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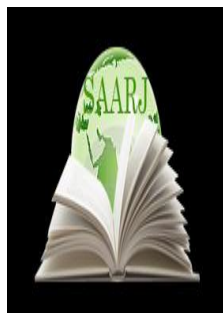
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VISION

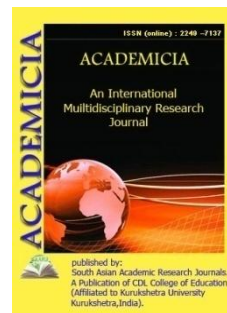
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ACADEMICA

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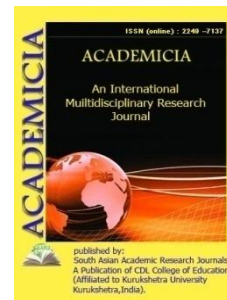
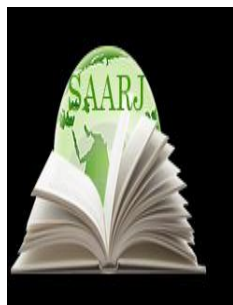
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THE IMPACT OF TOURISTS' PERCEPTION ON TOURISTS' SATISFACTION: IN NORTHERN PROVINCE, SRI LANKA

Sivanenthira, S*, Sumithra, K **

*MBA Programme,
University of Jaffna, SRI LANKA
Email id: Nesan87@gmail.com

**Deputy Registrar/ Examinations Branch,
University of Jaffna, SRI LANKA

ABSTRACT

Sri Lanka is recognized as a popular tourist hot-spot and has witnessed the tourist arrivals rising gradually in the postwar era. Tourism is one of the largest and fastest growing industries in Sri Lanka. Also, the country comprises of diverse natural and anthropogenic resources which pull the tourists to the destinations. Research objectives are to find out the relationship between Tourists' Perception and Satisfaction and to identify the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka. There are 200 tourists were survey to collect data to identify the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka. Tourists' Perception and Tourists' Satisfaction are significantly correlated at 0.01 significance levels. The correlation value between Tourists' Perception and Tourists' Satisfaction is 0.553 which is significant at 0.01 levels. Multiple regression analysis was used to test if the Tourists' Perception significantly predicted Tourists' Satisfaction. The results of the regression indicated the two predictors explained 35.6% of the variance ($R^2=.37.4$, $F(49.082)$). There is a positive relationship between those nine factors with the tourist 'satisfaction. Meaning that, these factors contributed in creating positive perception about the destination and satisfied stay. Relatively, the regression results highlighted that four factors (Guide Services, Tourist Attractions, Price Levels, People & Staff) contributed minimally, while the other factors (Accommodation, Food and Beverages, Climate, Safety and Security, Infrastructure Facilities) contributed more to the satisfaction of the tourists.

KEYWORDS: *Tourists' Perception, Tourists' Satisfaction, Northern Province, Sri Lanka*

1.0 INTRODUCTION

1.1 Background of the study

Tourism is one of the largest and fastest growing industries in Sri Lanka. It forms a very important part of the service sector and strongly influencing the economy. Also,

the country comprises of diverse natural and anthropogenic resources which pull the tourists to the destinations. Therefore, the tourists come to Sri Lanka from different countries to meet their travel motives and expectations. The holiday decision making process of the tourists is very important for destinations to develop effective marketing strategies and programmes to attract and satisfy the tourists' needs and wants. The travel decision is a part of travel behaviour that is influenced by many different factors such as social, cultural, demographic, psychographic and behavioural characteristics (Kotler, Bowen & Mekens, 1999; Gnanapala, 2015a). The psychographic factors such as travel motivation, perception, Satisfaction, etc. forms an integral part of travel behaviour and have been widely researched and applied in tourism marketing strategies (Gnanapala, 2015a). Travel motives initiate the holiday decision-making process and it can be used to evaluate the ultimate satisfaction of the tourists too. Consequently, there would be no travel industry without having motivation to travel. However, every destination is becoming more and more competitive and each individual has the opportunity and freedom to choose from several destinations (Lee & Crompton, 1992). Therefore, the pull travel motives of the destinations play a key role to stimulate the travel needs and attract the tourists. As one of the top tourist destinations, Sri Lanka has many places to visit and among them is Northern Province which is identified as one of the most attractive tourist destinations. Therefore, the main purpose of this study is to identify and examine the factors that have contributed to create a positive perception about the destination and the relationship between the tourists' perception and satisfaction related to the holiday stay in Northern Province, Sri Lanka. Furthermore the study also identified and examined the motives that have influenced the tourists to visit Northern Province.

Northern Province is located in the north of Sri Lanka and is just 22 miles (35 km) from India. It is connected with Indian mainland by Adam's Bridge (also known as Sethu Paalam or Rama's Bridge). It has an area of 8,884 square kilometres (3,430 sq mi). The province is surrounded by the Gulf of Mannar and Palk Bay to the west, Palk Strait to the north west, the Bay of Bengal to the north and east and the Eastern, North Central and North Western provinces to the south. The province is divided into two distinct geographic areas: Jaffna peninsula and the Vanni. Jaffna peninsula is irrigated by underground aquifers fed by wells whereas the Vanni has irrigation tanks fed by perennial rivers. Major rivers include: Akkarayan Aru, Aruvi Aru, Kanakarayan Aru, Kodalikkallu Aru, Mandekal Aru, Nay Aru, Netheli Aru, Pali Aru, Pallavarayankaddu Aru, Parangi Aru, Per Aru, Piramenthal Aru, Theravil Aru. The province has a number of lagoons, the largest being Jaffna Lagoon, Nanthi Kadal, Chundikkulam Lagoon, Vadamarachchi Lagoon, Uppu Aru Lagoon, Kokkilai lagoon, Nai Aru Lagoon and Chalai Lagoon. Most of the islands around Sri Lanka are to be found to the west of the Northern Province. The largest islands are: Velanaitivu (Kayts), Neduntivu (Delft) Karaitivu, Pungudutivu and Mandativu. Sri Lanka enjoys a typical tropical monsoonal climate. The Northern Province tends to be hot and dry in the dry season (February to September), and moderately cool and wet in the wet season (October to January). The province's climate is of the

tropical kind and therefore during monsoons there is always the chance of a deluge. In the lowlands the climate is typically tropical with the average temperature is around 28° to 30° for the year. However, on the whole, January is the coolest month and May is the hottest month. Relative Humidity varies from 70% during the day to 90% at night. The Dry Zone of the Sri Lanka is the north and east of the island, this region is affected by the north east monsoon(December to March) and southwest monsoon (June to October). It is thought to be dry because most of the rains fall during the north-east monsoon. Annual rainfall is less than 1250 mm in the north west and south east of the Inland. It has two rainy seasons South West Monsoon- May to August, North East Monsoon- November to February.

1.2 Rational behind the study

North of Sri Lanka is a world apart from the rest of country. The region had always been closer to southern India than to Colombo and was repeatedly settled and invaded by Tamil migrants from southern India and has retained a unique character and culture, one which owes as much to Hindu India as to Buddhist Sri Lanka. The region is gradually emerging from its long years of isolation and fighting, and the painful process of rebuilding of shattered towns and villages, demining fields, restoring roads and returning refugees to their former homes is likely to continue for some time to come. For the explorer, the north is Sri Lanka's final frontier, and offers an opportunity to explore a region emerging from over twenty years of isolation and civil war.

Reaching Jaffna is now straightforward and requires no security checks or clearance, and although it still entails either a long road journey or a short flight, those who make the effort are amply rewarded. Foremost of the attractions is the fascinating town of Jaffna, with its absorbing mixture of colonial charm and vibrant Tamil culture, while the Jaffna Peninsula and surrounding islands offer a string of remote temples, Hindu and Buddhist alike, beaches and more off-beat attractions.

Arriving in Jaffna can come as a culture to the uninitiated, and it is difficult to miss the profound Indian influence made obvious by the gradual switch from the singsong cadences of Sinhala to the quick-fire intonations of Tamil, as well as a list of other details like the Indian pop music which blares out of shops and cafés, and the hordes of kamikaze cyclists who fill the congested streets. Yet the town has its own unique and complex identity shaped in true Sri Lankan fashion, by a wide cross-section of influences, including Muslim, Portuguese, Dutch, British and Sinhalese, with colourful temples set next to huge churches, and streets dotted with ancient Dutch and British residences. The rural surroundings of the Jaffna town, and the source of much of its former prosperity, is the Jaffna Peninsula, a fertile arc of land criss-crossed with small country roads lined with endless walled gardens and smallholdings, growing a wide variety of crops including chillies, onions, bananas, jackfruit and grapes. Further south, the vast track of thinly populated countryside known as Vanni, is little visited, even by locals, although the remote church at Madhu draws a steady stream of pilgrims while the war-torn town of Kilinochchi, provides a stark reminder of the destructions of the war. To the west of Jaffna, a string of islands straggle out into the waters of the Palk Strait towards India. Two of them, Kayts and Karaitivu, almost join up with the mainland, to which they're connected by causeways, as is Punkudutivu further west. Punkudutivu is the starting point for ferries to Nainativu, home to two important religious shrines, and the remote island of Delft.

