, or religious studies provides a method of learning about cultures and beliefs other than our own. It allows you to understand and experience these other systems of living and other worlds. We get a view of the inside looking out, a personal view and insight into the minds and reasoning of someone else. We can learn, understand, and appreciate it.

5. Better Inscription Skills

When you open a book, when your eyes read the words and you take in its contents, do you ask yourself: How did this person imagine and write this? Well, many of those authors, poets, or playwrights used literature to expand their writing.

6. Addressing Humanity

All fiction, whether it be poems, essays, novels, or short stories, helps us address human nature and conditions which affect all people. These may be the need for growth, doubts, and fears of success and failure, the need for friends and family, the goodness of sympathy and understanding, trust, or the realization of imperfection. We learn that imperfection is not always bad and that normal can be boring. We study that life must be lived to the fullest. We need literature in order to connect with our own humanity.

Literature is important and essential. It provides evolution, strengthens our minds, and gives us the ability to think outside the box.

7.Value and Purpose of Literature?

Literature is expressed in varying ways, such as poetry, novels, history, biographies, and essays. Depending on which type of work you are reading, the purpose and interpretation is different as it is depending on the person that is reading it.

Understanding the nature, function, and value of literature and how It pays to know more about Literature in order to appreciate written works whether good or bad that will serve as a guiding principles for everyone and likewise have a lasting importance in one's life and experience.

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**ON THE REQUIRED FIELD OF SCIENCE AND ITS SIGNIFICANCE
WITHOUT EXCEPTIONS**

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ABSTRACT

Looking back at history, humanity went through an ancient stage of development, learned to walk upright, discovered fire now they began to live in houses. They joined families into seed tribal communities and so on. From the centuries BC it is known that only the strong were the winners in the struggle for survival, while the rest died. Even in today's advanced age, this principle continues, only it manifests itself at different levels.

KEYWORDS: *History, Humanity, Ancient Stage, Society, Development, Education, Psychology, Pedagogy, Person, Science.*

INTRODUCTION

The human society also today wishes to be a strong person from the members of this society. And the weak will turn today's society, the country, into a backward point of the continent's Earth's surface.

"Tomorrow of the planet, well-being is associated with what kind of person our children will mature. Our main task is to create the necessary conditions for young people to show their potential." These words of the president of the Republic of Uzbekistan Shavkat Mirziyoyev also once again confirm the above points.

Even the main task of today's society in a state of complete understanding of this fact is to educate strong struggling youth a harmonious generation. It is impossible to exaggerate if we say that this is not only a task within Uzbekistan, but also the most important issue before the whole world, and it does not have its relevance, but the level of importance from year to year increases

From the path of historical development of any state, it is known that the rapid development of the country, the achievement of certain achievements, the prosperity of the people depend on the education and upbringing of children of the state. It is true if we say that the solutions to the above issues are given to us by the fields of psychology and pedagogy science.

"...among those who reflect on the individual, one can include the disciplines of psychology and pedagogy. Accordingly, pedagogy studies the maturation of a person in the process of educational education, psychology studies the mental processes that take place in a person." This sentence from the textbook of general psychology shows how immeasurable the role of this field of Science and employees in this field in the education of the younger generation is.

It is not for nothing that the psyche controls a person, saying "know his character if you want to control someone." Bring before your eyes the mental states in which the person experiences the effects that are given during the day. These mental pressures, acting in different volumes, must go out in the event that they are not released, one day will cause an explosion. And as a result of the explosions, we hurt our family members we hurt our children we make our friends sad our loved ones. Everything in this world is connected with each other. In such situations, a person with sufficient psychological knowledge will be able to properly overcome an explosion without negative consequences. He does not beat his child, does not take his pain from him and does not destroy his future.

We should not be indifferent not only to our children, but also to those who influence them if we want to grow a harmonious generation. Psychological knowledge gives us a lot.

Today, looking at world experiences, we can see that psychology is being widely applied, penetrating every field.

When did psychology appear that raises questions in the same order? What kind of science is he? How necessary is it to study it? Let's talk about these questions below.

The idea that in addition to the physical body, there is something else in a person that differs from it, as in the most ancient times, through the phenomenon of human dreaming, the unique abilities of certain people (for example, success in hunting) sought to explain the cause of death and other phenomena. But the initial views were of a mythological nature. It was not through their thinking that they blindly took possession of the means of trust. Views on the soul were often associated with the breath, while the soul was imagined as a flying creature.

Aristotle was the first in the history of personality thinking to prove that the soul and the living body are integral parts. Aristotle's work "about John" testifies to the fact that already at that time psychology began to come to the field as a special science. Thanks to this, psychology came as a science of the soul, and nowadays the science of psychology has completely changed its content.

At the end of the 19th century, or rather, in 1879, the German scientist Wilhelm Wundt founded the world's first experimental psychological laboratory at Leibniz University, in which hundreds of experiments and experiments conducted proved that psychology also has the right to prove itself as a separate science.

Psychology is the science of the psychic reflection of reality, mental processes, States, phenomena, characteristics in the process of human activity and animal behavior. The subject of research in psychology includes such psychological processes, categories as perception and perception images, thinking and emotion, activity and behavior. The main tasks of psychology are to open the laws of the psyche, the formation of human mental states in a unit of phylogenetic and ontogenetic progress. In finding solutions to these tasks, psychology, on the one hand, comes into contact with the fields of biological science, including physiology, and on the other hand, chips with sociology, pedagogy, history of culture, logic and Social Sciences. Psychology first of all studies consciousness and self-awareness, which is a human-specific form of the psyche.

Let's go back a little to school periods, (unfortunately, even now there are not so few teachers-educators) you forgot a notebook or pen at home, what would be your sentence to hear? Of course, "didn't you forget yourself at home?" or if not, "you didn't remember how to dress?!" from the rude-we hear a rude statement. Imagine what the child feels at this moment? First, he feels

insecure (from the side of others). His attitude to reading from rude treatment becomes cold. Hop, when we look at the house as a task what is left in the house, it is checked at the beginning of the lesson is it? Seeing such pressure from the beginning of the lesson, the child will remember the information that will be given during the lesson because of this stress, how much will you accept? Has it ever been thought that because such simple details are not given importance, a person causes “traumas” that can be preserved for the rest of his life?

Another example, the student came to the lesson not in boots in the cold, but in “shoes”. That's exactly what psychology is needed, what does the teacher say? “What is this situation? How many such shoes did you come in this cold? Your mother doesn't look?”. Stop! Think about it! Why can he come like this? Maybe she cried the day before saying Bring Her Mother new shoes, maybe how squeezed is the reason why her mother did not have the budget to bring the shoes. Or if not, the reason that the mother really went to work on time is that her child went out to school on his own. Her mother wore this shoe because she liked her boots despite the fact that day went out as cold...

So again there is room for the question of why psychology is needed?!

A child who grew up seeing such pressures, insults in a teacher or mother, when he grew up, decided to become a teacher with these traumas. What do you think, who guarantees that he will not treat his readers as rudely as above? He became far from the concepts of “being trusted”, “being understood”, “being respected for his feelings”; something that is far from the truth that he treats his students, and even his children, as if by example, who would have to give upbringing and knowledge. To do this, he must work on these traumas, take Sessions from a psychologist and work on himself a lot-a lot!

It is possible to cite thousands of such examples in our lives that were simply an example.

The importance of psychology is such that it will be appropriate for us to apply it in every shelf of our life, to study it even more. Imagine in which area you do not work no matter where you live you are completely isolated from psychology in your life. Psychology is not involved in any process related to you. Could you imagine? I could not imagine. It would be a huge tragedy of course.

And now we will put our imagination to work again, this time it will be different. Psychology is maximally involved in all processes in our life. We have a loving family, a favorite job, a boss who constantly motivates us, a team of cows.

The neighbors also did not quarrel, our children are now understanding us, etc. This list can be continued for a long time.

Psychology is as necessary to us as water and air, which is why I think it is worthwhile for us to pay serious attention to this area, improve the psychological knowledge of the population, make good use of all world experiences and contribute to this science too.

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DESIGN OF THE IMPROVED SCHEDULER C4X-4A FOR SOWING SEED WITH LIQUID ORGANIC FERTILIZER

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ABSTRACT

The article provides information on the improved new construction and structure of the seeder for sowing with liquid organic fertilizer obtained as a result of anaerobic processing of seeds, as well as the technological process of its operation.

KEYWORDS: *Anaerobic, Organic Fertilizer, Seed, Soil Fertility, Onion Section, Coil Regulator.*

1. INTRODUCTION

According to the decision number **PQ-3574** of the resolution of the Republic of Uzbekistan February 28, 2018 "On measures to radically improve the financing system for cotton raw materials and grain cultivation" soil fertility is low and during the last 3 years it was determined that cotton should not be grown in low-yielding lands [1].

Because, according to the Ministry of Economy, only 0.9 million sum of income was obtained from 1 hectare of cotton grown on low-yielding lands. Another important point is that the average yield is expected to increase from 27 centners last year to 29 centners this year due to not planting cotton in low-fertility lands [2].

Therefore, cotton growers in exchange for increasing the productivity of existing cotton fields increase farmers' income is one of the acceptable measures. In order to achieve this, it is necessary to increase the use of liquid organic fertilizers obtained as a result of anaerobic processing to increase the productivity of the land, and to apply seed and liquid organic fertilizer directly to the nest created to sow them [3,4].

In the conditions of the republic, liquid organic fertilizers are usually sprinkled on the surface of the field using the MЖT-10 machine and buried during soil cultivation. The organic fertilizers applied in this way are absorbed slowly by the soil and have less effect on the development of germinating cotton seedlings [5]. In order to overcome these problems, the scientists of our country are developing and improving resource-saving innovative agrotechnical measures. One of them is the method of planting seeds with liquid organic fertilizer coming out of the biogas plant, which is one of the important agrotechnical measures for growing early, abundant and high-quality cotton crops [6,7,8,9,10]. Therefore, devices are being created to plant seeds with liquid organic fertilizer obtained as a result of anaerobic processing of organic waste.

2. Methods

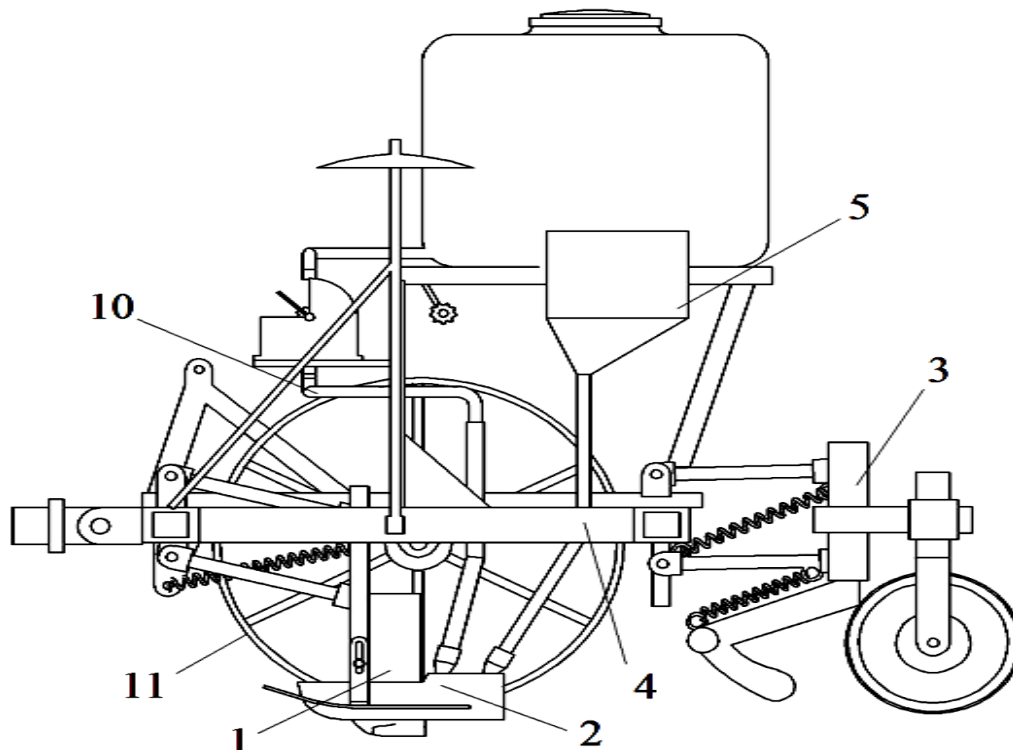
The design of the device was developed based on the fact that there are almost no devices for sowing seeds with liquid organic fertilizer in the republic and the purpose of the research.

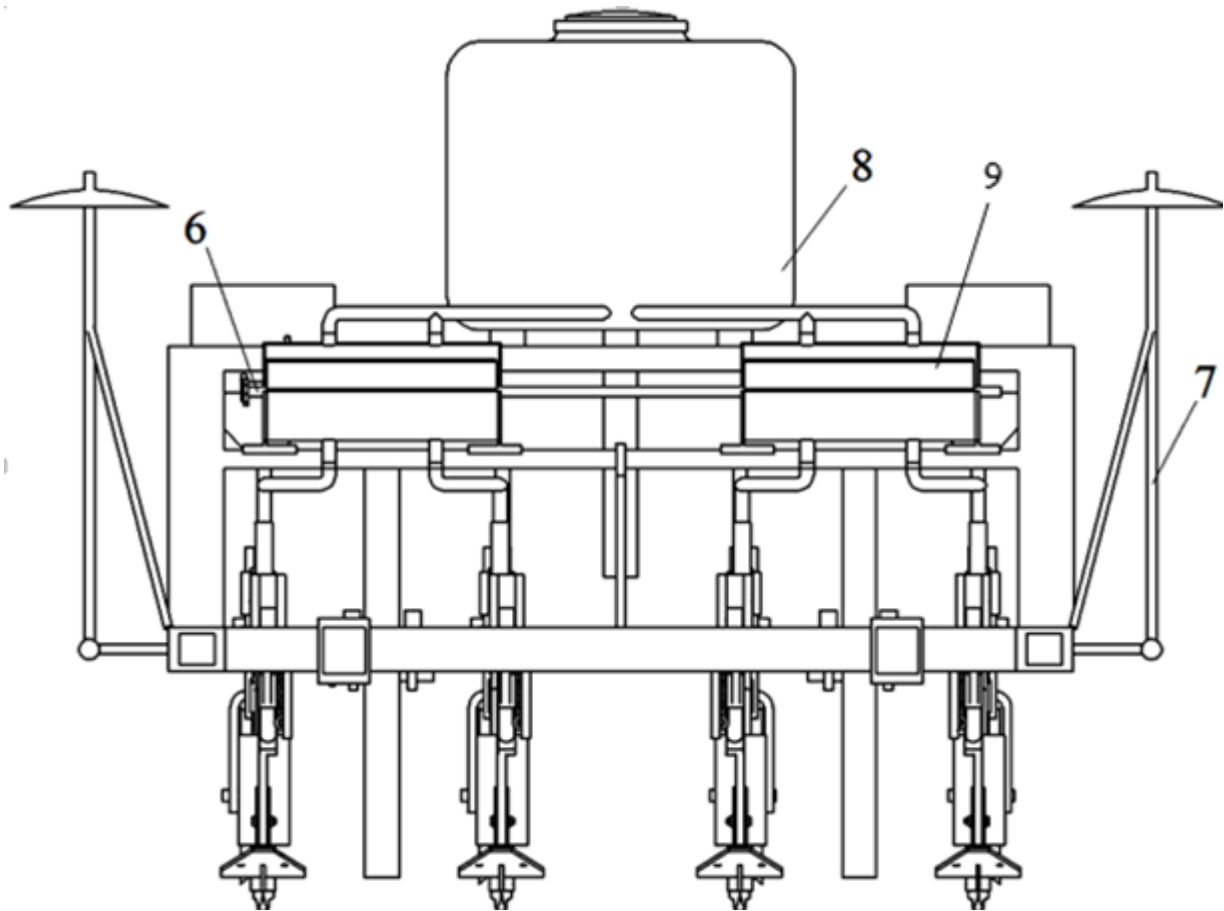
The problem is solved by a liquid organic fertilizer hopper adapted to be installed on a seed drill and a device with a working body, which consists of conducts that transfer fertilizer from this hopper to the seed drill through metering devices (Pic. 1).