1.3 Research Problem

Destination marketers and the planners are making considerable efforts to study and understand the tourists' decision making process to gain insight into why people engage themselves in travelling to a particular place. In the context of Sri Lanka, little attention has been paid to examine the motivations of tourists visiting the island, and the reasons why tourists opt for this particular destination. Therefore, the main purpose of this study is to identify and examine the factors that have contributed to create a positive perception about the destination and the relationship between the tourists' perception and satisfaction related to the holiday stay in Northern, Sri Lanka. Furthermore the study also identified and examined the motives that have influenced the tourists to visit Northern. Investigating and understanding the psychology of tourists is inherently problematic. The challenge of a social scientist in establishing principal motivations for travel to specific destinations worldwide is exacerbated by diverse world views directly linked with cultural and socioeconomic backgrounds. Extensive research has been dedicated to motivations for travel and related phenomena. So what are the factors of Tourists' Perception impact on Tourists' Satisfaction in Northern Province, Sri Lanka?

1.4 Research Questions

- What are the relationship between Tourists' Perception and Satisfaction in Northern Province, Sri Lanka?
- What is the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka?

1.5 Research Objective

- To find out the relationship between Tourists' Perception and Satisfaction in Northern Province, Sri Lanka.
- To identify the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka.

2.0 LITERATURE REVIEW

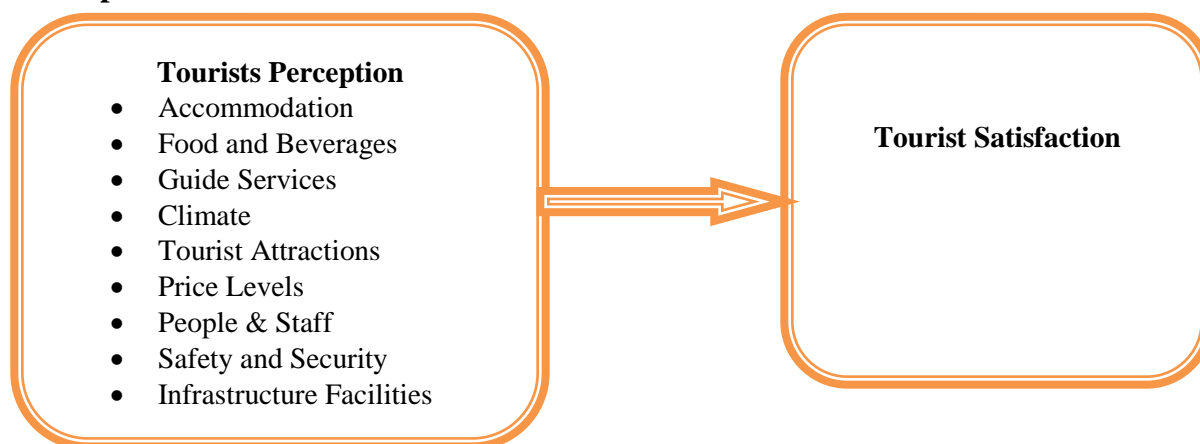
"Even tourists themselves have difficulties in giving exact answers (Gnanapala, 2012, 2015a). The different theories and concepts have been developed to uncover the travel motives such as push and pull motives, escaping and seeking theory and need theories (e.g. Maslow's, McClelland), etc. Among them the most commonly agreed upon and used in travel motivation research is the push and pull concept (Crompton, 1979; Chon, 1989; Pyo, Mihalik & Uysal, 1989; Cha, McCleary & Uysal, 1995; Jang & Cai, 2002; Gnanapala, 2012, 2015a). Dann (1977) first identifies the dichotomy of push and pull factors as a simple and intuitive approach to discuss the travel motivations of the tourists. Push and pull factors motivate the people to take two different decisions at two different times i.e. "whether to go" and "where to go". The push motives described the socio-psychological forces which influence an individual to make a holiday. Pull factors represent the product and services attribute that attract a person towards a holiday destination (Gnanapala, 2012). According to Pearce, et. al. (2011) tourists 'usually based their travel on the unique ways in which they view the world. In furtherance, Pearce, et. al. (2011) argues that there are fourteen core explanations indicating that travel factors have been built on gadgets of curiosity. These incorporate the following: innovation, break out/loosen up, relationship, strengthening, autonomy, exploring nature, self-development, enthusiasm, self-

progress, relationship protection, self actualization, aloneness, dumps, romance and recognition. Maslow's hierarchical theory of motivation is reflected in a wide range of tourism literature including the pyramid model whose analytical frame work incorporates the physiological wishes and desires of the tourist as its base. Moreover, this model delineates higher stages of individual psychological needs, culminating with the necessity for self-actualization at the top. Gnanapala (2015b) identifies the push and pull motives of the tourists related to Sri Lanka and has categorized them under primary, secondary, moderately and least influenced factors to select Sri Lanka as their holiday destination. According to him the most influenced push motives are rest and relaxation, escape from the busy job, be away from the monotonous life, experience the different lifestyles, search for knowledge, etc. The author identifies pull motives of the country, such as natural beauty, diversity of flora and fauna/diversity of attractions, Sri Lankan culture, Hinduism, archaeological and historical monuments, sandy beaches, are highly influential in selecting Sri Lanka as their holiday destination. Crompton (1979) identifies seven socio-psychological factors which motivate a tourist to travel: escape from an everyday environment, discovery and evaluation of one self, relaxing or participation in recreational activities, gaining a certain level of prestige, for the purpose of strengthening family ties and facilitating their level of social interaction. Jang & Wu (2006) examined the various motivations of Taiwanese seniors engaged in travel and tourism. They designed and developed a survey instrument to ascertain the core motivational factors for travel using the "push and pull" model. Questions were developed based on the rewards derived from experiences of seniors in developed societies. The measurable outcomes of the survey were reflected broadly in the context of five push and three pull motivational categories. The push factor can be classified as: ego-enhancement, vanity, leisure, and socialization. The pull factors can be classified as: cleanliness and security; services, event, and expense; as well as traditional and historicists. Accordingly, pleasure associated with travel experiences, based on these push and pull forces, is linked with loyalty to specific vacation. The degree of loyalty to a vacation destination correlates closely to motivational factors for revisiting specific sites and venues (Oppermann, 2000). It is incumbent upon vacation and holiday marketers and executives, therefore, as Yoon & Uysal, (2003) stated required acquiring and analyzing the extent to which vacationer's loyalty impacts decision making in conjunction with travel planning.

3.0 Research Methodology

3.1 Theoretical Framework

Conceptual Model



3.2 Quantitative Methodology

Quantitative methods are also frequently characterized as assuming that there is a single “truth” that exists, independent of human perception (Lincoln & Guba, 1985). Bryman & Bell 2005 argues quantitative research method is in most of the cases related to the deductive approach and positivistic epistemology. The purpose of this study is to show the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka. To get the reliable result this study sees it of great important to collect a large amount of data. Therefore quantitative methods for the data collection best fit this study.

3.3 Population of the study

The population of the present study are the people who Tourists' in Northern Province, Sri Lanka. Convenience sampling method has been adopted to select respondents. In this research, researchers used convenience sampling. Generally, Convenience sampling refers to the non-probability process by which a scientist gathers statistical data from the population.

3.4 Research Sample Size

Sample size refers to the number of elements to be included in the study (Malhotra, 2007). Once the target population of the study is defined, it is required to decide the sample size for the study. There are 200 tourists were surveyed to collect data to identify the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka.

3.5 Data collection procedure

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

3.6 Questionnaire design

This questionnaire consists of two sections A and B. section A consists personal details such as gender, Civil status, age, education. Sections – B consists of statements such as Tourists Perception and Tourist Satisfaction.

3.7 Data analysis

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

3.8 Validity

The purpose of the pilot test is to refine the questionnaire so that the respondent will be no problem in answering the questions and no problem in recording the data in addition it allowed the research to obtain validity and the likely reliability of the data will be collected initially the researches will be asked the experts to comment on the representativeness and suitability of the questions. This established the content validity (Mitchell 1996) as part of the pilot test researches will be checked the complete pilot questionnaire to ensure that the respondents have no problems in answering which enhances the face validity.

3.9 Reliability

The reliability of the questionnaire is concerned with the consistency of response of the questions. (Mitchell 1996). Internal consistency is will be used to assess the reliability of the questionnaire it involves correcting the responses to each questions in the questionnaire which those to other questions in the questionnaire. It therefore measures the consistency of response across either all the questions or subgroups of the questions from the questionnaire.

3.10 Methods of Analysis

3.10.1 Correlation Analysis

This analysis measures the relationship between data sets that are scaled to be independent of the unit of measurement. The population correlation calculation returns the standard deviations.

3.10.2 Regression Analysis

Regression analysis is a statistical technique in which the researcher use observe data to relate available of interest which is called the dependent or, response variable to one or, more independent or predictor. The objective is to build a regression model or prediction equation. Regression is $Y = a + bx$, that can be used to describe, predict and control.

3.11. Research Hypotheses

H₁: There is a significant relationship between Tourists' Perception and Satisfaction in Northern Province, Sri Lanka?

H₂: There is a significant the impact of Tourists' Perception on Satisfaction in Northern Province, Sri Lanka?

4.0 Data Analysis and Interpretation

4.1 Personal Information

The questionnaire has two parts as personal and research information. In which, the personal information consists the following categories of data.

4.1.1 Gender

The gender distribution represent of the tourists has been represented by out of 200 respondents. Out of these 200 respondents 56% of the respondents were male and remaining 44% were female.