Picture. 1. Seed planting device with improved liquid organic fertilizer.

The device for planting seeds with liquid organic fertilizer is a precise amount of planting device 1, a section of a coulter 2, a section of working equipment for burying a seed 3, a frame 4, a container for storing seeds 5, a moving left shaft 6, a follower 7, a hopper for giving liquid organic fertilizer 8, a roller leveler it consists of 9 and liquid organic fertilizer conveyor 10, support wheel 11(2 pictures).





Picture 2. The device that plants seed with liquid organic fertilizer.

The device works in the following order. When the seeder is moved by the tractor, the movement is transmitted to the seeding apparatus 1 and the roller-shaped regulator 9 through the support wheel 11. At the same time, the seed in the tank 5 is poured into the slot opened with the help of the hatch section 2, and the seed is transferred to the seed from the hopper 8 through the metered fertilizer conveyor 10 with the help of a coil-shaped precision meter 9. Coil regulator 9 the movement is transmitted using the left shaft 6. The sown seed is buried using section 3 of the working equipment. The tracer 7 pulls the trace for the next planting process.

3. Results and Discussion

Research using the improved C4X-4A seeder, which sows seeds with liquid organic fertilizer, was conducted in the educational experimental farm fields of the Bukhara Institute of Natural Resources Management of the National Research University "TIAME"(3 pictures). Bukhara 6 varieties of cotton were planted in the experiment. In the experiment, when the seed was planted with liquid organic fertilizer, the field fertility of the seed showed different indicators depending on the biological characteristics of the cotton variety and weather conditions.



3 Pictures. The working process of the seed drill with liquid organic fertilizer.

In the variant, the level of fertility was 80.8%, while in the variants planted with liquid organic fertilizer, this indicator was observed to be 98.9 % (4 pictures).



4 pictures. Development of cotton planted with liquid organic fertilizer.

4. CONCLUSION

Thus, when organic fertilizers are used, the productivity of the soil is improved along with the increase of cotton yield, and it is possible to save mineral fertilizers. According to many scientific investigations and information received from advanced farms, the effectiveness of mineral fertilizers in cotton increases when they are used together with organic fertilizers [11,12,13,14]. If organic fertilizer is applied to the ground with the seed during seed planting, cotton can be harvested early, strong, and healthy sprouts. Due to the application of organic fertilizer (biosludge), the temperature of the soil at the depth of seed planting increases by 0.2-0.50C, soil moisture by 1.0-1.5%, and complete sprouting of seedlings is achieved.

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COMPARATIVE CHARACTERISTICS OF CLINICAL AND HORMONAL CHARACTERISTICS IN ADOLESCENTS WITH CONSTITUTIONAL GROWTH RETARDATION AND PUBERTY AND WITH SOMATOTROPIC INSUFFICIENCY

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ABSTRACT

***Purpose of the Study**– To perform a comparative characteristic of clinical and hormonal characteristics in adolescent boys with constitutional growth retardation and puberty (CGRP) and somatotropic insufficiency (HF).*

Material and Research Methods

We have examined and examined 45 adolescents (boys) with CGRP, aged 11 to 17 years. In addition, we studied 20 children with HF.20 healthy boys of the same age made up the control group of the corresponding age

All adolescents underwent all anthropometric studies based on the international Tanner-Whitehouse height-weight map, assessment of the stage of puberty according to J. Tanner, if necessary, patients were sent for further examination - x-ray (X-ray of the hand, CT / MRI of the Turkish saddle), ultrasound of the genital organs, karyotype, consultation of a surgeon, genetics and other research.

All patients underwent a range of studies, including the study of the endocrine status, general clinical, biochemical, hormonal (STH, IGF-1, LH, FSH, prolactin, TSH, testosterone, cortisol, free

thyroxine, etc.) in the laboratory of hormonal studies of the RSNPMC Endocrinology of the Ministry of Health of the Republic of Uzbekistan.)

Research Results

In patients with CGRP there was an unreliable decrease in basal values of LH, FSH ($p > 0.05$) compared with the control group, as well as unreliably low levels of free testosterone (FT) in blood plasma ($p > 0.05$) against the background of moderate hyperprolactinemia. While in patients with HF, the basal values of LH, FSH, STH, IGF-1 and free testosterone were significantly low ($p < 0.05$)

These disorders correspond to the presence of functional disorders of the hypothalamic-pituitary-gonadal axis.

In the 2nd group of patients with HF was most characteristic of a significant and pronounced decrease in the basal values of STH, LH, FSH ($p < 0.05$) compared with the control group, as well as significantly low levels of FT in blood plasma ($p < 0.05$) against the background of moderate hyperprolactinemia and normal GH values. These disorders also correspond to the presence of hypogonadotropic (secondary) hypogonadism.

Conclusions

1) In all age periods of sexual development, the examined patients had hypogonadotropic hypogonadism: there was a significant decrease in the average levels of LH, FSH, total testosterone ($p < 0.05$). Only 1 (0.9%) patient had hypergonadotropic hypogonadism.

2) When comparing the stages of puberty and hormonal data, it was found that as the age increases, the average values of LH, FSH, and total testosterone also increase, although they remain significantly reduced.

3) 3 degrees of severity of hypogonadotropic hypogonadism were established: mild (11.3%), moderate (16.04%) and severe (72.6%). This category of patients needs further examination (magnetic resonance imaging of the pituitary gland, ultrasound of the genital organs, etc.) and treatment.

KEYWORDS: *Delay Puberty, Growth, Constitutional.*

INTRODUCTION

The human reproductive system works on a hierarchical basis, showing four levels of organization: the central nervous system, pituitary gland, gonads, organs, and peripheral tissues as targets for sex hormones. The participation of the central nervous system is carried out through the hypothalamus, where gonadotropin-releasing hormone, also known as luteinizing hormone releasing hormone (Gn-RH, LH-RH), is synthesized and secreted. The timely onset of puberty depends on the impulse secretion of GnRH, which stimulates the release of gonadotropic hormones from the adenohypophysis - luteinizing (LH) and follicle-stimulating (FSH), which control the function of the gonads. The pulse rhythm of LH-RH secretion is carried out under the influence of numerous neurotransmitters and neuromodulators. A stimulating effect on the secretion of GnRH can have norepinephrine, neuropeptide Y, stimulating amino acids (glutamate), oxytocin, endothelin, galanin, and pituitary adenylyl cyclase-activating peptide. The prepubertal increase in LH-RH is inhibited by low concentrations of sex steroids, as well as

opioid peptides and gamma-aminobutyric acid (GABA) through CNS mechanisms. GABA blocks the release of GnRH in puberty, but stimulates the perinatal and prepubertal release of GnRH[12].

In accordance with the hierarchical principle of regulation of puberty, delayed puberty may be associated with a violation at one of the levels of the hypothalamic-pituitary-gonadal axis.

The reason for the development of a functional or constitutional delay in puberty is disturbances at the level of the central nervous system, when triggers for impulse secretion of GnRH are triggered. [3].

In the clinic, in the vast majority of cases, there is a functional delay in puberty, and only in 0.1% of adolescents, the causes of delayed puberty are of an organic nature, due to the pathology of the pituitary-gonadal system or pathology of the gonads.[four].

Unfavorable dynamics of indicators of physical development manifested by a discrepancy between the biological age and the passport age, a decrease in body mass and girth dimensions, a deterioration in functional parameters, a tendency to retardation, graceful gassing[5-7].

According to the authors, today in Russia there is not only a retardation of physical development, but also of sexual development, the formation of which is accompanied in adolescents by such deviations as delayed sexual development, abnormal puberty, and heterosexual sexual development. The timing of the onset of menarche in girls has shifted towards older age [8; 9].

Constitutional growth retardation and sexual development is one of the most common forms of growth retardation. It occurs in children of both sexes, but is more common in boys. A combination of constitutional growth retardation and sexual development with elements of family short stature is possible, which worsens the final growth prognosis. The prevalence of this condition among males reaches 1:40. [ten].

Despite the relevance of this topic, the issues of early diagnosis and effective treatment of the disease remain unresolved.

Purpose of the study– to perform a comparative characteristic of clinical and hormonal characteristics in adolescent boys with constitutional growth retardation and puberty (CGRP) and somatotropic insufficiency (HF).

Material and research methods. We have examined and examined 45 adolescents (boys) with CGRP, aged 11 to 17 years. In addition, we studied 20 children with HF. 20 healthy boys of the same age made up the control group of the corresponding age

All adolescents underwent all anthropometric studies based on the international Tanner-Whitehouse height-weight map, assessment of the stage of puberty according to J. Tanner, if necessary, patients were sent for further examination - x-ray (X-ray of the hand, CT / MRI of the Turkish saddle), ultrasound of the genital organs, karyotype, consultation of a surgeon, genetics and other research.

All patients underwent a range of studies, including the study of the endocrine status, general clinical, biochemical, hormonal (STH, IGF-1, LH, FSH, prolactin, TSH, testosterone, cortisol, free thyroxine, etc.) in the laboratory of hormonal studies of the RSNPMC Endocrinology of the Ministry of Health of the Republic of Uzbekistan.)

Identified adolescents with delayed puberty were subjected to a study algorithm, including the determination of the basal level of LH, FSH in blood plasma to determine the etiopathogenesis and the correct tactics for treating patients. When their values were exceeded (hypergonadotropic hypogonadism), further karyotype determination was performed in order to exclude genetic syndromes.

The obtained data were processed using computer programs Microsoft Excel and STATISTICA_6. The significance of differences in quantitative indicators (n>12) was determined by the Wilcoxon method for unrelated ranges, to determine the significance of small samples (n<12), a nonparametric Fisher component randomization test for independent samples was used, for qualitative values, the exact Fisher-Irwin test was used. Differences between groups were considered statistically significant at P<0.05. Mean values (M), standard deviations of means (m) were calculated

Research Results and Discussion. Table 1 gives the main characteristics of both groups.

TABLE 1. CLINICAL AND HORMONAL STATUS OF PATIENTS WITH IGRD AND HF

Index	CGRP, M±SD (min-max)	CH, M±SD (min-max)
Number of patients	45	twenty
Gender (male/female)	45/no	16/4
Isolated GH/MDHA deficiency	no no	14/6
Chronological age, years	11.2±0.7 years (6.3-16.6)	11.2±0.7 (6.3-16.6)
Bone age, years	12.7±0.7 (10-15)	5.7±0.7 (2-11)
Height, cm	137±7.8	-4.59±0.2 (from -6.7 to -2.6).
growth SDS	3.78±0.6 (from 4.3 to 6.6).	1.4 (0.05-9.5)
GH peak on samples, ng/ml	23±4.2	twenty

As can be seen from Table 1, in patients with HF, the main indicators significantly differed from the norm.

Table 2 gives the average values of various hormones in patients with **CGRP**, which we compared with normal values for a given sex and age periods and with patients with somatotrophic insufficiency (1).

TABLE 2. AVERAGE VALUES OF VARIOUS HORMONES IN PATIENTS OF 2 GROUPS

Hormones	Control	1gr n=45	2 gr. N=20
STG	2.9±0.2ng/ml	2.3 ± 0.4 P>0.5	0.8± 0.02* P<0.05
IGF-1	156.5±9.8 ng/ml	149.8±12.7 P>0.05	116.4±10.4 P<0.05
LG	5.2±0.3 IU/L	4.21±0.3 P > 0.05	2.11±0.3* P < 0.05
FSH	5.3±0.1 IU/L	3.4±0,5 P > 0.05	1.9±0,one* P < 0.05

TSH	2.5±0.2IU/L	1, 82±0.7 P>0.05	4.91±0.4, four* P < 0.05
Prolactin	5.7±0.3 ng/ml	6.4±0.8, eight P>0.05	7.4±0.6 P>0.05
testosterone free	12.6 ±1.6 nmol/l	9.9±0.2 P > 0.05	4.35±0.9 P < 0.05
cortisol	norm morning 596.5 ± 11.7 nmol / l	289.25±9.3 P>0.05	400.2±8.2 P>0.05
St. thyroxine	15, 8 ±0.9 pmol/l	12.4±1.4 P>0.05	9.5±1.3 P < 0.05

P-significance of differences compared with the control group (P<0.05). The table for comparison shows fluctuations in hormone levels from 11 to 16 years of age in the control group (healthy individuals)

As follows from Table 2, in patients with CGRP, there was an unreliable decrease in basal values of LH, FSH (p>0.05) compared with the control group, as well as unreliably low levels of free testosterone (OT) in blood plasma (p>0.05) against the background of moderate hyperprolactinemia. While in patients with HF, the basal values of LH, FSH, STH, IGF-1 and free testosterone were significantly low (p < 0.05)

These disorders correspond to the presence of functional disorders of the hypothalamic-pituitary-gonadal axis. Therefore, for patients of group 2, we recommended further monitoring by an endocrinologist and, if necessary, hormone replacement therapy with chorionic gonadotropin (CG) and somatotropic genetically engineered hormone.

In the 2nd group of patients with HF was most characteristic of a significant and pronounced decrease in the basal values of STH, LH, FSH (p < 0.05) compared with the control group, as well as significantly low levels of total testosterone (TT) in blood plasma (p < 0.05) against the background of moderate hyperprolactinemia and normal GH values. These disorders also correspond to the presence of hypogonadotropic (secondary) hypogonadism. Therefore, for patients in this group, we recommended further examination with an x-ray of the sella turcica (or MRI/CT of the pituitary gland), karyotype determination, a study of smell, visual fields, observation by an endocrinologist and, if necessary, hormone replacement therapy with chorionic gonadotropin (CG) and genetically engineered growth hormone, thyroid preparations (iodmarine, euthyrox, etc.). Manifest hypothyroidism was detected only in 1 case (7.7%),

Given that our adolescents live in conditions of chronic iodine deficiency, we conducted an analysis of the state of the thyroid gland in order to compare the results with literature data (2). Similar studies were carried out by Prof. Abusuev S.A. (2009) in the Republic of Dagestan, where 905 adolescent boys were selected living in conditions of iodine deficiency of 3 degrees of severity and who underwent genitometric and hormonal studies. The combined index of masculinization and hormonal parameters at the age of 14-17 years was shown to correspond to 14 years of age (2).

Table 3 shows the average values of various hormones in patients of the 1st group according to the stages of sexual development.

TABLE 3 MEAN VALUES OF VARIOUS HORMONES IN PATIENTS ACCORDING TO 5 STAGES OF TANNER

Hormones	Control	I n=0	II n=7	III n=9	IV n=8	V n=21
STG	2.9±0.2ng/ml	-	2.3±0.2 P>0.5	2.4±0.3 P>0.5	2.5±0.5 P>0.5	2.6±0.2 P>0.5
LG	5.2±0.3 IU/L	-	1.4±0.1 P < 0.05	2.3±0.4 P < 0.05	2.0±0.3 P < 0.05	2.8±0.5 P>0.05
FSH	5.3±0.1 IU/L	-	2.0±0.2 P < 0.05	2.9±0.2 P < 0.05	3.0±0.6 P < 0.05	3.4±0.7 P < 0.05
TSH	2.5±0.2IU/L	-	1.7±0.4 P>0.5	1.2±0.3 P>0.5	2.6±0.2 P>0.5	1.82±0.2 P>0.5
Prolactin	5.7±0.3ng/ml	-	3.3±0.3 P>0.5	8.2±0.5 P < 0.05	4.9±0.1 P>0.5	7.4±0.3 P>0.5
Testosterone free	12.6 ±1.6 nmol/l	-	4.8±0.2 P < 0.05	5.4±0.6 P < 0.05	7.8±0.2 P < 0.05	8.9±0.4 P>0.5
cortisol	norm morning 596.5 ± 11.7 nmol / l	-	278±5.4 P>0.5	348±11.2 P>0.5	484±13.2 P>0.5	289.3±8.2 P>0.5
St. thyroxine	15, 8 ±0.9 pmol/l	-	15.5±3.7 P>0.5	20.4±4.2 P>0.5	14.5±3.2 P>0.5	17.4±2.2 P>0.5
Total: n=45						

P - significance of differences compared with the control group. The table for comparison shows fluctuations in hormone levels from 11 to 16 years of age in the control group (healthy individuals)

It follows from Table 3 that hypogonadotropic hypogonadism (HH) occurred in all age periods of sexual development in the examined patients: there was a significant decrease in the average levels of LH, FSH, total testosterone - WC ($p < 0.05$). At the same time, these values were the lowest in patients with the 2nd stage of puberty according to Tanner, that is, at the age 11.7 ± 1.3 years ($n = 17$) against the background of normoprolactinemia.

Mean prolactin levels were not significantly elevated in Tanner stage 3 and 5 patients ($P>0.5$). It should be emphasized that the levels of growth hormone, TSH and free thyroxine, as well as cortisol were within the normal range in all patients ($n = 45$).

When comparing the stages of puberty and hormonal data, it was found that as the age increases, the average values of LH, FSH, total testosterone also increase, although they remain significantly reduced.

Next, we analyzed among patients with IGR the cases of the lowest values of LH, FSH and total testosterone, namely, when the levels of LH/FSH ranged from 0.1 to 0.9 IU/L, OT - from 1 to 3 nmol/l (severe HH), cases of average values of gonadotropins and OT, when the levels of LH / FSH were in the range from 1 to 4 IU / L, OT - from 3 to 7 nmol / L (moderate severity of HH), as well as cases with mild HH, when LH/FSH levels fluctuated from 4 and above IU/L, OT - from 7 nmol/l and above (mild severity of HH),.

Thus, this characteristic allowed us to distinguish 3 groups of patients with 3 degrees of HH severity - moderate, moderate and severe - depending on the average values of LH, FSH, WC. These data are given in tables 3, 4, 5.

Table4 shows the number of patients with severe HH by Tanner stages. The total number of these patients was 45.

TABLE 4 THE NUMBER OF PATIENTS WITH SEVERE HH DEPENDING ON THE AVERAGE VALUES OF LH, FSH AND OT IN PATIENTS ACCORDING TO 5 STAGES OF TANNER)

Hormones	Control	I n=0	II n=9	III n=6	IV n=3	V N=2
LG	5.2±0.3 IU/L	-	0.2±0.01 P < 0.05	0.9±0.06 P < 0.05	0.1±0.05 P < 0.05	-
FSH	5.3±0.1 IU/L	-	0.3±0.04 P < 0.05	0.4±0.07 P < 0.05	0.8±0.06 P < 0.05	-
svt	12.6 ±1.6 nmol/l	-	1.0±0.02 P < 0.05	3.3±0.01 P < 0.05	2.6±0.08 P < 0.05	2.2±0.06 P < 0.05
Total	19		5	7	3	2
Total: n = 19						

Note: FT stands for free testosterone. P - significance of differences compared to control (1)

As can be seen from the data in the table4, in the analysis of the lowest values of LH, FSH and free testosterone, namely, when the levels of LH/FSH ranged from 0.1 to 0.9 IU/L, OT - from 1 to 3 nmol/l (severe HH) total the number of cases was 17(16.04%). In this group, the significance of differences was the highest (P<0.05).

Table5 shows the number of patients with an average degree of HH by Tanner stages.

TABLE 5 THE NUMBER OF PATIENTS WITH MODERATE HH SEVERITY DEPENDING ON THE AVERAGE VALUES OF LH, FSH AND OT IN PATIENTS ACCORDING TO 5 TANNER STAGES

Hormones	Control	I n=0	II n=5	III n=6	IV n=7	V n=2
LG	5.2±0.3 IU/L	-	1.2±0.03 P < 0.05	3.9±0.02 P > 0.5	1.1±0.04 P < 0.05	2.4±0.08 P < 0.05
FSH	5.3±0.1 IU/L	-	3.1±0.05 P < 0.05	2.4±0.03 P < 0.05	2.8±0.03 P < 0.05	2.2±0.09 P < 0.05
Free testosterone	12.6 ±1.6 nmol/l	-	3.9±0.07 P < 0.05	4.7±0.03 P < 0.05	3.6±0.04 P < 0.05	7.0±0.03 P < 0.05
Total	twenty		12	23	12	29
Total: n=20						

Note: FT is total testosterone. P - significance of differences compared to control (1)

As can be seen from Table 5, the total number of these patients turned out to be -twenty. When analyzing cases of moderate severity of HH, we proceeded from those average values of gonadotropins and OT, when the levels of LH/FSH were in the range from 1 to 4 IU/L, OT - from 3 to 7 nmol/l (moderate severity of HH).

Table 6 shows the number of patients with mild HH by Tanner stages.

TABLE 6 THE NUMBER OF PATIENTS WITH MILD HH DEPENDING ON THE AVERAGE VALUES OF LH, FSH AND OT IN PATIENTS ACCORDING TO 5 STAGES OF TANNER)

Hormones	Control	I n=0	II n=0	III n=6	IV n=0	V n=0
LG	5.2±0.3 IU/L	-	-	4.3±0.1 P > 0.5	-	-
FSH	5.3±0.1 IU/L	-	-	4.1±0.2 P > 0.5	-	-
FT	12.6 ±1.6 nmol/l	-	-	7.9±0.9 P < 0.05	-	-
Total	6		-	3	-	-
Total: n=6						

As can be seen from Table 6, the total number of these patients turned out to be -6. Cases with mild HH, when LH/FSH levels fluctuated from 4 and above IU/L, OT - from 7 nmol/l and above (mild severity of HH) amounted to 12 patients (11.3%).

In this group of patients, the significance of differences in the content of G, FSH, OT in blood plasma was less significant, while being in the range from P<0.05 to P>0.5.

Thus, the analysis of hormonal results showed that the most frequently observed moderate severity of HH (72.6%), while severe was less common (16.04%) and light (11.3%) of his degree.

Only 1 (0.9%) patient had hypergonadotropic hypogonadism.

Thus, summing up, we can do the following

CONCLUSIONS:

- 1) Hypogonadotropic hypogonadism occurred in all age periods of sexual development in the examined patients with CGRP: there was a significant decrease in the average levels of LH, FSH, total testosterone (p < 0.05). Only 1 (0.9%) patient had hypergonadotropic hypogonadism.
- 2) When comparing the stages of puberty and hormonal data, it was found that as the age increases, the average values of LH, FSH, and total testosterone also increase, although they remain significantly reduced.
- 3) Among patients with CGRP, 3 degrees of severity of hypogonadotropic hypogonadism were established: mild (19 patients), moderate (20 patients) and severe (6 patients). This category of patients needs further examination (magnetic resonance imaging of the pituitary gland, ultrasound of the genital organs, etc.) and treatment.

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"THE FREQUENCY OF OCCURRENCE OF DELAYED PUBERTY AND GROWTH IN ADOLESCENTS IN SURKHANDARYA REGION ACCORDING TO THE RESULTS OF SCREENING"

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ABSTRACT

Purpose of the study: *To study the incidence of delayed puberty and growth in adolescents in the Surkhandarya region based on the results of screening.*

Material and methods of research: *We examined 500 adolescents aged 10 to 15 years within the framework of the project in the Surkhandarya region. 300 boys and 200 girls were examined on the basis of the regional endocrinological dispensary in Termez.*

All patients underwent a general clinical study, which included at the 1st stage:

- 1) *Anthropometric studies with measurement of height (cm), weight (kg)*
- 2) *Genitometric studies (the volume of the testicles was determined using a Prader orchidometer), sexual development was assessed in accordance with the tables of the stages of puberty Tanner J. (1980) modified by D.M. Skorodok, and N. Savchenko (1984).*
- 3) *Filling out a questionnaire*

Research Results. *In total, among 200 adolescent girls, it was revealed: diffuse goiter (DG) I stage - 50 b-x (25%), obesity - 10 (5%), growth retardation - 10 b-x (5%), and delayed puberty -*

in 9 (4.5%). Among 300 adolescent boys, the following were identified: diffuse goiter (DG) I stage - 56 b-x (19%), obesity - 25 (8.35%), growth retardation - 20 b-x (6.6%), delayed puberty - 7 (2.3%), cryptorchidism - 12 (four%).

Conclusions. 1) Out of 500 adolescent boys and girls, delayed puberty was detected in 16 patients (3.2%), and growth retardation - in 30 (6%)., obesity – in 35 (7%). It was found that 1/5 of the examined adolescents suffered from thyroid diseases.

2) In all age groups, there was a significant decrease in the average growth values ($p < 0.05$). At the same time, in girls, a significant growth retardation was found in persons with stages 3 and 5 of sexual development according to Tanner. Boys are in stage 4.

KEYWORDS: Puberty, Growth, Delay, Screening.

INTRODUCTION

In accordance with ICD-10, delayed sexual development is singled out as an independent endocrine disease. DP (delayed puberty, or somatosexual development) is one of the urgent problems of endocrinology, andrology and sexopathology [1-5].

According to various authors, the frequency of DP ranges from 0.4% to 9.8%, and over the past decades, there has been an increase in it. Such a variation in the frequency of DP is associated with the lack of clear criteria for the age limits of the pubertal period and possible overdiagnosis.[6-10].

Despite the fact that the incidence of delayed puberty among both sexes is the same, but boys are more likely to complain: 9:1.

This cohort of patients has risk factors for infertility in the future. At the same time, risk factors for mental retardation remain unexplored, screening programs for identifying various forms of mental retardation have not been developed, and there is no full-fledged implementation of standards for the diagnosis and treatment of these diseases in regional endocrinological dispensaries. [11-13].

The main feature of adolescence is a deep and painful restructuring of the body - puberty. Sexual development is inseparable from the general and occurs continuously, starting from birth.

However, in adolescence, it accelerates sharply and puberty sets in within a relatively short period of time [14].

To date, there is no doubt that in most cases, damage to the reproductive system, leading to male infertility, occurs in childhood, and often has a congenital character. Among the leading causes of male infertility are such diseases of childhood and adolescence as: cryptorchidism, varicocele, dropsy of the testicles and spermatic cord, hypospadias, etc.

The problem of children's and adolescents' health is relevant and requires constant study of its new aspects [15]. It is especially important to study the health of healthy children and adolescents, which makes it possible to determine the state of pre-illness, to substantiate preventive and prophylactic measures [16, 17].

Thus, sexual development is an integral part of puberty, as a period of physiological and psychological changes that allows you to physically and socially adapt to independent living.

Timely sexual development is the result of accurate integration and harmonious regulation of endocrine structures at all levels: the hypothalamus, adenohypophysis and gonads. Endocrine diseases and obesity are often accompanied by abnormal puberty. Nutrition, physical and emotional stress can have an impact, changing the process of becoming puberty.

Despite the relevance of this area, the prevalence of this pathology still remains poorly understood.

The above was the reason for the present study.

Purpose of the study: to study the incidence of delayed puberty and growth in adolescents in the Surkhandarya region based on the results of screening.

Material and Methods Of Research. We examined 500 adolescents aged 10 to 15 years within the framework of the project in the Surkhandarya region. 300 boys and 200 girls were examined on the basis of the regional endocrinological dispensary in Termez.

All patients underwent a general clinical study, which included at the 1st stage:

- 4) Anthropometric studies with measurement of height (cm), weight (kg)
- 5) Genitometric studies (the volume of the testicles was determined using a Prader orchidometer), sexual development was assessed in accordance with the tables of the stages of puberty Tanner J. (1980) modified by D.M. Skorodok, and N. Savchenko (1984) [8].
- 6) Filling out a questionnaire

At the 2nd stage, a number of additional studies are planned for selected patients, including the study of the endocrine status, general clinical, biochemical, hormonal (STH, IGF-1, LH, FSH, prolactin, TSH, testosterone, cortisol, free thyroxine, etc. - in the laboratory of hormonal studies RSNPMC of Endocrinology of the Ministry of Health of the Republic of Uzbekistan), as well as ultrasound of the genital organs, radiography of the hand, MRI of the pituitary gland, etc.

The obtained data were processed using computer programs Microsoft Excel and STATISTICA_6. Mean values (M) and standard deviations of means (m) were calculated. The significance of differences in the level between groups was assessed by the value of the confidence interval and Student's test (p). Differences were considered statistically significant at $p < 0.05$.

Results of the study and their discussion. Table 1 shows the distribution of patients by sex and age.