TABLE 4.1.1 GENDER

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 112 | 56.0 |
| Female | 88 | 44.0 |
| Total | 200 | 100 |

4.1.2 Age

Age distribution pattern of the tourists is represented by the out of 200 respondents. Age distribution was categorized into four classes. Among the sample, 29.5% represented the age category of 18-25 years. The high percentage of sample 30% were found between 26 and 45 years. 28.5% represented the age category of 46-55 years in remaining categories, 12% of tourists were found above 56, following table shows the age distribution of the sample.

TABLE 4.1.2 AGE

| Age | Frequency | Percentage (%) |
|----------|-----------|----------------|
| 18-25 | 59 | 29.5 |
| 26-45 | 60 | 30.0 |
| 46-55 | 57 | 28.5 |
| Above 56 | 24 | 12.0 |
| Total | 200 | 100 |

Source: Survey data

4.1.3 Educational Qualification

The educational qualification of respondents were classified into six categories in the questionnaire, and out of 200 respondents 5% of the respondents had the qualification of the primary level, and 7% of the respondents had the qualification of secondary level and 18% of the respondents had the qualification of up to O/L, 42% of the respondents had the qualification of up to A/L, 19% of them had a bachelor degree, where remaining 9% of them had some other Professional qualification.

TABLE 4.1.3 EDUCATIONAL QUALIFICATION

| Education | Frequency | Percentage (%) |
|----------------------------|-----------|----------------|
| Primary | 10 | 5.0 |
| Secondary | 14 | 7.0 |
| GCE O/L | 36 | 18.0 |
| GCE A/L | 84 | 42.0 |
| Degree | 38 | 19.0 |
| Professional qualification | 18 | 9.0 |
| Total | 200 | 100.0 |

4.1.4 Occupation

The research purpose occupation a pattern of the tourists has been represented by out of 200 respondents, this analysis as mentioned in the table.

TABLE 4.1.4 OCCUPATION

| Occupation | Frequency | Percent (%) |
|-----------------|-----------|-------------|
| Professional | 18 | 9.0 |
| Business | 19 | 9.5 |
| Government | 42 | 21.0 |
| Retired | 19 | 9.5 |
| Self Employment | 30 | 15.0 |
| Officers | 26 | 13.0 |
| Other | 23 | 11.5 |
| No Job | 23 | 11.5 |
| Total | 200 | 100.0 |

Source: Survey data

The above table indicates eight groups of respondents according to their nature of designation. 9% of respondents were in professional jobs, 9.5% of the respondents were doing business, 21% of respondents were doing government jobs, 9.5% respondent were Retired persons, 15% respondent were doing Self employment, 13% respondent were officers, 11.5% respondent did not do any other employment but 11.5% were no jobs among the out of 200 respondents.

4.2 Research Information

The research information is mainly concern with variables such as. Accommodation Food and Beverages, Guide Services, Climate, Tourist Attractions, Price Levels, People & staff, Safety and Security, Infrastructure Facilities and satisfaction. The first part of the questionnaire was set out to collect information consider the above variables, and have been collected through the out of 200 tourists (respondents) in Northern Province, Sri Lanka.

TABLE 4.2 .1 RELIABILITY

| Variables | Cronbach's Alpha |
|---------------------------|------------------|
| Accommodation | .789 |
| Food and Beverages | .712 |
| Guide Services | .855 |
| Climate | .805 |
| Tourist Attractions | .755 |
| Price Levels | .788 |
| People & staff | ..792 |
| Safety and Security | .785 |
| Infrastructure Facilities | .775 |
| Tourist Satisfaction | .765 |

Cronbach alpha is most widely used method for checking the reliability of scale. Before applying factor analysis, testing of the reliability of the scale is very much important and this is

done by determining the association in between scores obtained from different administration of the scales. It may be mentioned that its value varies from 0 to 1 but, satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951).

TABLE 4.2 2. KMO AND BARTLETT'S TEST

| KMO and Bartlett's Test | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .906 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1513.228 |
| | df | 78 |
| | Sig. | .000 |

Source: Author Developed (2019)

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is still another useful method to show the appropriateness of data for factor analysis. KMO statistics varies from 0 to 1. Kaizer (1974) recommends that the value of KMO should be greater than 0.5. Field (2000) stated that the value of KMO 0.5 to 0.7 are moderate, 0.7 to 0.8 are good, and 0.8 to 0.9 are superior. In the present study, the value of KMO for overall matrix is 0.906 from Table 4.2.2 and thereby indicating that the sample taken to process the factor analysis is statistically significant. This test should be significant that is having a significance value less than 0.05.

The table 4.2.2 above shows that the test value of chi-square 1513.228 ($P = 0.000 < 0.05$) is highly significant indicating that the data is appropriate for the factor analysis in the present study. This means that the correlation matrix is not an identity matrix. There is perfect relationship with itself and there is no relationship with other variables. After examining the reliability of the scale and testing appropriateness of data as above, next, it was carried out factor analysis to identify the most influencing factors

TABLE 4.2 3. CORRELATIONS ANALYSIS

| Correlation | Tourists' Satisfaction | |
|----------------------|------------------------|--------|
| Tourists' Perception | Pearson Correlation | .553** |
| | Sig. (2-tailed) | .000 |
| | N | 200 |

**. Correlation is significant at the 0.01 level (2-tailed).

This research is undertaken to find out the relationship between Tourists' Perception and Tourists' Satisfaction. Correlation analysis was carried out to find out the nature of relationship between the variable based on the value of correlation. The table 4.2.3 indicates that Tourists' Perception and Tourists' Satisfaction are significantly correlated at 0.01 significance level. The correlation value between Tourists' Perception and Tourists' Satisfaction is 0.553 which is significant at 0.01 level. **H₁ is accepted at 0.01 significant levels.**

TABLE 4.2.4 REGRESSION ANALYSIS

| Model Summary | | | | | |
|---|-------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | .553a | .374 | .356 | 1.22150 | 1.746 |
| a. Predictors: (Constant), Tourists' Perception | | | | | |
| b. Dependent Variable: Tourists' Satisfaction | | | | | |

| ANOVA | | | | | |
|-------|------------|----------------|-----|--------|-------|
| Model | | Sum of Squares | df | F | Sig. |
| 1 | Regression | 9.438 | 1 | 49.082 | .000b |
| | Residual | 39.634 | 199 | | |
| | Total | 49.072 | 200 | | |

| Coefficientsa | | | | | | |
|---|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .119 | .100 | .078 | .189 | .000 |
| | Accommodation | .091 | .054 | .092 | 1.772 | .000 |
| | Food and Beverages | .096 | .058 | .566 | 9.444 | .000 |
| | Guide Services | .549 | .057 | .093 | 1.624 | .001 |
| | Climate | .093 | .060 | .117 | 2.048 | .002 |
| | Tourist Attractions | .122 | .064 | .536 | 9.419 | .000 |
| | Price Levels | .123 | .048 | .078 | 1.231 | .001 |
| | People & Staff | .254 | .051 | .112 | 9.125 | .002 |
| | Safety and Security | .093 | .060 | .117 | 2.048 | .002 |
| | Infrastructure Facilities | .096 | .058 | .566 | 9.444 | .000 |
| a. Dependent Variable: Tourists' Satisfaction | | | | | | |

Multiple regression analysis was used to test if the Tourists' Perception significantly predicted Tourists' Satisfaction. The results of the regression indicated the two predictors explained 35.6% of the variance ($R^2=.37.4$, $F(49.082)$). It was Found that Tourists' Perception significantly predicted Accommodation ($B= .091$, $p<.000$), Food and Beverages , ($B= .096$, $p<.000$), Guide Services ($B= .549$, $p<.001$), Climate ($B= .093$, $p<.002$), Tourist Attractions ($B= .122$, $p<.000$), Price Levels ($B= .123$, $p<.001$), People & Staff ($B= .254$, $p<.002$), Safety and Security ($B= .093$, $p<.002$), Infrastructure Facilities ($B= .096$, $p<.000$). **H_2 is accepted at 0.01 significant levels.**

5.0 CONCLUSION AND RECOMMENDATIONS

Tourist satisfaction is a feeling that generated both by cognitive and emotional aspects of tourism activities, as well as an accumulated perceptual evaluation about the different products and services consumed during the stay at the destination. Tourist satisfaction is based on diverse factors such as travel motives, tourist expectations, perceived quality, perceived value and destination image. The satisfaction is closely related with the post purchasing behaviour of the tourists. If the tourists are satisfied, they will behave positively such as revisit and recommend the destination for other parties. Similarly, the dissatisfied tourists behave in negative ways. The study investigated the tourists perception and satisfaction in northern Sri Lanka. The tourist's perception about the stay was measured through nine orthogonal factors, such as accommodation, food and beverages, guide services, climate, tourist attractions, price levels, people and staff, safety and security and infrastructure facilities.

There is a positive relationship between those nine factors with the tourist's satisfaction. Meaning that, these factors contributed in creating positive perception about the destination and satisfied stay. Relatively, the regression results highlighted that four factors (Guide Services, Tourist Attractions, Price Levels, People & Staff) contributed minimally, while the other factors (Accommodation, Food and Beverages, Climate, Safety and Security, Infrastructure Facilities) contributed more to the satisfaction of the tourists. In conclusion, the empirical results provided reliable verification that tourist perceptions do affect tourists' satisfaction. The tourists select a particular destination based on their travel expectations and other anticipated tangible and intangible benefits. After arriving at the destinations, the tourists as consumers experience many different products and services. The perceived quality and value develop positive perception and the positive perception lead the tourists towards the

Satisfaction about the holiday stay. The coefficient between tourist perception and tourist satisfaction is significant. Therefore it can be assumed that the post-purchasing behaviour of the tourists is positive to promote Northern as a favorable tourist destination.