TABLE 1. DISTRIBUTION OF PATIENTS BY AGE AND BY GROUPS (ACCORDING TO WHO)

Age, years	boys	Girls	Total
Up to 1 year	-	-	-
1 to 4 years	-	-	-
5-10 years	-	-	-
11-14 years old	134	106	240
15-17 years old	166	94	260

18 - 21 years old	-	-	-
Total	300	200	500

As can be seen from Table 1, most of the patients were in their teens.,namely from 11 to 15 years.

Table 2 presents the frequency of detected diseases in the adolescent girls examined by us.

TABLE 2. THE FREQUENCY OF DETECTED DISEASES DURING EXAMINATION IN GIRLS, N=200

No.	Disease	Total number Patients, number	abs	% of total
one	Diffuse goiter 1 tbsp	fifty		25%
2	Obesity	ten		5%
3	growth retardation	ten		5%
four	delayed puberty	9		4.5%
	Total	79		39.5%

As follows from Table 2, a total of 200 adolescent girls were identified: diffuse goiter (DZ) 1 stage - 50 b-x (25%), obesity -10 (5%), growth retardation - 10 b-x (5%), and delayed puberty - in 9 (4.5%).

Table 3 presents the frequency of detected diseases in the adolescent boys examined by us.

TABLE 3 THE FREQUENCY OF DETECTED DISEASES DURING THE EXAMINATION IN BOYS, N=300

No.	Disease	Total number Patients, number	abs	% of total
one	Diffuse goiter 1 tbsp	56		18.6%
2	Obesity	25		8.3%
3	growth retardation	twenty		6.6%
four	delayed puberty	7		2.3%
5	cryptorchidism	12		four%
	Total	120		42.5%

As follows from Table 3, a total of 300 adolescent boys were identified: diffuse goiter (DZ) 1 stage - 56 b-x (19%), obesity -25 (8.35%), growth retardation - 20 b-x (6.6%), delayed puberty - 7 (2.3%), cryptorchidism -12.(four%).

Thus, out of 500 adolescent boys and girls, delayed puberty was detected in 16 patients (3.2%), and growth retardation - in 30 (6%). %), obesity - in 35 (7%). It was found that 1/5 of the examined adolescents suffered from thyroid diseases.

The study of average anthropometric indicators revealed the following disorders in patients (tables 4 and 5).

TABLE 4 AVERAGE GROWTH DATA FOR 200 ADOLESCENT GIRLS BY AGE (ACCORDING TO J. TANNER'S 5 STAGES OF PUBERTY)

Age, years, by stages of puberty according to Tanner	Average Height, cm Healthy*	Average Height, cm patients	R
I prepubertal	136.80 ± 6.24	135.5 ± 3.3	> 0.05
II 11.7 ± 1.3 years	145.74 ± 7.07	142.6 ± 4.5	> 0.05
III 13.2±0.8 years	154.76 ± 7.94	141.52±5.8	< 0.05
IV 14.7 ± 1.1 years	165.32 ± 8.18	162.1 ± 4.2	> 0.05
V 15.5 ± 0.7 years	170.10 ± 7.35	153.6 ± 6.4	< 0.05
Total: n=200			

Note: * here, the average data for normal growth are taken according to I.I. Dedov (3),

P - reliability of differences compared to the norm.

TABLE 5 AVERAGE GROWTH DATA FOR 300 ADOLESCENT BOYS BY AGE (ACCORDING TO J. TANNER'S 5 STAGES OF PUBERTY)

Age, years, by stages of puberty according to Tanner	Average Height, cm Healthy*	Average Height, cm patients	R
I prepubertal	136.80 ± 6.24	125.5±3.3	< 0.05
II 11.7 ± 1.3 years	145.74 ± 7.07	134.6 ± 4.5	< 0.05
III 13.2±0.8 years	154.76 ± 7.94	141.52±5.8	< 0.05
IV 14.7 ± 1.1 years	165.32 ± 8.18	149.1 ± 4.2	> 0.05
V 15.5 ± 0.7 years	170.10 ± 7.35	153.6 ± 6.4	< 0.05
Total: n=300			

Note: * here, the average data for normal growth are taken according to I.I. Dedov (3),

P - reliability of differences compared to the norm.

As can be seen from the data in tables 4 and 5, in all age groups there was a significant decrease in the average growth values ($p < 0.05$). At the same time, in girls, a significant growth retardation was found in persons with stages 3 and 5 of sexual development according to Tanner. Boys are in stage 4.

Thus, summarizing the above analysis, it can be noted that such studies should be carried out as both screening and monitoring of adolescents for the purpose of early diagnosis of various anomalies of the reproductive sphere in conditions of iodine deficiency.

CONCLUSIONS:

1) Out of 500 adolescent boys and girls, delayed puberty was detected in 16 patients (3.2%), and growth retardation - in 30 (6%).), obesity – in 35 (7%). It was found that 1/5 of the examined adolescents suffered from thyroid diseases.

2) In all age groups, there was a significant decrease in the average growth values ($p < 0.05$). At the same time, in girls, a significant growth retardation was found in persons with stages 3 and 5 of sexual development according to Tanner. Boys are in stage 4.

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**DIGITIZATION IN THE EDUCATIONAL SYSTEM OF NEW
UZBEKISTAN: PROBLEMS AND PROSPECTS**

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ABSTRACT

The article analyzes the importance of digitalization and learning in the digital world in the system of preschool education, general secondary education and higher education in our country, the current work and opportunities.

KEYWORDS: *Distance Education, Digital Technology, Digitization, EDU LINK Information System, HEMIS Program.*

INTRODUCTION

At present, in the time when techniques and technologies are being updated day by day, it is becoming natural for society to fundamentally change its outlook and adapt to the times. In this case, the situation of education will be updated. Today, we can see the establishment of distance education in higher education institutions as an example of this. Distance education, the change of nature (pandemic period) and the effective application of the latest technologies in the educational system encourage changes in teaching and learning. This represents the need to conduct many pedagogical studies on teaching and learning in the digital world.

In recent years, large-scale works on the fundamental reform of the education system and the assessment of the quality of education and the development of digital education have been carried out in our country. In this regard, the Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019 "On Approving the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030" "PISA" (The Program for International Students Assessment) in the ranking of the international student assessment program, it is planned to include Uzbekistan in the first 70 countries in 2021, in 2025 in 60 countries, and in 2030 among the first 30 advanced countries [1]. According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures to organize international studies in the field of education quality assessment in the public education system", the Department of Education under the Cabinet of Ministers of the Republic of Uzbekistan "National Center for the Implementation of International Researches on the Evaluation of the Quality of Education" was established under the State Inspection of Education Quality Control [2]. In the decree of the President of the Republic of Uzbekistan dated October 5, 2020 No. 6079 "On the approval of the "Digital Uzbekistan 2030" strategy and measures for its implementation" in the field of digitization in the digital world, development of digital technologies, digital economy Review of new projects and programs for the development

of digital education are being implemented. In this decree, the following activities are implemented in order to improve digital skills in the field of education:

- At the initial stage of education, by providing students with digital technologies, to create opportunities for mastering digital skills, to develop analytical and critical thinking, to provide young people with knowledge and imparting skills;
- Creation and implementation of a single distance education platform in order to implement it in all areas of education in the future;
- Making permanent changes to the main educational programs of secondary schools in order to increase the general level of the use of digital technologies for students;
- Introduction of highly effective international practice aimed at organizing training in the field of technological professions and innovative activities into the educational system; increase the number of graduates of higher education institutions training personnel in the field of information and communication technologies, graduates of secondary special vocational education institutions with an average level of competence in the field of information technologies;
- Improving the methods of teaching informatics in secondary schools by encouraging the participation of organizations in the field of information technologies in educational processes;
- development of state unified requirements for use of digitalization formats of foreign paper materials, laboratories for the application and study of "Internet of Things", robotics, artificial intelligence technologies in relevant fields in higher education institutions and digitization of educational materials in education by providing support;
- Development and promotion of scientific research works in the field of digital technologies, improvement of their organizational mechanisms; conducting national contests and events (hackathons, contests, Olympiads, etc.) that promote the creation of ideas and new technologies; development and determination of the direction of creation of new search systems, including solutions for search and identification of audio and video materials, use of semantics in search and retrieval of information, new technologies in the machine translation system, as well as development of new algorithms and technologies of machine learning;
- Development of algorithms of robotic complexes and human interaction, improvement of the infrastructure of data transmission networks, built-in sensors and sensor networks, as well as creation of software for the implementation of various models of providing "cloud" services to carry out scientific work on; further improvement of electronic educational resources for preschool, secondary and higher education system, as well as ensuring the use of domestic and international educational resources;
- Development of human capital, including development of specialized education and popularization of professions in the IT field, improvement of institutional conditions for IT enterprises and reduction of administrative barriers; introduction of innovative educational programs on digital transformation and new technologies into the school and preschool education system [3].

In order to ensure the implementation of the above decisions and decrees, it is necessary to study and analyze the work carried out in pre-school education, general secondary education and higher education institutions, mobilize existing opportunities, and implement new ideas. Let's

look at the analysis. First of all, we will see the analysis of the implementation of new ideas and the work being done on digitization in preschool educational institutions and teaching in the digital world.

Most of our children, that is, 3-6 years old, are educated in preschool educational institutions of our country. There is a proverb in our people: "Knowledge acquired in youth is a pattern carved in stone." At this age, the development of children is very strong. The influence of the environment and the upbringing of the people around them are considered to have a strong influence and importance on the rest of their lives. The ability of children who have not yet entered primary school to learn and use modern technologies has been developing rapidly in recent years and will continue to develop.

One of the urgent problems of today is the effective organization of ways of teaching and acquiring knowledge in the digital world during early childhood. The theoretical solution to this problem is the implementation of new approaches to teaching educators, children and their parents in the digital world. A number of new technologies, such as various programs, mobile applications and groups in social networks, perform the tasks of the main educational tools for the introduction of new innovative investments in children's education.

In terms of digitization in preschool educational institutions, UNICEF created a digital educational platform called "Learning passport" for the development of preschool education in Uzbekistan, the Japan JICA representative office in Uzbekistan "Pedagogical staff working with children in need of special care in Uzbekistan" "on improving the skills" project, the "EDU LINK" information system project created by the Korea-Uzbekistan business association for the preschool education system was implemented [4]. Digitalization of school education by the Ministry of Education of our country, integration of information and communication technologies into school education, development of interactive communication between teachers, students and parents, implementation of opportunities for remote and independent education In order to do this, a digital educational platform was developed and is being implemented in practice. On this platform, lesson schedules for teachers are automatically implemented in an electronic journal, homework management and various reports, for parents they have full control over their children through the student's diary, homework and communication sections.

The digital university project continues in the higher education system. Currently, in order to sharply reduce the number of various reports and data received from higher education institutions, to abandon the paper form of their preparation, and to digitize the management system, within the framework of the Digital University project, the "Information System for the Management of Higher Education Processes" (HEMIS - Higher Education Management Information Systems) was developed. This information system includes "Administrative management", "Educational process", "Scientific activity" and "Financial management and statistics" information systems. The purpose of introducing the higher education process management information system:

- Ensuring the openness and transparency of HEI activities;
- Automation of educational, scientific, administrative and financial processes in the higher education system;
- Preventing bureaucratic obstacles and reducing financial costs in the higher education system;
- Ensuring cohesion between HEIs, student and employer organizations;

- Reducing the time spent on management processes and increasing work efficiency;
- Monitoring the effectiveness of the participants of the educational process;
- Optimization and acceleration of analytical data formation and decision-making process.

Digitization in higher education institutions and organization of education with the help of digital technologies will cause students to actively participate in classes, fully master the topics, increase their love for their future profession, and develop various competencies [5].

Today, digital education has an incomparable place in our educational systems, and it is not about the ability of our pupils and students to learn science, but how they are studying at the same time, how they study science, it is possible to observe their interest and opinions on problems at their level. As a result of this, students' abilities such as independent learning, adapting to personal learning and working on themselves develop. Conducting lesson processes live in digital context and giving interactive tasks in classes, learning in virtual laboratories makes students think more.

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**VERIFICATION OF THE VALUES OBTAINED BASED ON THE
THEORETICAL ANALYSIS OF THE WORKING DETAILS OF THE
CRUSHER IN THE PROGRAM "SOLIDWORKS"**

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ABSTRACT

In this article, the issues of creation and introduction to the production of effective technology of transportation of cotton raw materials in pneumatic transport by means of single-rate transfer with the help of a shredding machine were considered. In the research conducted under production conditions, it was found that the unevenness of the transfer of cotton to pneumatic transport is high and it changes depending on the volume density and moisture content of the cotton. To eliminate the existing problem, a theoretical analysis of making changes to the construction of piles, which have a negative effect on the quality of raw materials, was performed.

KEYWORDS: *Cotton, Pneumo-Transport, Unevenness, Volume, Density, Density, Congestion, Cotton Fibre, Seed, Damage, Working Head.*

INTRODUCTION

After the cotton raw materials grown by the farms are brought to the processing facilities, after a certain time in the gin fields, the gins are broken and transferred to the production process. Excavation of gravel areas can be done manually or with the help of a special excavator [1-4]. Hand harvesting requires life-threatening, very hard physical labour. According to the results of our studies, the process of breaking the layers of cotton and transferring the cotton to the entrance of air and cotton mixture with the help of human labour requires 6 people/hour of labour. After that, workers have to do dangerous and hard physical work. This indicates that there is still a lot of work to be done in the light industry sector. Based on our research, as a modern method, we mainly studied the method of breaking a pile of cotton with the help of a machine [5-9].

Unevenness in the transfer of cotton appears in the process of crushing and its level was determined using experimental studies. In order to determine the factors that cause inequality and to eliminate them to a certain extent, we will study the process of violation of direct dignity in a theoretical way. The research was based on the work carried out on cotton cleaning using drums with piles [10-14].

Materials And Methods

It is known that when the spinning wheel rotates, the piles hit the cotton layer with a certain force.

Due to the high negative impact of the pile belt, which is the main operating distance of the proposed ginning machine, on the seed cotton components, the machine ginning and conveying of particularly low-tart cotton is not applicable in production. As a result of the study of the influence of the working pile of the belt on fibre and seed quality indicators, the effects of enlarging or reducing the cross-sectional surface of the pile and the angle of deviation of the pile relative to the horizon were studied [13-15].

The introduction of the new construction was designed to take into account the shock force generated during the rotation of the belt. Because we will check the strength limits of the piles under the influence of forces generated during impact. For this, we will conduct theoretical calculations using the laws of dynamics.

According to the law of change in momentum, the change in momentum of two interacting bodies is equal to the impulse of force:

$$\begin{cases} m_1 v_{11} - m_{12} v_{12} = F_3 t_3 \\ m_2 v_{21} - m_{22} v_{22} = F_3 t_3 \end{cases} \quad (1)$$

Here $m_1, m_{12}; m_2, m_{22}$, - the mass of the pile and the piece of cotton before and after impact; $v_{11}, v_{12}, v_{21}, v_{22}$ - the initial and post-impact velocities of the pile and the cotton ball, t_3 - impact time (duration).