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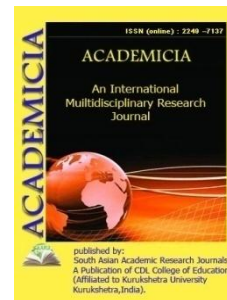
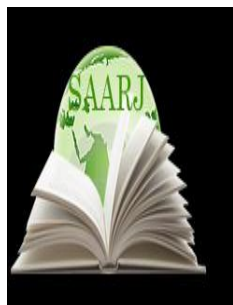
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PSYCHOLOGICAL BASIS FOR TRAINING FUTURE PSYCHOLOGISTS AND DEFECTOLOGISTS IN INCLUSIVE EDUCATION

Gulsum Zhanabergenovna Lekerova*; **Kaliyash Ospanovna Dzheksenbayeva****;
Komiljon Buriboevich Murotmusaev***; **Shalola Mamirqizi Rizaeva******

*Professor,
Academician, Department of Psychology and Special Pedagogy,
Doctor of Psychological Sciences,
M. Auezov South-Kazakhstan State University, Shymkent city,
Kazakhstan, UZBEKISTAN

**Department of Psychology and Special Pedagogy,
M.Auezov South-Kazakhstan State University,
Shymkent city, Kazakhstan, UZBEKISTAN

***Doctor of Medical Sciences,
Department of Defectology,
Jizzakh State Pedagogical Institute named after A.Kadiri,
Jizzkh city, UZBEKISTAN

****Master,
Department of Defectology,
Jizzakh State Pedagogical Institute named after A.Kadiri,
Jizzkh city, UZBEKISTAN

ABSTRACT

Objective of the project is to research psychological bases of formation and development of competency of future teachers-psychologists and specialists on mental defects and physical handicaps of the 12-year school under the conditions of inclusive education. Substantiation of theoretical and methodological bases of formation of professional competency of teachers-psychologists and specialists on mental defects and physical handicaps of the 12-year school under the conditions of inclusive education

KEYWORDS: *The Professional Competency, The Teachers-Psychologists And Specialists, The Mental Defects And Physical Handicaps, The Conditions Of Inclusive Education.*

INTRODUCTION

For Kazakhstan international experience in questions of inclusive education can be taken to create the united system of inclusive education on all levels. A financial support is necessary to generalize international experience, to conduct scientific research in introducing the project in the country. Such scientific project is new, it has not been described or published before which defines its importance on national and international level[1].

Methods (methodology) of an experiment. A considerable contribution in the solving of the problems of inclusive education and teachers preparation was made by Russian and Kazakhstani scientists, psychologists, teachers, defectologists: Alyokhina S.V. [4], Batalov A.S. [5], Vetrov M.P.[6], Yepifanova N.S.[7], Zagumennov Yu.L. [8], Kovalev Ye.V.[9], Nazarova N.V.[10], Nogovitsyna L.P.[11], Penin G.N.[12], Prochukhayeva M.M. [13], Solovyova S.V.[14], Kuzgibekova G.M.[18], Sardarova Zh.I., Zhumasheva N.S.[19], Movkebayeva Z.A., Denisova I.A., Oralkanova I.A., Zhakupova D.S.[20], Korolyova Yu.A.[21], Yeralieva Kh.S.[22], Zhal mukhamedova A.K., Yeshpanova D.D.[2].

It is still not clear what is the notion of “readiness” for working in 12-year school under the conditions of inclusive education means for the future psychologist and defectologist; how it is formed in the process of studying in higher institution; what stages of development exist; the levels of its formation; what role plays theoretical preparation, the cycle of psychological pedagogical disciplines, pedagogical internship and how to build the future teachers-psychologists and defectologists. Today there is opposition between the necessity to prepare the future teachers-psychologists and defectologists for teaching and psychological help in educational process of 12-year school in the conditions of inclusive education and the absence of theoretical methodological substantiation for their preparation in higher institutions. Competitive bachelors of pedagogical specialties will become teachers who are able to realize professionally the reforms of educational system in the country and will be competent in solving the problems connected with education and upbringing of the growing generation; staff instability will be excluded [3].

In the schools of future there should not work “occasional” people, those who do not realize themselves as teachers. The unsolved character of this problem in psychological pedagogical literature from the point of view of core changes happening in the society, the absence of system and technology in preparing the researched phenomenon in higher institution pedagogical process point out at the actuality of the problem and define the choice of the present research [4].

RESULTS AND DISCUSSION

Significance of the project in national and international scale is determined by the following circumstances. For example, in Russia and in some European countries there has been created the forms of work with the children with peculiar demands. In Russia there was approved and accepted “United concept of special federal state standard for the children with limited health possibilities” [3], there are also being worked out educational programs with the use of inclusive pedagogical technologies [5].

In Kazakhstan such a problem has not been fully considered, there are not considered the problems connected with the peculiarities of the system of inclusive education, not organized the efficient cooperation between state and social organizations in this sphere, there are being

worked out normative and lawful aspects of introducing inclusive education, not provided the conditions of accessible education to the children with peculiar demands (children with disabilities, gifted children) in organizations of education [6].

To substantiate the ways to achieve the set tasks of the Project there will be used analytical (analysis of psychological pedagogical and sociological bibliography, the study of pedagogical experience); diagnostical (observation, questionnaire, testing, the study of pedagogical and psychological documentation); forming (modeling, projecting, experimenting); statistical (methods of quantitative and qualitative analysis of the results of pedagogical experiment) methods [7].

1.Theoretical substantiation of the essence of the problem of forming and developing teachers-psychologists and defectologists professional competency.

2.Analysis of tendencies in professional preparation of teachers-psychologists and defectologists in Republic of Kazakhstan and abroad.

3. The study of the specific character of modern stage in development of education system in the frames of transition to 12-year education.

Mechanism of carrying out research:

1. Theoretical substantiation of the essence of the problem of formation and development of teachers-psychologists and defectologists professional competency.

2. Analysis of tendencies of professional preparation of teachers-psychologists and defectologists in Republic of Kazakhstan and foreign experience.

3.The study of the specific character of modern stage of education system development in the context of transition to 12-year curriculum.

4.Theoretical substantiation of the essence, structure and criteria of assessment of professional competency formation of the future teachers-psychologists and defectologists.

5. The research of the problem of professional competency of teachers-psychologists and defectologists in the frames of experiment.

6.The working out and introduction in higher institution education process the programs of high professional education by the specialty 5B010300-“Pedagogy and psychology” and 5B010500-“Defectology” in collaboration with foreign higher institutions of South Kazakhstan State Univ. named after M. Auezov.

7. Substantiation of key competencies: cultural, professional and special competencies of bachelor of pedagogical specialties 5B010300-“Pedagogy and psychology” and 5B010500-“Defectology”.

8. The study and development of students’ professional motives, demands in professional possession, their professional interest, the aspiration to independent development and education.

9. The research of pedagogical conditions of efficiency of professional competency formation of teachers-psychologists and defectologists for 12-year school in the conditions of inclusive education.

10. Working out pedagogical technologies in professional competencies formation of teachers-psychologists and defectologists for 12-year school in the conditions of inclusive education, psychological, motivational, personality-developing trainings for the students which help to form professional motivation.

11. Working out and introducing during experimental work the technology of professional competency formation of the future teacher-psychologist and defectologist.

12. Analysis of experimental results of professional competencies formation of teachers-psychologists and defectologists for 12 year school in the conditions of inclusive education [8,9].

Detailed order and mechanism of carrying out research:

1. Theoretical substantiation of the essence of the problem of formation and development of teachers-psychologists and defectologists professional competency.

2. Analysis of tendencies of professional preparation of teachers-psychologists and defectologists in Republic of Kazakhstan and foreign experience.

3. The study of the specific character of modern stage of education system development in the context of transition to 12-year curriculum.

4. Theoretical substantiation of the essence, structure and criteria of assessment of professional competency formation of the future teachers-psychologists and defectologists.

5. The research of the problem of professional competency of teachers-psychologists and defectologists in the frames of experiment.

6. The working out and introduction in higher institution education process the programs of high professional education by the specialty 5B010300-“Pedagogy and psychology” and 5B010500-“Defectology” in collaboration with foreign higher institutions of South Kazakhstan State Univ. named after M. Auezov.

7. Substantiation of key competencies: cultural, professional and special competencies of bachelor of pedagogical specialties 5B010300-“Pedagogy and psychology” and 5B010500-“Defectology”.

8. The study and development of students’ professional motives, demands in professional possession, their professional interest, the aspiration to independent development and education.

9. The research of pedagogical conditions of efficiency of professional competency formation of teachers-psychologists and defectologists for 12-year school in the conditions of inclusive education.

10. Working out pedagogical technologies in professional competencies formation of teachers-psychologists and defectologists for 12-year school in the conditions of inclusive education, psychological, motivational, personality-developing trainings for the students which help to form professional motivation.

11. Working out and introducing during experimental work the technology of professional competency formation of the future teacher-psychologist and defectologist.