Since the cotton is at rest when the shock starts $v_{11} = 0$. After the impact, the cotton begins to move with a speed equal to the speed of the pile: $v_{12} = v_{22}$. At the same time, the speed of the belt is slightly reduced when it meets the cotton, but this change cannot be taken into account, since the resistance of the cotton is compensated by the electric motor with additional power consumption. Therefore, the speed of the piles can be assumed to be constant: $v_{21} = v_{22} = \mathcal{G}$.

After the impact, the pile starts to move together with the piece of cotton. Therefore +). And because the cotton is flexible, the pile breaks the piece of cotton in the impact area and pulls it out. Accordingly, the initial and subsequent masses of a piece of cotton can be assumed to be equal: $m_1 = m_{12}$. Given that: $m_{22} = (m_2 + m_1)$

$$\begin{cases} m_1 \mathcal{G} = F_3 t_3 \\ (m_2 + m_1 - m_2) \mathcal{G} = F_3 t_3 \end{cases}$$

Accordingly, the impact force is equal to:

$$F_3 = \frac{m_1 \mathcal{G}}{t_3} \quad (2)$$

The Solution to the Problem

The impact time starts from the time the pile is hit and continues until the piece of cotton is removed from the pile. We consider the sphere of influence of one pile to be up to half of the

distance to the neighbouring pile and the pile in the next row, because, on average, a pile can affect a piece of cotton in such a circle at most. The remaining piece is affected by the next peg. It follows that at the time of impact, the peg travels a distance equal to $s = e$, or the hoop must turn an angle equal to. According to the data, $e = 1100/8 = 137.5$ mm, or taking into account the diameter of the piles ($dk = 12$ mm), $e = 130$ mm = 0.13 m. $t_3 \vartheta t_3 \varphi = \frac{e}{R} \div$

According to the last expressions:

$$t_3 = \frac{e}{v}, \tag{3}$$

Putting the expression in (2.4):

$$F_3 = \frac{m_1 g^2}{e} \tag{4}$$

One of the values to be determined is the mass of the cotton ball. The productivity of the proposed machine is 10-12 tons per hour. This is in kg/sec: $(1012) \times 1000 / 3600$ kg/sec = 2.78 3.33 kg/sec. The equation for productivity (U) is: $\div \div \div$

$$U = \frac{M}{t}, \tag{5}$$

Here M is the mass of cotton, and t is time.

The belt rotation speed is 125 rev/min. The number of revolutions in seconds is $125/60 = 2.083$ rpm. This indicator (γ) is called the frequency, and it is defined as:

$$\gamma = \frac{n}{t}, \tag{6}$$

Here n is the number of rotations.

From (2.3.6) we find the time taken for the belt to rotate once:

$$t = \frac{n}{\gamma}, \tag{7}$$

When $n = 1$, $\gamma = 2.083$ rpm/sec is $\gamma = t = 0.48$ sec.

From (5), we determine the mass of cotton that can be transferred in any time interval at a certain work efficiency:

$$M = U \cdot t, \tag{8}$$

If we put the time in (7) into (8), we find the mass of cotton when the belt has been rotated once.

In the belt, there are 2 rows of 8 in one miller, a total of 16 pegs. The mass of cotton per pile can be found as follows:

$$m_1 = \frac{U \cdot t}{k} = \frac{(2.78 \div 3.33) \cdot 0.48}{16} = (0.083 \div 0.10) \text{ kg or } 83 \boxed{*} 100 \text{ gr.}$$

The belt rotation speed is 125 rev/min. The number of revolutions in seconds is $125/60 = 2.083$ rpm/sec. This indicator (γ) is called the frequency, and it is defined as:

$$\gamma = \frac{n}{t}, \tag{9}$$

Here n is the number of rotations.

From (2.3.6) we find the time taken for the belt to rotate once:

$$t = \frac{n}{\gamma}, \tag{10}$$

When n = 1, 2.083 rpm $\gamma = t = 0.48$ sec.

The linear speed of the milling cutter is found as:

$$v = \gamma \cdot 2.083 \cdot 3.14 \cdot 1.1 = 7.19 \text{ m/s} \cdot \pi d$$

According to the determined impact force:

$$F_3 = \frac{m_1 v^2}{e} = \frac{(0.083 \div 0.10) 7.19^2}{0.13} = 33.01 \text{ } \boxed{\times} 39.26 \text{ n.}$$

This is quite a lot of power. This force will break the seed if it is applied properly. Because, G.I. Miroshnichenko [51; According to p. 58-59], the breaking strength of the seed is 34 Newtons. $\boxed{\times}$

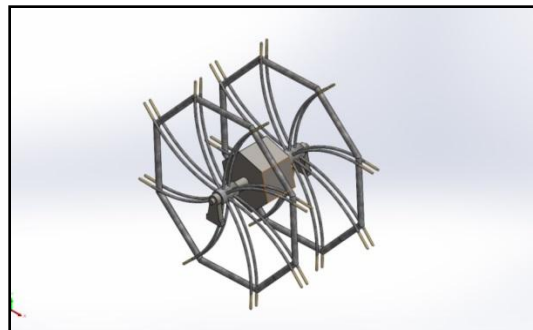


Figure 1. Newly offered double belt

Check the Obtained Values

As seen earlier, each peg hits the cotton layer with great force and removes a piece of cotton of a certain (R) radius from the pile. Of course, this does not cut off a piece of specific shapes and sizes, but its average size is still there. Our observations in the production conditions showed that the size of the cotton particles in the upper parts of the cotton pile is relatively small, and their size increases as it falls to the lower parts of the pile. The main reason for this is that the density in the pile and, due to it, the force of adhesion in the cotton increases from the top of the pile to the bottom.

These calculations confirm that even taking into account the fact that the seed is protected by the surrounding fibres and that the blow directly hits the seed, the borer has a negative effect on the initial quality indicators of the cotton raw material.

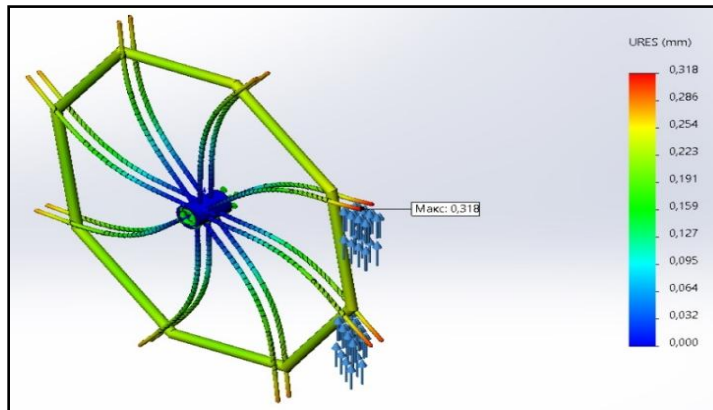


Figure 2 Bending test of the proposed belt

In the picture, the working pile was tested for bending under impact. According to it, it was observed that when we applied a force of 33 N, the working pile interacting with the cotton raw material bent by 0.318 mm (Fig. 2).

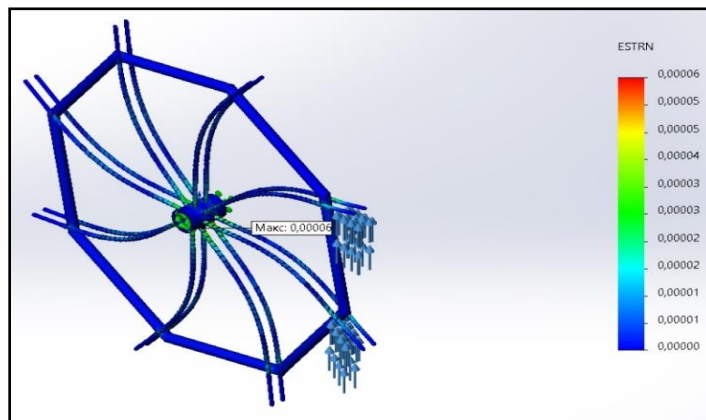


Figure 3. Deformation of the proposed belt

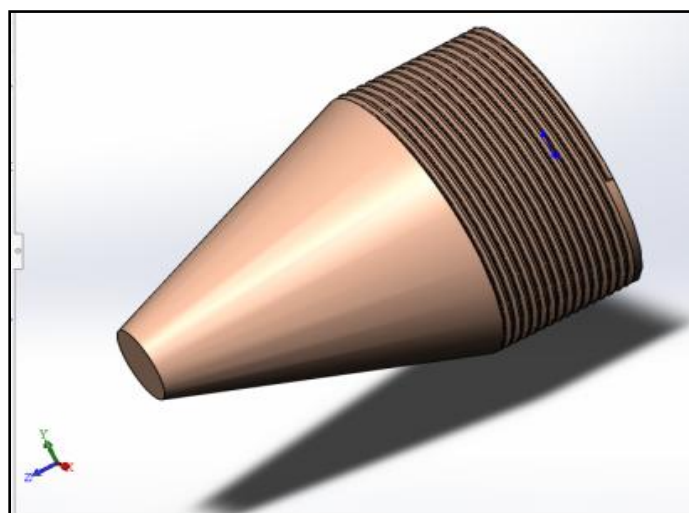


Figure 4. The bronze to be installed on the end of the belt

If the stake hits a metal or solid mineral object with such force, it will spark and create a fire hazard. At the same time, constant impact with the cotton will absorb the piles. Taking these circumstances into account, the pegs are made of non-ferrous metal alloy (bronze, brass).

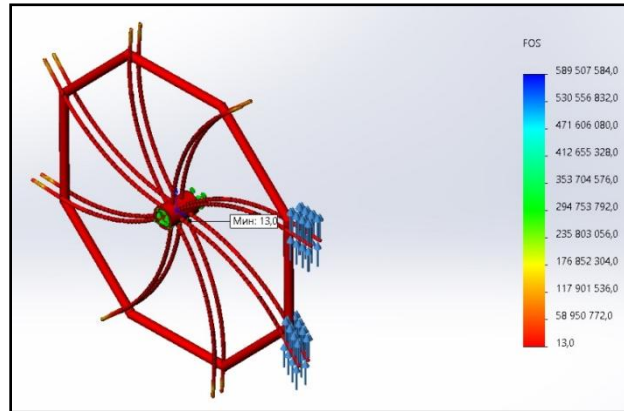


Figure 5. Testing the proposed belt for strength

Analysis of the impact of the proposed structure on the derived value of the force was checked through SolidWorks software.

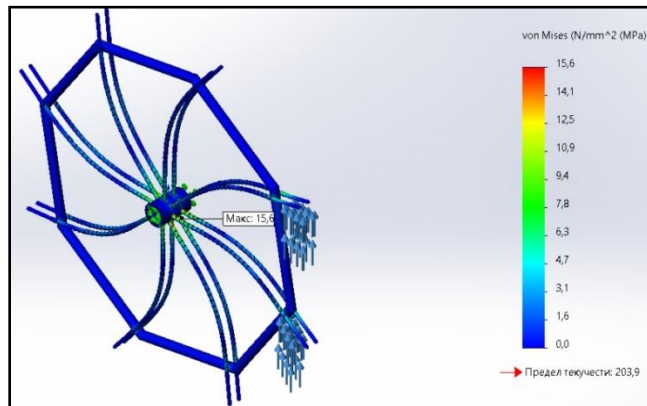


Figure 6. Belt pile strength

According to it, when we applied a force of 33 N to the piles, deformation was observed in the part of the pile attached to the base. According to it, the zinc-enriched steel with a thickness of 14 mm is subjected to a pressure of 15.6 MPa. The pile received a value 203.9 times smaller than the deformation limit. It follows that the strength of the pile is high.

The greatest stress in our shaft was ≈ 15.6 MPa. The largest displacement was ≈ 0.318 mm, and it occurred in the area marked in red, that is, in the middle of the shaft. In the same order, we can study the deformation of the shaft and the strength reserve coefficient. As can be seen from the graph, the minimum value of the strength reserve factor is 13. This is the odds for the stakes $[n] \geq 1.5 \div 2.5$ should be.

CONCLUSION

One of the main problems in the process of spoiling is cotton is the uneven transfer of cotton as a result of moving in large pieces. In conclusion, it can be said that the piles of the Gharam breaker ring meet the requirements for stress, deformation and strength reserves. The geometric dimensions of the pile met the requirement for displacement. Changing the distance between the stakes will cause the fibre to be damaged when the stakes strike. Therefore, the issues of optimizing the geometric dimensions of the double belt parts remain relevant.

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BUKHARA EMIRATE AND RUSSIA
(In The Late 19th And At The Beginning Of 20th Centuries)

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ABSTRACT

The article deals with illegal actions of Turkestan front headed by M. Frunze, who made an armed invasion into Bukhara emirate as a result of which Sacred Bukhara turned into ruin, the struggle between supporters and opponents of new social and economic relations intensified.

KEYWORDS: *Bukhara Khanate, Turkish Fronts, Russian Settlements, New Bukhara, Kagan Group Of Troops, Mladobukhartsis (Youth Of Bukhara).*

INTRODUCTION

In October 1917 in St. Petersburg, as a result of an armed coup and seizure of power, the Soviet system headed by Lenin was established. All events that took place in socio-economic, political and other spheres of life in Russia took place in its former colony Turkestan region. The Bukhara Khanate, while nominally remaining an independent state, was in fact under strong influence and direct interference from the Soviet authorities in internal affairs and foreign policy.

Soviet historiography, one-sidedly covering the relationship between Soviet Russia and the Emirate of Bukhara in 1917-1920, claimed that the Emir of Bukhara pursued a hostile policy towards Soviet Russia. In fact, Soviet Russia saw the Emirate of Bukhara as a center of counterrevolution against the Soviet system and the main pillar of international intervention against the country of the Soviets. Nothing can explain and justify the marching of the chairman of the Council of People's Commissars of the Turkestan Republic F.I. Kolesov to Bukhara in 1918. The Soviet authorities without declaring war or having any reasons undertook a campaign to the capital of the neighbouring state. The attempt to overthrow the Emir was defeated, it was crowned with success of Bukhara wars and the population that rose to the "holy war" against unbelievers. After March events of 1918 mutual relations of the Soviet Russia and Bukhara emirate become sharpened.

The new historical situation has forced opponents of a feudal system in Bukhara in the person of a party of youth of Bukhara to search for supporters from outside, and the Soviet authority actively supported antiemir elements inside the country. Thus an alliance was formed between two forces of internal and external enemies of Bukhara Emir who led to the overthrow of the monarchy in September 1920. The Youth of Bukhara Party and the Bukhara Communist Party have established close links with the Communist Party of Russia and Turkestan. Under the pretext of building up the armed forces and transition to anti-Soviet policy on the part of the

Emir, Commander of the Turkestan front M.I.Frunze began to take measures aimed at protecting the "gains of the revolution.

In the system of measures aimed at preparation of the Bukhara operation a special place was occupied by the defense of Russian settlements away from the railway in the territory of Bukhara Emirate - new Bukhara, Chardzhou, Termez. These cities, especially the new Bukhara (Kagan), were tactically advantageous strongholds for the Turkmen front troops, the loss of which could lead to serious consequences. On August 16-19, the fourth congress of the Bukhara Communist Party was held, which adopted a historic resolution "On the organization of the Bukhara Revolution". The authors of the Soviet period claim in their publications that guided by the decisions of the congress the Revolutionary Committee and the Bukhara Communist Party raised the people to fight against the government, the Revolutionary Committee on behalf of the Bukhara people appealed for help to Soviet Russia. The commander-in-chief of the Turkestan front of the Red Army M.V.Frunze since August, 13th there was a two-week preparation for storm of capital of emirate, forces were distributed, tasks were defined

1. Samarkand group: towards Shahrisyabz, Kitab, Kashkadarya, Karshi and Guzar.
2. Katta Kurgan group: was to take possession of the cities of Khatyrchi and Ziyaddin.
3. Chardzhou Group: was to control Chardzhou, the Bukhara-Termez railway line, the border with Afghanistan.
4. the main task fell on the Kagan group of troops: it included the 4th cavalry regiment, 1st eastern Muslim regiment, 7th rifle regiment - this group was to take possession of Old Bukhara. The 28th armoured train approached Karshy gate of Bukhara (Bukhara-Kagan railway station) and started firing at the city. Only for last 2 days of August 12000 shells were fired on the city. There were planes of "Farman", "Farsel", "Sopvich", "Newpor", "Albatross" brands at Kagan airfield. For three days the city was subjected to air raids, 1/5 of the city turned into ruins.

Amir Alimkhan left Bukhara on August 31 and headed for Gijduvan through MohiKhosa. On September 1, Red Army units entered the city. Members of Alimkhan's family, Alimkhan's mother, sister, wife, three sons and many relatives were arrested before they could escape from Bukhara by storm. Details of atrocities of the Red Army soldiers, robbery and murder are widely covered in scientific historical literature. Here is the stretched "helping hand" of the defeated proletariat to the oppressed people of Bukhara. Export of the revolution to the Emirate had huge socio-economic, political and humanitarian consequences. A long senseless fratricidal civil war started inside the country. The society was divided into two warring camps.

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ANALYSIS OF THE USE OF MODERN GAME BASED TECHNOLOGY IN THE STUDYING PROCESS

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ABSTRACT

A modern school deals with a generation of students who were born and grown up in a digital environment and require other teaching methods. Developing mass media is of social importance in our society. This article discusses the issues of using modern game based technologies in the educational process.

KEYWORDS: *Modern Technologies, Educational Process, Interactive Games, Mobile Application, Web-Sites, Kahoot, Quizziz, Quizlet Live.*

INTRODUCTION

The human mind is developing so much that the process of technization and computerization boldly penetrates not only into various spheres of production, but also into the spheres of culture and education. The rapid development of computer technology has brought the educational process to a new level. This, in turn, emphasizes the need for further enrichment of the content, methods and forms of training with new knowledge and skills.

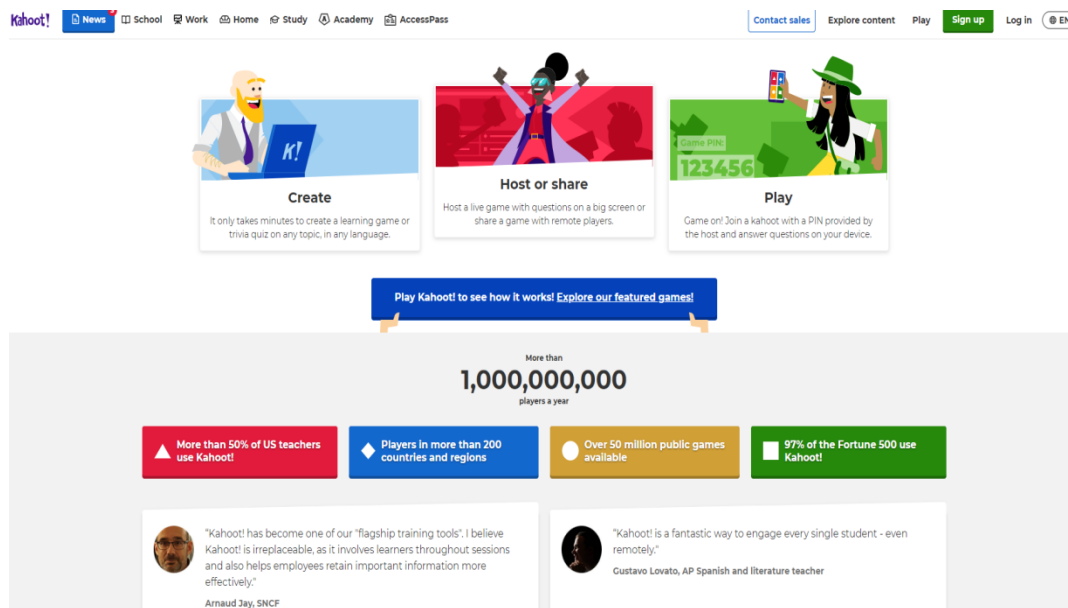
Currently, educational institutions are working on such topical issues as the creation of scientific foundations for new pedagogical technologies, their classification, and the determination of methodological significance. New pedagogical technologies imply the computerization of education, as well as traditional and non-traditional methods. In this sense, the growing computer culture of information creates new relationships in the transmission and reception of information, creates a new type of thinking.

Most commonly used in schools are Kahoot, Quizziz, and Quizlet Live, which provide students with a fun and interactive way to explore their material. All three platforms have their own distinct capabilities that provide a useful path for students to take a lesson. The teacher can create and edit their own games for their students. All three have their advantages and disadvantages when it comes to learning environments [1-2].

Kahoot was one of the original online games where teachers and students could study school materials. The teacher directs and creates each question, and the students answer them as shown on the screen. It's more animated than Quizziz and Quizlet Live, with vibrant colors on the screen and fun music that encourages students to respond quickly to all questions. Players have a

lead table based on speed and accuracy, but its fast-paced music may not help with accuracy either, as they want to respond quickly. Main achievements in this game:

- ✓ Possibility to answer at the same time;
- ✓ There are free templates, with these templates you can choose the type of question you want;
- ✓ The program is very easy to learn and does not require much time to learn;
- ✓ Now let's look at the shortcomings of this game:
- ✓ The game depends on the speed of the Internet, in which some students may be left behind;
- ✓ It is easy for students to see and copy each other's answers;
- ✓ Here are some features of this game;
- ✓ Ghost mode. Each student remembers how he wrote each question. When you play the game again in ghost mode, previous attempts are shown as "ghosts". Students can compare their current efforts with previous ones and see how they have evolved;
- ✓ Mobile app. This versatile app lets you create Kahoot;
- ✓ Friendly nickname generator. The generator allows students to choose one of three suitable nickname options.



Picture 1. Options of the Kahoot platform

Quizizz has also become a staple for teachers in their classrooms. It's almost the same as Kahoot, except that students can read selected items on their devices. Like Kahoot, Quizizz puts students at the forefront[3]. The game isn't as lively or musical as Kahoot, but it does give students a good starting point to see their improvements. Main achievements in the game:

- ✓ It's student speed. No one will be disappointed because their device doesn't load the game fast enough to compete.

- ✓ Teachers can display the Student Achievements Dashboard on the projector to see each student's progress and see at a glance how many questions were answered correctly/incorrectly by the class.

And now let's look at the shortcomings of the game:

- ✓ If everyone answers different questions at different times, you will lose some excitement.
- ✓ Unlike Kahoot, students are asked a different order of questions, which, in turn, may seem boring.

Peculiarities:

Memes. These funny message pictures are a real treat. They are displayed after answering a question to show if they are right or wrong. Quizizz even lets you create your own. You can use their preloaded images or upload your own [4-5].

Homework mode. Students do not have to play live. You can use the homework mode to set the set time.

Add audio, images, and math equations. When creating a new question, use the icons next to the question you are writing. Math button loads a math symbolic keyboard. The Media button allows you to upload an audio or image.

Quizlet Live is more focused on dictionaries than other gaming platforms. Students are invited from their places to randomly organized teams that have the opportunity to interact with other students to win the game. Each team player is given a set of words that matches the description, and all teams try to answer all the words listed first. However, Quizlet Live isn't very useful for grammar or other types of non-vocabulary questions. Achievements for this game:

- ✓ Teamwork and communication.
- ✓ Every time a new game.

And now let's look at the shortcomings of the game:

- ✓ To play you will need at least six students (two teams of at least three students) and at least six cards in a set of cards.

Peculiarities:

- ✓ Real team game. This is the best way to collaborate in a game demonstration class. One student can dominate the Kahoot team game or a quiz. If each student has more than one correct answer, everyone will have more opportunities to participate;
- ✓ Built-in mechanism. Students are divided into small groups and encouraged to work with their partners. It stimulates physical movement by mixing the environment, which improves cognitive function [6].

In a recent FVHS student poll, Kahoot came out on top with 50% of the votes for his passion and speed, which seems to improve the learning experience. About 42% of students chose to use Quizizz. Many people like the lightness, ease and the ability to take the test at their own pace. The rest (8%) preferred Quizlet Live.

Quizizz, Kahoot, and Quizlet Live are useful, interactive, and fun ways to explore or analyze any concept, each with its own advantages and disadvantages. All three search functions allow you to find and edit games already created by others.

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ANALYSIS OF TRANSLATION TECHNIQUES AND QUALITY OF TRANSLATED TERMS OF MECHANICAL ENGINEERING

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ABSTRACT

The intention of the work is to illustrate some points of translation techniques that specialized in mechanical engineering. Also, as technology is quite important currently, the article demonstrates some techniques to translate the terms and phrases which describe mechanical engineering.

KEYWORDS: *Translation Techniques, Direct Translation Techniques, Indirect Translation Techniques, Mechanical Engineering.*

INTRODUCTION

Language is the most important part of society as it represents the entire culture, literature, lifestyle as well as many other parts of the nation. As a consequence, learning and teaching a foreign language are significant in their place. With this reason, currently the government is paying attention to teaching a foreign language. Because when young generation is aware of a foreign language, they would have a great number of opportunities to improve their life. Not only their personal life, but also the whole country will be flourished through learning a foreign language. So, during learning a foreign language, learners get informed about the history, literature, science, tradition, life style of the nation, politics, media and many other parts are taught automatically. With this knowledge, the young learners can exchange the life experiences or learn something else.

Translation is an essential part of learning and teaching a foreign language as it gives the whole meaning to people who are unaware of the language. A translator should know a lot about the language and the nation in order to get correct translation. Because there are many differences and similarities between two countries and their lexicology. There are multiple methods and techniques for translation, particularly when it comes to fields like mechanical engineering, aerospace engineering, agriculture engineering, biomedical engineering, computer engineering, environmental engineering, health and safety engineering, mining and geological engineering, nuclear engineering, and many others. Depending on their nature and range, they all contain specific words and phrases. It takes industry expertise to translate words from English into Uzbek, for example. As a result, the translation process runs into a number of issues. For instance, it is simple to find the translation for some engineering words because they have Uzbek analogues. Additionally, some terminologies are used directly, thus translation is not an issue. For instance, the words for "electricity", " adhesive", "plastic," "temperature," and others are written in Uzbek as "elektr toki", "elim", "plastik" and "harorat" respectively.

MATERIALS AND METHODS

Translation is when one transfers the meaning of a text from one language into another. While translator chooses one method for the whole text, there are many ways and techniques that can be used for individual words and phrases. When the translator chooses the right technique, he can convey each linguistic element in most accurate way.

Mostly two types of translation techniques are known. They are:

- 1) Direct translation techniques
- 2) Indirect translation techniques.

As for direct translation techniques, the translation techniques are used to translate documents and best translation can be achieved. Moreover, there are some sub-types of direct translation techniques too.

1. Borrowing – it is where the words are taken from the source text directly and carried into the target language. This way is used when no equivalent is found in target language, for example, food or clothing. Mostly, this shows traditional words like “xontaxta” in Uzbek, “table” in English; “choyxona” in Uzbek, “pub, bar” in English. Furthermore, there is a great deal of words and expressions which were borrowed that have become part of our everyday language. If the words are not common in the target language, definitions are given or the words are written in italics. For instance: Café (French), hamburger (German), kimono (Japanese) and kimchi (Korean). Regarding the scientific and technical terms borrowed through the Russian language taking into account the syllables of the Uzbek language, the terms were pronounced and reflected together with vowel letters: barometir (barometer), iliktir (electricity), metir (meter), termometir (thermometer). The rules regarding the terms borrowed from the Russian language are valid not only in their spelling in the Uzbek language (taking into account that in the Soviet period the Uzbek alphabet was based on the Cyrillic alphabet), but also in the pronunciation the rules of phonetics of the Russian language have been preserved. The following international terms, where the orthography of the Russian language was preserved, can serve as proof: absorption, accumulation, condenser, electrochemistry, gasometer, identification, which were borrowed from the English language.
2. Calque or Loan translation - this is the literal translation of phrases from one language into another, creating a new term in the target language. In other words, this is the literal translation of borrowed words. For example, The English term ‘skyscraper’ is translated as ‘gratte-ciel’ in French; and “osmon o’par” in Uzbek; “небоскре́б” in Russian. The most productive affix in the Uzbek language when translating scientific and technical terms is -gich: cooler - sovutgich, ulchagich - meter, melter - erythgich
3. Literal translation – when it is used, each word is translated directly. The target text must be idiomatic and could retain the same word order, meaning and style as the source text. This technique can be only used with languages and cultures that are extremely close to each other. Example: The English ‘I want a glass of water’ would be translated literally as ‘Je veux un verre d’eau’ in French and “Я хочу стакан воды” in Russian, “Men bir stakan suv xohlayman” in Uzbek etc.