12. Analysis of experimental results of professional competencies formation of teachers-psychologists and defectologists for 12 year school in the conditions of inclusive education.

CONCLUSION

Psychological pedagogical research will be conducted in the following way:

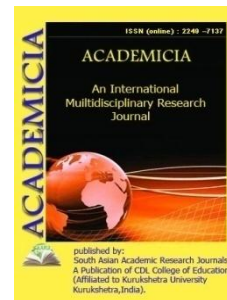
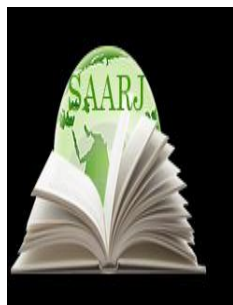
- the conduct of research of scientific methodological bases of the 12-year education problem under the conditions of inclusive education in the result of which there will be published a scientific collective monograph;
- working out and composing methodic manuals, collections of psychological technologies and trainings for higher institution teachers' work to form professional competencies of the future teachers-psychologists and defectologists of 12-year school in the conditions of inclusive education;
- the conduct of individual consulting, developing lessons with the future teachers-psychologists and defectologists of 12-year school in the conditions of inclusive education [10,11].

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| Заявка | | |
|--------|---------------------------------------|--|
| 1. | Ф.И.О. докладчика | Лекерова Г.Ж. |
| 2. | Ученая степень, ученое звание | Д.пс.н., профессор, академик МАПН |
| 3. | Организация, должность | ЮКГУ им. М. Ауэзова, зав.кафедрой «Психология и специальная педагогика» |
| 4. | Адрес | г.Шымкент, ул.Байтурсынова б/н |
| 5. | Контактный телефон, электронная почта | 21-16-40, 87012260360 |
| 6. | Название доклада | PSYCHOLOGICAL BASIS FOR TRAINING FUTURE PSYCHOLOGISTS AND DEFECTOLOGISTS IN INCLUSIVE EDUCATION |
| 7. | Название секции | <u>7. Интеллектуальный потенциал</u> 2 Совершенствование менеджмента качества образования |
| 8. | Необходимое техническое оборудование | нет |
| 9. | Бронирование гостиницы (да, нет) | нет |



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FACTORS INFLUENCING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF MUSIC EDUCATION

Omankulova Sh.N*

*Samarkand State University,
UZBEKISTAN

ABSTRACT

The article examines the factors influencing the improvement of professional competencies of future music education teachers, and provides a detailed description of them. The main attention is paid to the creative activity of students, the process of self-awareness. After all, the variety of tasks for the performance of any musical activity, the peculiarities and methods of its organization make great demands on the special training of a future specialist. "In musical pedagogical practice there is a tradition of the formation of value motivation and focusing on important matters that motivate the student's creativity.

KEYWORDS: *Professional Skills, Musical Ability, Creative Activity, Pedagogical Creativity, Self-Awareness, Professional Competence.*

INTRODUCTION

Today, the strategic direction of modernization of higher education is to provide a new level of training of qualified personnel capable of continuous professional growth. In the process of the transition of the country's education system to state educational standards of competence-based higher education, the requirements for the educational process are increasing, aimed at increasing the professional competencies of future specialists.

The urgency of the problem of improving the professional competencies of students is often associated with the inability of graduates of music schools to engage in independent professional activities. Among the shortcomings are limited knowledge in the field of music culture and art, methods of music education, lack of training and performing practice. Often, a young professional fails completely creatively. Thus, it is necessary to highlight the factors that affect the creative activity of the future music teacher, contribute to self-awareness, and increase the professional competence of the graduate.

Scientists define professional competence as a complex personal resource that allows you to effectively interact with the outside world in a specific professional field and depends on the set of professional competencies required for this. Requirements for professional competence are presented in the form of so-called professional skills, i.e. knowledge, skills and abilities of a future specialist, which are a set of professional competencies that must be formed in the development of higher professional education programs. Competencies are aimed at ensuring personal development by focusing on intellectual, personal, emotional and social development through mastering all areas of knowledge [4]. Thus, an increase in the professional competencies of a future music teacher can manifest itself as a creative self-realization of a student's personality in the process of professional training in the field of music education.

THE MAIN FINDINGS AND RESULTS

Improving the professional competencies of the future music teacher provides a high level of training for the future specialist, since his professional field covers many theoretical issues and practical activities, including the cultural, aesthetic and musical educational environment, music theory, historical processes in musical culture and the development of art, musical art and other pedagogical systems in the field of education, educational and cognitive processes, musical performance, compositional music.

It should be noted that, in general, the formation of professional music education is continuous, this is a children's music school, a specialized music school, an institute of culture and arts, a pedagogical institute of music direction, in which the future music teacher is a professional performer, music teacher, music theorist, music performer, composer, arranger and other musical expertise.

Acquiring musical knowledge at the same time is a complex, exciting and very multifaceted process. After all, the variety of tasks for the performance of any musical activity, the peculiarities and methods of its organization make great demands on the special training of a future specialist. In addition to a wide range of knowledge and skills, as well as the skills of instrumental performance, conducting (choir, orchestra), vocal art, the graduate should be able to easily analyze and master musical literature, have a pedagogical repertoire and use it in his practice.

In our opinion, a number of factors influence the improvement of professional competencies of a future music teacher. Such factors may include: musical ability, creativity, pedagogical creativity, creative self-awareness of the student's personality. These factors make up a set of personal and professional qualities that are components that affect the improvement of professional competencies of a specialist in this field.

Musical ability. It is known that at the initial stage of teaching music, much attention is paid to its development in the process of music education, and specific musical abilities are the leading determinants. In "The Psychology of Musical Abilities" B.M. Teplov writes: "Sifatida of musical abilities as a part of musical activity, unlike any other music, is a set of individual psychological characteristics associated with any kind of musical activity" [5] Basic musical skills in musical pedagogical practice are understood as ear for music, feeling rhythm and musical memory. Pedagogical experience shows that ear for music (melodic and harmonic) and a sense of harmony can develop in musical practice and increase emotional sensitivity, but this only happens in the process of active creative activity, therefore, the development of musical

skills can be carried out at any stage of training, in the context of active musical and creative activities.

Creativity. Human creativity reaches the highest level in the field of art, therefore, creativity is mainly manifested in artistic practice, in specific forms, for example, in musical culture. The term creativity has become very popular in academic psychology, and today there is an interest in individual differences and the creative process, an education focused on excellence. D.K. Kirnarskaya describes creativity as the ability to produce, a propensity for innovation, invention, creativity [5]. Obviously, in defining creativity, the peculiarity of the creative personality comes to the fore, which manifests itself in the ability to do something new. V. Ya. According to Samokhvalov, the main task of modern society is to form a creative personality as a special type of personality, the characteristics of which can serve as a guarantee of a successful life, activity and development of society [4]. A. Ya. Arnoldov argues that the era of a person's desire to realize his creative potential today reflects his culture of life [1]. The creative principle of personality is based on the need for self-awareness, the ability to discover new things for creative activity [6].

Within the framework of the profile (professional) competencies of any specialist F.V. Sharipov defines creative competence. According to the author, the new quality of a university graduate is determined not only by the amount of acquired knowledge and skills, but also by the ability to think creatively, which is a key factor in the effective work of a specialist [7]. Thus, creativity is a characteristic feature of a modern specialist and the basis of innovative pedagogical activity.

Pedagogical creativity. Pedagogical creativity (pedagogical interaction) is an important factor, since the disclosure of a student's professional abilities largely determines his future fate in the profession. The study of pedagogical activity as creativity dates back to the beginning of the twentieth century, when famous Russian teachers: P. P. Blonsky, S. T. Shatsky, A. S. Makarenko, V. A. This topic is the subject of research by Sukhomlinsky and others. The problem of the creative personality of a teacher reflected in the works of music teachers: L. A. Barenboim, G. Neuxaus, SE Feinberg and others.

In the process of music education, the personal qualities of a teacher, necessary for innovative pedagogical activity, have the same disadvantages as in general education. Yu.K. Bansky writes about this, noting the absence of the following personal factors: creative, informal search style; mobility, clear and systematic thinking; a sense of proportion in the use of forms and methods of teaching; emotional sensitivity; cooperation [2]. In the research of scientists, attention is drawn to the fact that the formation of educational motives depends on pedagogical activity, the style of the teacher, since different styles create different motives. "In musical pedagogical practice there is a tradition of the formation of value motivation and focusing on important matters that motivate the student's creativity. Here the teacher's personal example is a high factor, the greatest influence is exerted by his active interest in everything in life, growth and self-improvement",

The development of a creative personality is the main task of a music teacher. Ya. S. In Yakimanskaya's interpretation, personality-oriented education ensures the development of the personality and self-development of the student, based on the knowledge of his personal qualities and his identification as a subject of activity [7]. In the process of pedagogical activity, it is necessary to take into account that the student is not only an object of influence, but also a

subject of activity. The interaction of two subjects of the educational process is a link in the musical connection: teacher - piece of music - student. Musical works are central to the process of performing music, a source of specific artistic and creative challenges, and encourages students to look for ways to improve their performing skills. A talented piece of music is able to actively perceive, interpret and inspire the performer and the audience to create meaning.

Music teachers are engaged in pedagogical activity not only in the transfer of certain content (knowledge, skills, methods of activity, etc.) from teacher to students, but also in their joint growth and joint personal development. "A teacher engaged in the development of professional skills has at the same time an oriented methodology that opens a creative path with a student, focusing on his values and methods of interaction" [6].