The next translation technique is Indirect Translation technique in which indirect or oblique translation techniques are used when the two languages and cultures are further apart. These techniques change structural and conceptual elements in order to preserve the meaning. It has got also some subdivisions as followings:

1. **Transposition - which** involves a shift from one grammatical category to another and it preserves the meaning. Frequently, this translation technique is between languages with different grammatical structures. Examples: The French sentence, ‘Je l’ai vu avant la rentrée’ can be translated into English as ‘I saw her before school started.’ This changes the noun ‘la rentrée’ into a verb however it doesn’t happen in the translation period of Uzbek, “Men uni mktab boshlanishidan avval ko’rgan edim”.
2. **Modulation** - involves a change of perspective, adjusting that has been written in order to show and express the same idea and preserve the meaning. This translates the text in a way that conforms to the natural patterns of the target language.
3. **Equivalence or sometimes called as Reformulation – it is** similar to modulation which allows you to preserve the meaning of an expression, name or proverb by finding a target language equivalent.
4. **Adaptation** - also known as cultural substitution or cultural elements of the language are replaced with an equivalent cultural element of the target language. This makes the text more familiar and easier to understand, especially with units of measurement.
5. **Compensation** - compensates for being unable to translate a nuance or phrase in one specific place by expressing the information at another point in the document. While the English language only has one way of saying ‘you’, French has both ‘tu’ (informal) and ‘vous’ (formal), in Uzbek “siz” “sen” (“siz” is used to show a person both in singular or plural. When it is used in singular it expresses the respect for the listener). By making specific word choices elsewhere in the text, the translator can compensate for the loss of nuance.
6. **Reduction - when** reduction is being used, the translator chooses to remove any words forming the original text which are considered redundant in the target language.
7. **Expansion – it is the** opposite of reduction; this is when words are added in order to preserve and keep meaning. This can be due to differences in sentence structure, grammar or terminology.

RESEARCH AND DISCUSSION

Choosing the right techniques for the best translation is a bit complex action as it requires great knowledge and good decision from the translator. so, the right style of translation technique varies on a case-by-case basis, taking into account the text type, target reader and end purpose of translation.

To translate terms and words of mechanical engineering, translator is accepted to have the knowledge of the foreign language and mechanics as well. However, many words and expressions are not translated from one language into another so it is sometimes helpful for the translator. But in this case translator should give definitions for the given new word. Here transposition, modulation, equivalence, adaptation translation techniques are better to use

according to their features. The best of all is giving the definition as it is more reliable to express the meaning of the mechanical item. For instance:

1. Air handler – An air handler, or air handling unit (often abbreviated to AHU), is a device used to regulate and circulate air as part of a heating, ventilating, and air-conditioning (HVAC) system. [1.1]
2. Air compressor – is a device that converts power (using an electric motor, diesel or gasoline engine, etc.) into potential energy stored in pressurized air (i.e., compressed air). By one of several methods, an air compressor forces more and more air into a storage tank, increasing the pressure. When tank pressure reaches its engineered upper limit the air compressor shuts off. The compressed air, then, is held in the tank until called into use. [2.1]
3. Air conditioner – Air conditioning (often referred to as AC, A/C, or air con) is the process of removing heat and moisture from the interior of an occupied space, to improve the comfort of occupants. Air conditioning can be used in both domestic and commercial environments. [3.1]

Many other words and expressions can be given in this way and these definitions are given according to their functions.

Some techniques are very important to translate mechanical engineering lexicology, here are some of them: experience, clarifying the text, choosing a specialization, having a clear knowledge and style, computer assistant translation and one should be a good writer, not only a good translator in order to have meaningful context.

CONCLUSION

In conclusion, engineering is a significant field where translation is required extensively. Technical papers as well as documents need to be clear and precise in translations that preserve the initial meaning of terms. In the engineering industry, translation will be required in many positions and situations. Some examples for it: technical drawings, operating manuals, different plans, technical patents, technical reports, engineering specifications, safety manuals and academic work regarding the topic. It must be specified that it is quite essential for the translator to master perfectly the engineering terminology and to have extensive knowledge about the topic. Of course, there are a lot of techniques that will make the life of the translator much easier. We have had discussion a few of them in this research.

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MECHANISM OF THE PROCESS OF ORGANIZATION OF COMPUTER AND INFORMATION TECHNOLOGY LESSONS THROUGH MEDIA TECHNOLOGIES

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ABSTRACT

Organization of the teaching process of informatics and information technologies on the basis of media technologies is presented. It is impossible not to recognize that the role and possibilities of media technologies have increased several times in the current era of globalization and the informational conditions of the society. Of course, the need of the time shows that this is also important from the pedagogical point of view.

KEYWORDS: *Media Technology, Media Education, Media Literacy, Media Competence, Model.*

INTRODUCTION

One of the main tasks in the teaching of informatics and information technologies and the organization of the educational process is to use media technologies to attract students to education. It is impossible not to recognize that the role and possibilities of media technologies have increased several times in the current era of globalization and the informational conditions of the society. Of course, the need of the time shows that this is also important from the pedagogical point of view.

In recent years, despite the large-scale reforms carried out in the field of information of society and education, the provision of quality educational services, the development of science and technology, and the significant scientific work of our scientists on the use of information technologies in the teaching process, the development of the mechanism and technology of the information of education, the creation and use of electronic educational resources and implementation issues are very pressing.

The issues of information of the educational process are related to the fact that the Ministry of Innovative Development of the Republic of Uzbekistan started working on November 29, 2017 in accordance with the Decree of the President of the Republic of Uzbekistan "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan" No. PF-5264 dated November 29, 2017. [1] Also, in December 2019, the Scientific and Technical Center started working under this Ministry, which also led to the acceleration of the ongoing reforms. [1]

It is the task of the informatics teacher to form the competence of students to work independently with a computer, to search for, analyze, sort and systematize information according to content and complexity level.

Of course, the media technologies used in this regard play a key role in the formation of practical skills and competencies in this field. For example, the role of multimedia media technologies in this regard is incomparable. The word multimedia is used in English as "multimedia" and in Russian as "multimedia" and has the following meanings:

1. Derived from English: multi - many and media - carrier, environment. A combination of sound, image and texts, which are carriers of information in various forms.
2. Visual and audio effects combined in interactive software control. Usually this means a combination of text, sound and graphics, and more recently animation and video. Multimedia web links and compact discs are descriptive, if not more important, feature hyperlinks.
3. A set of hardware and software tools for working with video and sound. Computers with multimedia usually have a powerful video system, the ability to add VCRs and video cameras, hardware to capture images and write them digitally to a hard disk, and overlays. In addition, they have the ability to add a sound board for sound reproduction and synthesis, transmission for reading information from a compact disc, and an acoustic system.
4. The technology of providing information of the desired type in a complex manner. Multimedia together provides image processing, speech processing and document processing. This allows the screen to output an image along with text and sound. One of the important areas of multimedia is the creation of educational systems.

Based on the above-mentioned points, it is appropriate to outline the essence of the mechanism of the process of organizing informatics and information technology classes in general secondary educational institutions with the help of media technologies (see Figure 1).

From the analysis of available scientific and research resources on the development of media and media technologies, informatics and information technologies, it can be seen that great positive changes and achievements have been achieved in the development of education informatization and media education in our country.

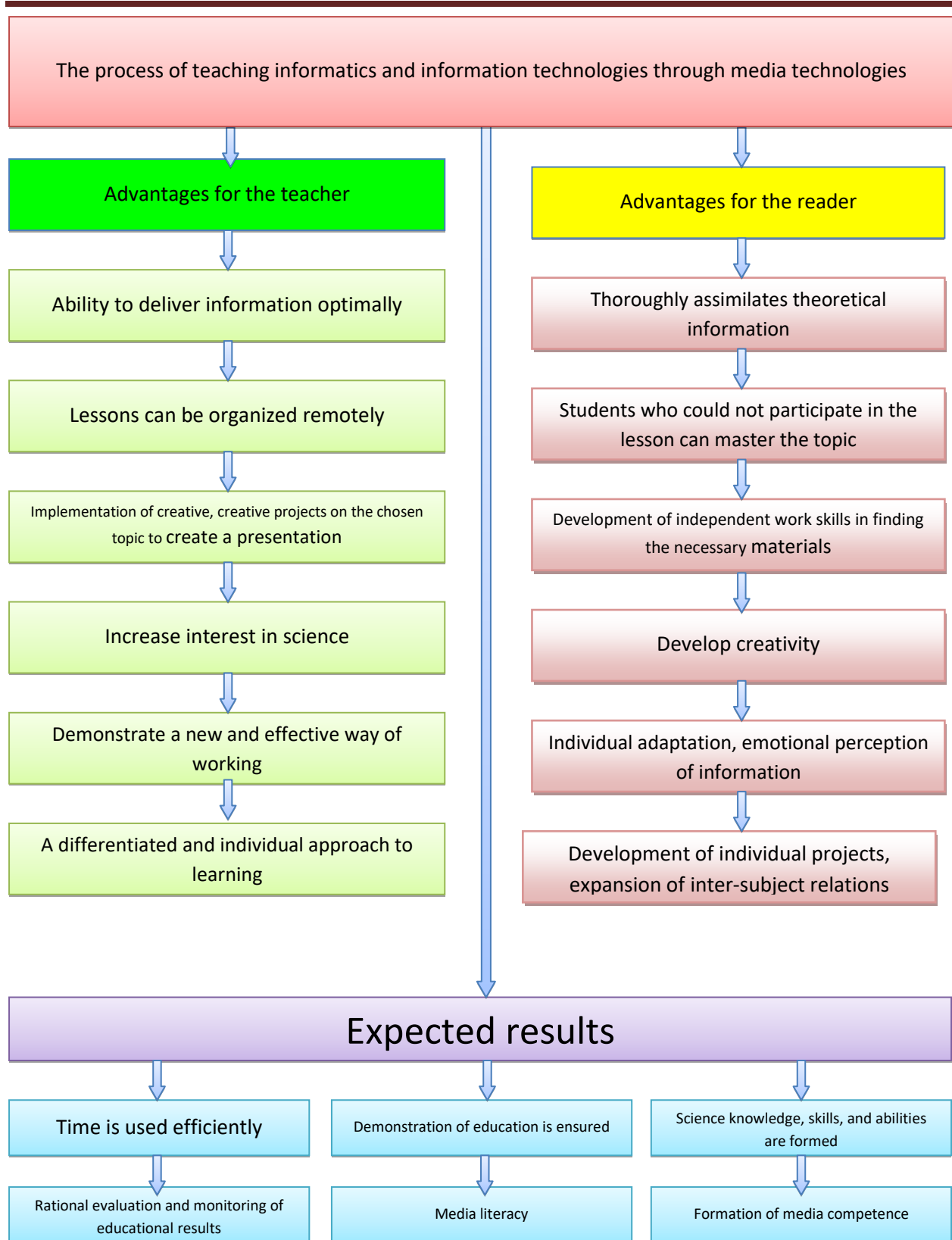


Figure 1. Mechanism of the process of organization of computer and information technology lessons through media technologies

Presenting the advanced theoretical and practical ideas of the existing media education model, the media education system has a well-developed mechanism for its effective implementation in teaching practice.

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WAYS OF USING INTERSUBJECT INTEGRATION IN BLOCK LESSONS FROM LITERATURE

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ABSTRACT

The article analyzes the issue of improving the content of literary education by organizing block classes and using inter-subject integration. By blocking several subjects close in content, the ways to achieve creative cooperation and exchange of experience of science teachers, as well as the importance of students in developing the skills of a comprehensive approach to the given problem are described.

KEYWORDS: *Integration, Inter-Subject Integration, Block Lesson, Picture, Color Image, Subject, Composition, Coloring.*

INTRODUCTION

Recently, special attention has been paid to the issue of organizing lessons in a block (an integrated part of something [8; 161]) in collaboration with teachers of different subjects. A block lesson is a form of integrated education as a result of harmonizing the content of the curriculum of certain subjects. Integration (integer - from the whole word) is an innovative approach to education, which means guaranteeing the quality of teaching based on the interaction of disciplines, their influence on each other, and the achievement of a high level of interdisciplinary harmony. Integration is the process of moving to a comprehensive study of existing events, knowledge and concepts related to them.

The Main Part

Pedagogical integration problems are discussed in the researches of various foreign and Uzbek scientists such as A.S. Belkin, A.P. Belyaeva, V.D. Semenov, I.P. Yakovlev, G.I. Ibragimov, R. Safarova, P. Musayev, R. Ahliddinov, Yu. Mahmudov, B. Abdullayeva, K. Mavlonova. even if it is observed that the structure, functions and mechanisms of integrative training are not fully developed.

According to the researcher M. Inomova, the benefits of block lessons in a new interpretation are "to study various events and phenomena in life, knowledge about the world not from a single template, but to study them as a complex whole" [3; 50]. In fact, conducting block classes is a serious pedagogical event that requires careful preparation and a creative approach. This type of training meets the needs of students related to acquiring independent learning skills and showing personal initiative. Block lesson stages determine the topic and form of the lesson; distribution

of assignments on lecture, abstract, information topics individually or in groups; will consist of planning general methods related to the topic.

In block lessons, the harmony of related subjects is ensured, and a whole set of problematic situations is created based on a common theme. In the process of integrated education, which is based on the combination of disciplines, pedagogical activity is organized in cooperation with a specialist in this field. In the planning of integrated lessons, it is necessary to combine the harmonious aspects of the curricula of the subjects, the sequence of topics, and their mutual compatibility. The effectiveness of this type of lessons is manifested in the correct integration of programs, chapters or topics related to several educational subjects or subjects, the use of innovative technologies in the design of the educational process, and the basis of creative relations between educational subjects.

The possibility and success of blocked classes depends on the experience of the teacher in working with the text, the potential of students, the level of preparation; it depends on how well the methods and methods of organizing independent and creative work are chosen. It should be noted that the topics chosen for integrated classes should be relevant, multi-problematic, and interdisciplinary communication should be natural. The unification of two or more subjects around a single topic or common issues determines the way to increase the level of education and knowledge of students, to activate the synthesis of knowledge, to understand the overall picture of the world, the interaction and connection between people. As a result, these relations are considered as a whole and within concrete examples.

Logical consistency is a key feature of integrated learning stages. That is why it is important not to ignore the practical issues that may arise in the planning of specific tasks for each stage and the achievement of the intended goal. For this, proper integration of disciplines; get to know in detail the educational programs of blocked subjects; identifying common points between topics; determining the purpose of the lesson in accordance with the requirements of the state educational standard; selection of forms, methods and tools that are effective in forming educational activities of learners; it is necessary to take into account such things as lesson planning.

Considering that it is effective to organize the literary education process on the basis of integrative programs and textbooks, in this regard, integration is based on the sequential presentation of topics, the creation of mutually harmonious points in the curricula, modularized, inter-subject integration and integrative it can be noted that the use of programs saves students' time and effort, prevents unnecessary stress, lowers the cost of textbooks, and has a positive effect on reducing the volume. This article describes the content of organizing block lessons based on inter-subject integration, aimed at harmonizing educational materials of one subject with similar educational materials of another subject. In particular, the issue of integrating literature with a topic close to the subject of visual arts is discussed.

Only teachers with sufficient pedagogical experience can apply for block classes. For example, combining the block lessons organized from literature with specific, polytechnic or aesthetic subjects, the properties of the material world, the structure of bodies, the scientific or artistic interpretation of natural phenomena, culture, art has great potential in mastering mother and values. Block lessons on the integration of literature and visual arts, based on the combination of educational materials from these two disciplines, enable students to "aesthetic analysis of the

reality reflected in the work of art; ...to be able to feel and express in words the artistic charm at the heart of a painting" [7; 123] serves to develop skills.