Creative self-awareness of the student personality. Since the late 1970s, the concept of self-awareness has come to be seen in local psychology. The student's creative self-awareness is usually described as the discovery of his or her main strengths in human endeavor. The concepts of self-improvement and self-expression are close to the concepts of self-awareness. V.E. According to Kemerova, a person's self-awareness becomes a form of his connection with other people and their experience, and this connection serves as a kind of means of supporting a person's attitude to himself, a means of overcoming his own boundaries. "Self-awareness is a part of all human activity and is viewed primarily from the point of view of a creative person. "Self-awareness of a person means that a person realizes his capabilities, abilities, skills, and so on" [7]. Creative self-expression is a process in which a person's creative abilities are manifested.

Studies by local scientists have shown that naturally less gifted students, due to their motivational orientation, achieve better results than lazy but gifted students. We have met such examples several times in teaching practice. What motivates "less gifted" students? This problem A. Consider the study of Boschuk, in which the author concludes: "Self-awareness is more successful for students who initially feel the need for it, have high creative potential and strive to prove themselves in their profession" [3]. In his work, the researcher takes into account creativity, politeness, purposeful voluntary efforts, the desire for self-knowledge, self-improvement and the pursuit of personal qualities that have professional significance.

CONCLUSIONS

Thus, various studies in the field of teaching, analysis of scientific works on psychology, philosophy, cultural studies, musicology have shown the relevance of this problem and the importance of solving it. GRAM. GRAM. Kolomiets and G. A. Based on the work of Boschuk, as well as our creative research in the field of music and music education, we came to the following conclusions:

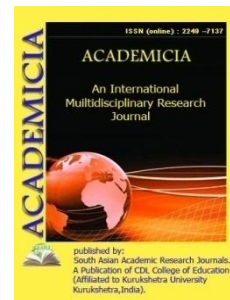
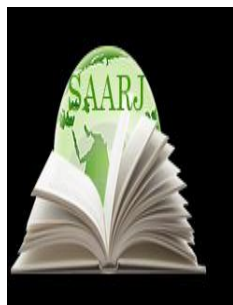
- Various factors influence the improvement of the professional competence of a graduate;
- The basis of the components influencing the improvement of the professional competence of future music teachers are: musical ability, creativity, pedagogical creativity, creative self-awareness of the student;
- Creative self-expression, human creativity in the process of self-realization;

- Increase of motivation for creative self-awareness of students in the learning process occurs under the following conditions. Quality units; joint creativity of a teacher and a student; interaction in the field of musical communication; teacher - music student; achievement of joint creativity (teacher-student); active musical and creative activity; acquisition of professional musical experience.

Advanced training, raising the level of teaching, active artistic and creative activities, the implementation of creative results - all this today is included in the set of the most important requirements for the professional skills of future music teachers. These demands stem from the needs of contemporary socio cultural artistic practice, which requires multidisciplinary professionals who can act creatively in the cultural and aesthetic transformation of society.

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PREPARATION OF FUTURE MUSIC TEACHERS FOR SCHOOL ACTIVITIES ON CLASSIC SONGS

Ozoda Muzrabovna Mukhammatova*

*Lecturer at the Department of Music Education,
Samarkand State University, UZBEKISTAN

ABSTRACT

One of the most important factors in raising our national spirituality to the level of universal human spirituality is to strengthen in the minds of the younger generation a sense of the desire to protect, preserve and develop their native language, art, traditions and rituals. In this regard, it is very important to instill the Uzbek classical heritage, which is the national and spiritual values of our people, in particular classical songs, into the spirituality of the younger generation. For this, first of all, it is necessary that future music teachers who receive music education in pedagogical universities have sufficient knowledge, understanding and practical performance skills.

KEYWORDS: *Music Education, Future Music Education Teacher, Classical Music, Pedagogical Activity, School Education, Students, Musical Culture, Musical Heritage.*

INTRODUCTION

The modern requirements of the educational system today necessitate the further improvement of the use of the national musical heritage and cultural wealth. From the first years of independence, important principles, content and prospects for the development of education on a national basis have been determined. Accordingly, the main emphasis in the education system is placed on giving priority attention to our national culture and national values and their wide use in the upbringing of the younger generation. President of the Republic Sh. Mirziyoyev "On measures for the further development of the art of the Uzbek national maqom" (November 17, 2017) and the Concept for the further development of national culture in the Republic of Uzbekistan. Resolutions "(November 28, 2018). The task of further improving the study of the national and cultural heritage of our people, first of all, is to educate the young generation to be spiritually mature, physically developed, as well as to instill in them patriotism, love and understanding of our national values and traditions. serves to improve [2].

RESULTS AND DISCUSSIONS

After all, respect for national values is a sacred and noble feeling. Its ideological, artistic and aesthetic expression has left an indelible mark on many art forms such as folk music, classical art and maqom art, folk epics, which are combined into a great tradition called the heritage of folk music.

Their use for educational and pedagogical purposes has a positive effect on the enrichment and strengthening of the national educational content.

The effective mastery of classical music by future music teachers in the educational process will largely depend on how activities in this area are organized. The level of mastery of works of high artistic value by future music teachers, their knowledge necessary for students to evaluate the artistic value of a work during school hours, to distinguish them, to understand the ideological and artistic content expressed in a poetic text and creates an opportunity to give understanding. Full teaching of classics in general education schools and their implementation by students is not a conditional task. Perhaps it is necessary to make the reader understand that classical music is a wonderful example of creativity, to distinguish between works with a low artistic level and a high product of talent, to sing classical melodies in comparison with a song, yalla, lapar or modern pop song. more "serious", "difficult" and at the same time requiring certain experience and performance skills, the ability to feel that talent is required. That is why the classical patterns recommended in school music lessons are mainly based on listening, analysis, performance technique, the skill of each performer, the use of sound, melody, specific groans, the use of musical ornaments, techniques, etc. (retm) - this is the main Attention.

Students will be interested to learn more about a selection of classic songs of high artistic value, conversations about them, performers of works, history of creation. The desire for is one of the most important "starting points" for the successful organization of education.

The above issues ensure the success of the process of improving the content of classical music in secondary school, as well as the development in the education system of a harmoniously developed generation that meets the principles of national values, moral maturity, delicacy, national ideas and ideology. allows the recipient to cultivate the creators of our future. Based on this, we tried to reveal the role and significance of Uzbek classical music in the development of personality, the content, essence, forms and ways of using it for educational purposes. We know that in any song there is an indelible mark of the time when it was created. Samples of songs included in the historical, classical, folklore, give people high aesthetic pleasure, and also instill in students the spirit of the people, its unique culture, art, lifestyle, customs, excellent knowledge and understanding of ethnic characteristics, dances, instruments, national costumes.

Starting from the first grade of secondary schools, as a social need for the formation of music education on a national basis, the curriculum includes songs of the Uzbek folk musical heritage, works of composers based on folk music, modern genres of composers, and other examples of creating a style are given enough space. At the same time, in the process of teaching "Music Culture" in secondary schools, students are introduced to the classical melodies included in the curriculum and textbooks, through the necessary knowledge and concepts to teach students this art form. It is imperative to pay special attention to forming a relatively correct attitude. In the process of listening, singing, analyzing classical works, their ideological and artistic content, imagining artistic images, harmony of the text of melodies and songs, understanding the nature

of synchronicity, the product of perfect creativity and rare talent. Students will be able to correctly understand, comprehend, differentiate, evaluate the features of a classical piece, as well as elements of folk performance, such as melody, melody, crying, ornament, kachirim, the specifics of performance on national instruments. it is necessary to organize lessons theoretically, practically and methodically in order to be able to feel the subtlety.

Classical songs, which are an invaluable example of creativity, play an important role in the musical heritage of the Uzbek people. Uzbek classical songs are not only the most important basis for the development of national singing, but also have a great influence on the artistic, aesthetic, cultural and spiritual education of a person, especially young students. reaches

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Classical songs are not only a factor of aesthetic education, but also a kind of spiritual education. Careful study and listening to the developed folk songs of the oral tradition, that is, folklore, classical music, instills in students a love for our national musical heritage, and therefore a sense of national identity. effective in shaping This, in turn, includes: love for the Motherland and Motherland, mutual respect between people, recognition of kinship, respect for friendship, human labor, the benefits created through it. gratitude, the acquisition of knowledge, the struggle for the progress of society, the pursuit of ideals lead to the improvement of the sense of life. One of the main indicators of the effectiveness of national folk music, especially folk and classical songs, is its strong influence on the inner experiences and emotions of a person. The artistic and emotional flair of classical and makom works is the most important means of forming a spiritual, moral and, in fact, ideological culture.

Democratic changes in all spheres of the social and cultural life of our country create a solid foundation for our society to become one of the most developed countries in the world in terms of social, economic, political, cultural and educational. Such changes are taking place in the education system, as in all spheres, and it is gratifying that they bear fruit in the development and improvement of education on a national basis.

The advantages of the conferences that are held in our country in a unique way in the field of traditional performance are that stylists and theorists-musicologists are status and classical, their formation, community, performance. expressing their opinion about traditions and styles, making a worthy contribution to the development of musicology. The fact that serious research is being done on the use of classical music for educational purposes is also in line with the work carried out by our government in the study of the heritage of folk music and its application in the spirituality of our people. In particular, the great song genre of art critic R. Abdullaev, the singing traditions of S. Begmatov in the Fergana Valley, theoretical issues of the performance of professional (classical and maqom) music by O. Matekubov in oral tradition, F. Karamatov. , H. Ikramov, T. Gafurbekov studies of local styles of our national music, trends in their development, history of musical instruments. The study of the problems of musical pedagogy and aesthetic education shows that work with literature and art are essentially close to each other. Since they are specific types of art and are close to each other in terms of the strength of the emotional impact on the human psyche, the methods, form and content of the work, as well as these recommendations, are similar. In fact, the main factor is that the arts associated with

singing are directly related to literature (poetry). A number of scientific studies were carried out on the problems of aesthetic education in folk singing, some genres of oases. At the moment B. It is possible to single out "Pedagogical foundations of aesthetic education of students through the musical folklore of Khorezm" by Madrimov. In addition, "Professional interest and the formation of students of pedagogical universities of the Republic of Uzbekistan" G.Ch.Naimiddinov, "Education of moral qualities of university students on the basis of the national spiritual heritage" R. Mamatkulova, "Start" H. Nurmatov. Problems of aesthetic education of third-graders in music lessons by means of Uzbek folk songs ", I. Kudratov" Aesthetic education of students by means of folk songs ", EM Fayzullaev Pedagogical conditions for the formation of artistic taste of future music teachers. (on the example of Uzbek classical music), SE Examples of such research - Romanova "Pedagogical foundations of spiritual education of future music teachers based on the Karakalpak national musical traditions", M.B. Kasimov "Aesthetic education of students by means of musical folk songs."

One of the most important aspects of the artistic value of classical songs is that they embody the lofty ideas expressed in the text and its content. Particular attention was paid to the selection of the rarest examples of our classical poetry in the works of talented composers and folk hafiz. Epic songs "Shashmakom", "Fergano-Tashkent maqoms", "Khorezm maqoms" are included in the textbook of musical culture, in the great songs of Lutfiy, A. Jami, Navoi, Miskin, Atoi, Nodira, Zebuniso, Mashrab, Ogakhi, Feruz, Works used such great poets as Mukumi, Furkat, S. Abdulla, Habibi, H. Olimjon.

Gazelles A. Navoi "Choli irak", "Ul sarvi gulru kelmadi", "Shitob ailab", "Nasrullayi", "Nim choponi", "Cats", "Koro Kozim", "Songs such as" Saikal ", " Guluzorim ", " Topmadim ", " Muftalo bo'ldim senga ", " Ne navo soz aylagan ", " Not ajab "are priceless treasures of our people. Listening to and analyzing such works, works, which are examples of high creativity, enchant readers with their rich poetry and awaken in them passion, interest and enthusiasm to learn and sing [3].

An important aspect that unites the skills and talents of the creators of the three directions of art in a work of art, which is the product of the creativity of a poet, composer and artist, is the presentation of the work and the nationality of the corresponding musical tone. This work is based on such sacred feelings as homeland, respect for parents, kindness, friendship, ideal love. Analysis of the content of the lyrics, analysis of the elements of artistic performance that artists perform by singers, allows students to gain a deep and comprehensive knowledge and understanding of classical music. This, in turn, requires students to be careful and prepared:

1. To study the attitude of students to classical Uzbek music, to determine the level of their needs and interest in the study of classical melodies and songs, to take them into account in the classroom;
2. Take into account the age, vocal abilities and talents of students;
3. Selection of samples for study by students in accordance with their interests, vocal abilities, talents, level of knowledge and performing abilities;
4. Correct and effective use of forms, methods and means of work, allowing students to develop the ability to perform classical songs, and the correct organization of lessons pedagogically, psychologically and methodically;

5. Appropriate use of technical and visual aids in the classroom;

Listening and analyzing classical works in music lessons in connection with their study and singing is of paramount importance in forming the right attitude of students towards this art form - interest, appreciation, desire to learn and inherit in the future. should be issued. Because most of the classical songs are difficult to perform, they have a wide range, and the rhythmic style makes it difficult for students to perform them at the required level. Contrary to their vocal ability, teaching a wide range of songs is not methodologically correct, and music teachers should be aware of this [4].

Therefore, during the lesson, the teacher should pay attention to information about the works that will be listened to, their authors, history of creation, famous performers, unique styles of performance, complexity and, of course, listen to the classical example in the works of mature singers. will be. These are important factors to ensure an effective lesson.

CONCLUSIONS

In classical lessons, the pedagogical skills of the teacher, the method used, the technical and visual aids and, most importantly, the teacher's example play a key role. The teacher is advised to pay close attention to the following aspects in the development of certain skills in students in order to learn how to listen to classical music.

1. Encourage students to listen to the work with great interest and emotion;
2. Encourage students to ask specific questions, comment, rate and seek additional information through listening;
3. Theoretical, practical (techniques of performance), artistic analysis of the work;
4. Thorough analysis of the phrases of the work;
5. Describe the subtleties and groans in it;
6. Interpret difficult words in song lyrics;
7. Variety of performance, originality, ability to express dynamic tones, detailed description of musical ornaments in singing and playing.

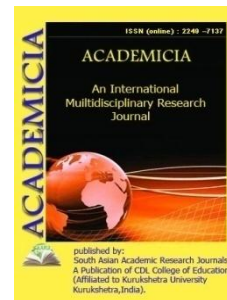
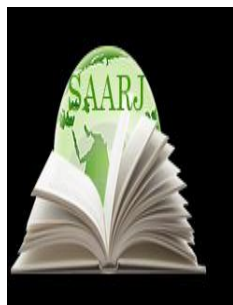
In addition, the teacher can choose a repertoire based on samples and teach some songs to sing. A well-chosen repertoire, musical works for students to achieve the sound range of the work, correct breathing when teaching, clear pronunciation of words, creating sound intonation, full, clear sound in the lower and upper registers, achieving resonance is extremely important.

Classroom equipment is also important when transitioning to classical music. At the same time, in order to ensure that the famous representatives of the classical song are representatives of Uzbek classical literature, portraits of composers, information about them, musical notation of works, study guides, tape recorders, magnetic tapes, if possible, video tapes. given that.

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POLITICAL PARTICIPATION AND TRIBAL DEVELOPMENT IN ODISHA: AN EMPIRICAL ANALYSIS OF NABARANGPUR DISTRICT

M. Rohini Rani*; Roshni Kujur**

*P. G. Department of Political Science,
Berhampur University,
Bhanja Bihar, Odisha, INDIA

**P. G. Department of Political Science,
Sambalpur University, Jyotibihar, Odisha,
INDIA

ABSTRACT

Political participation of Tribal is more extensive than their participation in the constituent and administrative procedure. The tribal's, who live in forest areas and other far off spot, have their own way of life, customs, practices and religion. They have not stayed uninfluenced through the wellsprings of progress. The progressions have occurred even among the tribal gatherings that who lived separate from non-tribal. The tribal populace in the State of Odisha, and in the nation in general, is the most denied and weak network that faces extreme economic prohibition. Albeit certain protected shields are given, no huge economic, social and political versatility has occurred over this network. Accordingly it is essential to discover the sort of changes that have occurred and the elements in affecting these progressions lastly the pace and heading of changes that have occurred among them Our paper on "Tribal Identity And The Implications For Political And Cultural Development: A Sociological Analysis" the circumstance of the Scheduled Tribes out of sight of different arrangements of the state during the progressive arrangement time frames and its effect on their socio-economic versatility. Politically, this network is the most voiceless in the state. Their unstable occupation position as far as absence of lawful privileges of the assets they use, both land and non-wood forest produce, drive them into profound economic weakness. Subsequently here this paper concentrated on improved status of Tribal in panchayat Raj Institutions with uncommon reference to Nabarangpur District of Odisha.

KEYWORDS: *Political Participation, Scheduled Tribe, Social Contract, Tribal Populace*

1 INTRODUCTION

The greatest challenge that the Government of India has been looking since independence is the best possible arrangement of social equity to the scheduled caste individuals, by improving their socio-economic conditions. Scheduled Tribes, Scheduled Castes and denotified clans comprise the most fragile area of India's populace, from the environmental, economic and educational angles. They comprise the framework of India's destitution. Despite the fact that the tribals are the children of a similar soil and the citizens of a similar nation, they conceived and develop as the offspring of the nature. From the historical perspective, they have been exposed to the most exceedingly terrible sort of misuse social. They are practically denied of numerous urban offices and segregated from modern and humanized method of living since such a large number of centuries.

The British rulers truly accomplished something in giving certain offices in towns and towns, for example, training, transport, correspondence, clinical and so forth however insufficient and basically with personal responsibility. In any case, it failed to help enhancing the socio-economic states of tribal individuals, but to the individuals in North-East area of the nation, as a result of specific reasons. Right off the bat, the British administrators thought it convenient for the most part to disregard the tribals, as the undertaking of administration in the slope areas was troublesome and exorbitant. Also, it was viewed as alluring to fend off the tribals from conceivable political impact from the world outside world. Thirdly, a portion of the British officials truly felt that left to themselves, the tribal individuals would stay a more joyful part. The Scheduled District Act of 1984 had consequently kept a large portion of these areas administratively independent, a similar circumstance was permitted to proceed under the Govt. of India Acts of 1919 and 1935. Be that as it may, after independence this approach was relinquished and new arrangement of tribal turn of events and coordination was started. The Constitution of India has made unmistakable arrangements for the government assistance and inspire of the tribal individuals all through the nation.