Naturally, expressiveness has a special place in conveying to students the characteristics of a certain writer's personality or creativity. In this case, along with natural visualization, film, music, and color samples have a positive effect on students' senses (sight, hearing, skin, and organic). Therefore, in this regard, as the pedagogue scientist Ya. A. Komensky pointed out, "Everything possible should be conveyed so that feelings can be felt" [4; 384].

From this point of view, the approaches required by the nature of the studied work are effective. This article talks about some aspects of the use of visual arts in the process of literary education that are not paid much attention to. It is necessary to design the lesson with the aim of making the students see the diversity of educational materials as a whole, to find the unknown aspects of the known, and to guide them from knowing to knowing again. Also, the issue of correctly defining the objects related to the issue under consideration and creating an understanding of the aspects that are compared in them is also taken into account.

"Tong otmoqda" by well-known artists RaufParfi [7; 125] and AkmalNur's works "Munavvar Tong" are suitable for study according to the scope of the topic, ideological and educational features. It should be noted that the study of the work "Munavvar Tong" as an example of the works of the landscape genre creates a basis for filling the gaps related to the reading of works of visual art, analysis and synthesis of their content at different stages of education. .

If we pay attention to the content of the poem "Tong otmoqda", the image of the waking being in the morning is expressed in simple and unusual allusions in wonderful lines:

Tong otmoqda, tong o‘qlarotar,
Tong otmoqda, quyosh – zambarak.
Yaralangan Yershariyotar,
Boshlaridayashilchambarak.

At first glance, the Sun is a "cannon", its rays are "arrows". The symbol of life, vitality, "green belt" is reflected in the image of trees and grass sprouting in the expanses of mother earth. In the second paragraph, one can feel its embodiment in a philosophical observation about the purpose of living, the meaning of life, confidence in the future, striving for new goals:

Tong otmoqda, musaffotonga
Yuraginitarodamlar.
Shu tong uchunkelganjahonga,
Vashu tong deb o‘tarodamlar.
Tong otmoqda... [6; 81].

Proportion of form, tone and colors in the process of teaching the landscape genre in fine art classes; peculiarities in the expression of leaves, flowers and fruits of trees and plants; the role of colors in people's lives; primary and secondary colors; achromatic and chromatic colors; warm and cold colors; The content of concepts such as color contrast is covered according to the plan in the classroom section. In this regard, DTS and educational programs set the necessary qualification requirements for students.

In the analysis of the work "Munavvar Tong", it is necessary to give students an idea about the idea put forward by the artist and the criteria used in creating the picture. Then it is advisable to work on the following:

a) familiarity with the reflection of reality using artistic means; b) separating the components of the subject; c) clarification of the symbolic meaning of the elements; e) studying the schematic layout of the image; f) creating concepts about the artistic alphabet of the work.

In the subject of the painting, the landscape, trees, river, horizon line, birds and plants are shown in a certain order. After all, "when working on the landscape genre, the near, middle and far objects are mainly placed in three views. Close-up objects are drawn more clearly, distant objects are drawn lighter. In order to describe correctly in these views, first of all, it is necessary to carefully observe the scene and when describing it, it is necessary to take into account that the distant objects are small compared to the near ones, and according to the rule of aerial perspective, the distant objects are duller and paler in color and tone compared to the near ones. "seems" [5; 41].

Determining the symbolic meaning of these elements is carried out in the next process. Two large trees and then one small tree are brought to the foreground in a logical sequence. The smooth progress of the river water is a sign of tranquility, and the airy color is a sign of the calmness of existence, the transparency of the morning. The composition of the work is made asymmetrically, and the elements on the right side have taken on the task of zalvaron. For example, a pair of trees in a sequence can be compared to a parent, and a young seedling after them can be compared to a child. So this is a triple family symbol. A child is a continuation of life. The idea of love for the family, Motherland and nature is assigned to the image of two birds that have settled on a branch of a tree in the form of a mother.

Morning is the repeated beginning of time (life), the vision of renewal. River is life, water is its continuation. The measure of life is shown on the horizon line. Nature is close to the Motherland. Light blue was chosen as a symbol of peace. Regarding the symbolic content of the picture, the opinion of the specialist S. Bulatov is noteworthy: "Still water prompts the passing of life quickly, in an instant, that is, encourages people to appreciate life and time. Dawn means a new day, life and the need to appreciate each day. The horizon line ... means that human life is also limited, everything has a limit and an end. And nature means Motherland, land. And the prophet referred to peace, tranquility and quietness. And in plants, how beautifully created the existence is expressed, protecting them like the apple of an eye" [2; 48].

Although the sun's rays, an important factor in the dawn of the landscape, are not polished, its function occupies a leading position in the subject line. In this regard, as S.F. Abdirashidov rightly stated, "The nature surrounding us is extremely beautiful and attractive. Under the rays of the sun, a natural light source, everything has its own color and appears in bright colors. The white light of the sun is actually complex, and the beauty of the universe, that is, the greenness of spring grass and leaves, the blueness of the sky, and the color of flowers all depend on it" [1; 187].

It seems that the artist was able to skillfully add such noble qualities as purity, brightness, peace, unity, and responsibility to the image of the morning. We will use the following table to make these aspects more vivid in the reader's imagination:

Expression commonalities	of Comparative analysis	
Genre	Poem	Landscape
Title	It's dawn	Bright morning
Author position	Dreams and feelings are expressed in words through allusions.	Joy, light and beauty are transferred to colors and shapes.
Details	Globe (universe, movement), endless expanses (green belt): herbs and flowers. It embodies the meaning of birth, living, dream, goal and striving for it.	The horizon, trees, river, birds: feelings such as ease, kindness, unity and love adorn the life's details.
Color (in cold colors)	Green means life.	Light blue - pure spirit, morning coolness..
Content	A clear morning sows the seeds of goodness in people's hearts and inspires them to new goals.	Love, loyalty, refinement and purity have acquired a holistic meaning under the name of enlightenment.
Conclusion	It is necessary to appreciate life and people around. To feel and preserve beauty, to treat nature carefully, to respect each other is an important condition of humanity.	

Summary. Therefore, block lessons on the combination of two or more closely related subjects require the correct integration of the subject content, the careful preparation of the lesson plan, the provision of creative cooperation between educational subjects, the effective form, method and methods of teaching. rational selection of tools and their practical application, as well as creating optimal conditions for acquiring new knowledge. Also, common components in the content of subjects serve to educate students in the spirit of national and universal values, to develop the skills of perceiving spiritual beauty and sophistication, nature and the sense of belonging to society through artistic texts.

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KHOJA'S EPIC "MAQSAD UL-ATVOR" AND ITS PLACE IN UZBEK LITERATURE

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ABSTRACT

In this article, the properties of weight used in Khoja's epic "Maqsad ul-atvor" and the measurement possibilities used in it were analyzed. The relationship between weight and theme in the epic was studied. Instead, there was a reaction to the existing ideas in literary studies.

KEYWORDS: *Epic, Genre, Weight, Aruz, Masnavi, Hazaj.*

INTRODUCTION

In Uzbek literature, Podshoja bini Abdulvakhobhoja (literary pseudonym Khoja) also created the epic "Maqsad ul-atvor" in the direction of "Makhzan ul-asrar". This epic of his is written in the style of introduction to Nizami Ganjavi's epic "Makhzan ul-asrar". Hasankhoja Nisari informs about this in his "Muzakkiri ahbab" tazkir: In the beginning of "Makhzan ul-asrar" they classified a book called "Maqsad ul-atvor" and this verse is from that book. Byte:

Til kim emas zikrini aytmoq ishi,

Ne deyub oni og'ziga olg'ay kishi [Hasanxo'ja Nisoriy.5:275].

A. Tahirjanov, the deceased orientalist from Leningrad, managed to find two manuscript copies of "Maqsad ul-atvor". "This autograph consists of 72 pages, the size of the manuscript is 13x20: each page has 12-13 lines written in two columns. The second manuscript - 59 pages, the size of the manuscript is 12x19. After comparing both copies and reconstructing the text of the work, it was found that the number of stanzas in it is 1908.5, i.e. 3917 verses" [Tahirjanov A. 3:70]. A part of the epic was published in 1982 by M. Mirzaahmedova in the collection "Cry of the Centuries". "In addition to the social and political events of the time, the moral and educational views of the poet were expressed in it" [Mirzaahmedova M. 2:68]. We used this source to formulate our work. The epic "Maqsad ul-Atvor" was written in 1528 as a dedication to Sultan Jonibek.

Oting erur Jonibek,ey shahriyor,

Xon ila xoqonsanu ham shahriyor.[Xoja. 4:60]

Using the khoja tajnis, young Jonibek sings the praises of the sultan. He explains that the king's horse is Jonibek, and that both the khan and the king, as well as the city, help him. The saga consists of 7 introductory chapters, seven "Articles", fifteen "Tanbeh", and "Munojot" chapters.

Each chapter concludes with an example and a theme. In the chapter "The reason of this verse of the book" of "Maqsad ul-Atvor".

Rahbari bu fanda Nizomiy edi,

Pir onga Xisravu Jomiy edi

Hotifiy erdi biri ul qavmdin,

Biri Navoiy edi bilgil yaqin.

Andaki tartibi kalom ettilar,

Har biri bir "Xamsa" tamom ettilar.

Manga yetushganda bu ish navbati,

Bo'ldi manga borisining himmati[Xoja.4:62]

stanzas like The leader of this science, Nizami, Khusrav and Jami, who is closer to him, and Navoi is close, says that each of them created "Khamsa". When it was Khoja's turn to do this job, he said that all of them showed their efforts. From this it can be understood that Khoja has no intention of creating "Khamsa". In the epic, the poet says that the title of the work is "Maqsad ul-Atvor":

Maqsa-d+u+l+at+vor(i) qo'yib|otini,

– V V – / – V V – / – V –

Shuhrai shahr|etdi-m+oning/zotini [Xoja. 4:63].

– V V – / – V V – / – V –

So, Khoja named the epic "Maqsad ul-atvor", he wanted it to gain fame. The musaddasi of Dostan sari'i matvii is written in Makshuf measure. Marked positions are read according to weight. The basis of the epic is its articles. In particular, the sultan considers it one of his main tasks to defeat his opponents and stay close to the people of knowledge, saying "the kingdom is prosperous with justice and the palace is prosperous with happiness for the sake of the oppressed", "grace the needy with generosity, help the sick with compassion". He can be called fair like Noshiravon and generous like Khotami Toy. In these articles, similes and metaphors are widely used interchangeably.

In Alisher Navoi's "Hayrat ul-Abror" saga, stories about Hotami Toy and Noshiravon are presented in articles 5 and 6. Although the plot lines of the stories are different, their content brings the stories closer to each other. With this feature, Khoja Navoi may have been influenced by "Hayrat ul-Abror". Maybe that's why Khoja calls Navoi "close" to him. The parable of Noshiravon in "Maqsad ul-Atvor" begins with the following verse:

Odi-l+erur|bahr(i)da No'|shiravan,

– V V – / – V V – / – V ~

Adli ila|tuzili-b+er|di jahon

– V V – / – V V – / – V ~

In this verse, the justice of No'shiran and the creation of the world with his justice are described. Khwaja ensured that the verse was created in the weight of the sari'i musaddasi matvii mawquf by using the original ridfi murdaf rhyme in the verse.

One day, Noshiravon makes himself sick in order to examine his property. Then he says that only a brick brought from the old building can cure his pain. Hearing that there is a cure for the king's disease, the people scatter in all directions in order to find the brick of the old building. But no matter how hard they try, they cannot find the brick. Then they meet an owl on the road and ask him the question that has been bothering them. Because of the justice of the king, the owl is sad that there is no ruin, that there is no space. Then the owl

Dahrdanvayrona na topilmas ayon,

Aylasang oning ichida osh'yon [Xoja. 4:67]

answers. When they told the story to the king, he was happy that he had established justice in his country.

The story of Hotami Toy in "Maqsad ul-atvor" is also unique. It tells the story of a man who wants to share his possessions with the poor and those around him. One day the king wants to test him. He had a horse that was "dulduli soni" and "couldn't even reach his rear." The king asked for this horse and sent an ambassador to him. He welcomes the ambassador with an open face. The ambassador explains why he came at the table. Then Hotami Toy said to the ambassador:

Dediki: _Kech kelding esa oyu qoy,

Topmadimu, dedim, o'shal otni suy [Xoja. 4:69]

states that he said. When the ambassador heard this, he said, "This is generosity, commitment, kindness, and kindness" and praised his hospitality.

The continuation of "Maqsad ul-atvor" consists of 15 "reprimands" and prayers. In them, mainly, qualities such as not being oppressive, not taking revenge on wealth, and being patient and persistent are highlighted. The saga ends with the episode "Hikmati Hakim". In it, the poet states that "pandu is advice, munshii state is his many words". Literary critic Mirzaahmedova Khoja wrote this epic poem dedicated to the young Jonibek sultan, so the advice is aimed more at officials and rulers: the ruler should be generous, benevolent, and fair, and should not allow any flaws in his personal behavior, and in the presence of this flaw, he emphasizes that it should not affect the correct and sincere relationship with the people [Mirzaahmedova M. 2:69]. At this point, we agree with the opinion of the scientist. Because we consider it natural for the reader to have similar feelings after reading the epic.

Scholar D. Yusupova emphasizes the extreme importance of accent in the text [Yusupova D. 6:101]. The weights of sari'i musaddasi matviyi makshuf and sari'i musaddasi matviyi mawquf, which are typical for epics in the direction of "Makhzan ul-asrar", are not an exception. Of course, emphasis is used in the epics in the context of weight and content. If we consider Khoja's definition of the word from the "Admonition" part of the epic "Maqsad ul-Atvor":

Ki'mki olur|pa'ndu nasi|ha't so'zin,

- ' V V - / - ' V V - / - ' V -

Ja'nnati a'|lo' aro so|lu'r o'zin.

- ' V V - / - ' V V - / - ' V -

Pa'ndu nasi|ha't bila qil|gi'n suluk,

- ' V V - / - ' V V - / - ' V ~

Xo'hi faqir|olgilu xo|hi' muluk [Xoja. 4:59].

- ' V V - / - ' V V - / - ' V ~

It is understood that in the verses created in the weights of sari'i musaddasi matviyi makshuf, sari'i musaddasi matviyi mavquf, the emphasis falls on the first syllable of each verse. "Such a ratio of emphasis in the columns and the successive use of short syllables ensure the creation of a light and playful rhythm" [Yusupova D. 6:102]. As the excerpts from the epic are composed in sari'i bahri weights, the emphasis of the verse is the same in them. Because in Aruzi text, not word stress, but column stress is leading.

The inclusion of another masterpiece of Khoja from the treasury of Uzbek literature will please any reader. The epic is created in the harmony of weight and content characteristic of our classical epics. The weight applied to the epic plays a significant role in revealing its content. The theme of the epic acquired a musical tone in harmony with the weight of which it was created. This requires great work and responsibility from the creator.

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