2 LITERATURE REVIEW

M. Singh in 2006[1] has in this volume investigate the failure of the welfare models designed for the development of tribal in India, with consequent efforts for the restoration of natural resources—such as, forest, water and land. This article contains various case studies of movements like Jharkhand Dalitism and the Bengal Kamatpur movement. S Riley in 2010[2], the article outlines the different aspects of issues over one's own existence'; empirically examining these lenses using qualitative data from a project on participating in electronic dance culture. The article suggests that everyday politics is a useful concept in understanding alternative forms of political activism and calls for broader definitions of political participation, including those that do not have a social change agenda. T Mohapatra in 2013[3] has presented a article on the caste system of tribals in odisha with their Issues of social inclusion, exclusion and cultural assimilation. A mohapatra in 2014[4] has proposed an article on the hill people Kandha tribe who are considered marginalized and backward. In his article, he gives emplasis on women empowerment in kandha community. A Behera in 2015[5] has proposed an article on tribal community in their educational status and its improvement. The role of politic parties for the development of education in tribal regions of Mayurbhanj district is analysed. Ranjit Kumar et

al. in 2015[6] proposed a review article on the analysis of social sources that are associated with the activity of civilians. They make concerned with participatory behaviours in the wide range of ways in which individuals can participate in politics in odisha. M Behera in 2016[7] has proposed an article with a comparative study on the income status and their expenditure details of the tribal of odisha. I power in 2016[8] has proposed the importance of microfinance group for the development of tribal in Telengana. S Eckert et al. in 2017[9] has present an article on the women empowerment of tribals in India. It also gives a literature review on Strengthening Women's Civic and Political Participation. R Mahana in 2019[10] has proposed a research article on various Conflicts over Tribal Development in India which are negotiable. B Mohapatra in 2020[11] present an article that illustrate the impact of decentralization plan in development of tribal and also explain about the role of panchayatraj on tribals of Odisha. Basically he has done his investigation in two districts of Odisha. K Dungdung et al. in 2020[12] have investigated on the development of tribals in Odisha. In their research article they have explained the differential progress of Odisha tribals through charts by establishing a Tribal Development Index.

3 Demographic Profile of Tribals in Odisha

There are roughly 200,000,000 tribal individuals in the whole globe, which implies, about 4% of the worldwide population. They are found in numerous locales of the world and greater part of them are the poorest among poor. As per 2011 census, the population of Scheduled Tribes in the odisha was 9.59 lakhs, comprising about 22.85% of all out population of Odisha, which implies one tribesman for each 5 odias. Table 1 show the demographic profile of Odisha and table 2 shows the population in Nabarangpur district as per census 2011.

TABLE 1. DEMOGRAPHIC PROFILE OF ODISHA (2011) CENSUS 3

| Demographic Profile of Odisha (2011) Census 3 | | | | | | | | | | | | |
|---|-------------------|--------------------------------|---------------------------|--------------------------|------------|------------------|-------------------|----------------------|-----------------|----------------|--------------------|--------|
| Sl. No. | Name of the State | Geo graphical Area in sq. k.m. | Total Pupu lation of 2011 | ST Popu latio ns of 2011 | ST | | | | | | | |
| | | | | | Sex Rat io | Lit era cy Ra te | Chil d 0-6 year s | Tota l Hou se Hol ds | Tota l Wor kers | Mai n Wor kers | Mar ginal Wor kers | WF PR |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | ODIS HA | 155 707 | 4197 4218 | 9590 756 | 102 9 | 52. 24 | 1520 832 | 216 311 0 | 476 965 9 | 233 069 7 | 2438 962 | 49. 73 |
| 1. A.B.Ota & S.C.Mohanty (2015): "Demographic Profile of Scheduled Tribes in Odisha (1961 - 2011), SCSTRTI, Govt. of Odisha, Bhubaneswar, P - 21. | | | | | | | | | | | | |

Among tribes, there are such huge numbers of communities. According to the census of 2011, the major distinguished tribes in nation number about the 432 scheduled tribes in India however the complete number of tribal communities is accounted for to be 653 and a few of them have gotten terminated or converged with different communities as the propensity for combination

and splitting among tribal population is a consistent procedure. Subsequently, if the sub-tribes and state tribes will be contemplated, the number will be some more. In Odisha around 62 scheduled tribes have been accounted for. An aggregate of around 10 distinctive scheduled tribes have been accounted for in ten unique squares of Nabarangpur area of Odisha. These 10 communities communicating in 6 distinct dialects have been so far advised as the scheduled tribes in Nabarangpur. They have their own socio-social and monetary milieu. Truth be told, the biggest centralization of tribal individuals, anyplace in India and aside from maybe Africa is in India. About half of the tribal population of the nation is gathered in the conditions of Madhya Pradesh, Chhatisgarh, Jharkhand, Bihar and Odisha. In addition, there is a sizeable tribal population in Maharastra, Gujarat, Rajasthan and West Bengal. Similraly in Odisha the majority of scheduled tribes are found in Koraput, Malkangiri, Nabarangpur, Kandhamal, Boudh, Balangir, Mayurbhanj, Keonjhar, Sundargarh. Few are also found in Rayagada and Kalahandi districts.

TABLE 2. BLOCK-WISE POPULATION PROFILE OF NABARANGPUR (2011)
CENSUS 3

| Sl. No. | Name of the District | Block Sl. No. | Name of the Block | Populations | | | | | |
|--|----------------------|---------------|-------------------|-------------|-------|---------|---------|-------|---------|
| | | | | 2001 | | | 2011 | | |
| | | | | Persons | Males | Females | Persons | Males | Females |
| 1 | 2 | 3 | 4 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | Nabarangpur | 1 | Chandahandi | 20276 | 10174 | 10102 | 25990 | 12597 | 13393 |
| | | 2 | Dabugaon | 32985 | 16385 | 16600 | 40496 | 19860 | 20636 |
| | | 3 | Jharigaon | 77088 | 38392 | 38696 | 93605 | 45926 | 47679 |
| | | 4 | Kosagumuda | 84338 | 42463 | 41875 | 98951 | 48885 | 50066 |
| | | 5 | Nandahandi | 21931 | 10854 | 11077 | 27454 | 13334 | 14120 |
| | | 6 | Nabarangpur | 37802 | 18991 | 18811 | 46109 | 22715 | 23394 |
| | | 7 | Papadahandi | 63907 | 31642 | 32265 | 76358 | 37172 | 39186 |
| | | 8 | Raighar | 102300 | 51507 | 50793 | 119560 | 59467 | 60093 |
| | | 9 | Tentulikhunti | 32587 | 15977 | 16610 | 38239 | 18439 | 19800 |
| | | 10 | Umerkote | 85542 | 43147 | 42395 | 108008 | 53492 | 54516 |
| Ibid: A.B. Ota & S.C. Mohanty (2015), P - 74 | | | | | | | | | |

4 Socio-Economic Background of Tribal Population

The investigation is consisting in ten blocks of Nabarangpur District of southern region of Odisha. The point of choosing block is to discover with respect to what degree the investment procedure filled in as influence purposes of social change in these zones just as in the demeanor and orientation of tribals towards politics, nation, just as state exercises.

For the purpose of interest, no technique for inspecting could be received. For our study, we have chosen 350 respondents from 10 blocks. As of the educational degree of the tribal was not upto the mark, so we chose public opinion leaders and social workers to help us in meeting with the respondents. Regardless of whether there was an extensive list of family in each block, yet really there were not very many individuals in those blocks as the vast majority of them relocated to some different places inside and outside state for employment and different purposes. Some of them are dead and some of them were not available in the list, though they were available. In any case, with incredible trouble we got 350 respondents for our investigation. The age gathering of respondents we have taken 18 to 35 years with 64%, 35 to 55 years with 27% or more 55 years 9%. Out of the respondents, 88% are hitched and 12% unmarried. In the examination we have taken the report of 69% of male and 31% female members.

Social, economical and cultural elements have been generally perceived for assuming a noteworthy work in deciding the manner by which individuals carry on and respond. In this way, we have taken educational capability, occupation, Income source, land holding as factors to be studied as follows:

4.1 Educational Capability

Education helps to determine the attitude behaviour and orientation of a person. It is one of the main factors that clearly distinguish a person in the tribal areas. Hence categorically we have taken a survey of education of tribal in Nabarangpur district and here are the outcomes from 350 different responders:

TABLE 3 EDUCATIONAL CATEGORIES OF TRIBALS IN NABARANGPUR DISTRICT

| SI.No. | Education Category | No. of Respondents | % to Total |
|--------|---------------------------|--------------------|------------|
| 1 | Primary Teaching | 163 | 46.57 |
| 2 | Minor Education | 53 | 15.14 |
| 3 | 10 th Standard | 33 | 9.43 |
| 4 | 10+2 level | 16 | 4.57 |
| 5 | Graduate | 7 | 2.00 |
| 6 | Post Graduate | 3 | 0.86 |
| 7 | Other Technical | 32 | 9.14 |
| 8 | Illiterate | 43 | 12.29 |
| | | 350 | 100 |

The study shows that almost half of the respondents have primary education. Only 2% have education upto graduation and around 1% has the qualification of post- graduate studies, 12% respondents have no educational qualification at all.

4.2 Professional Work

Profession is one of the factors that define a person's position in society. These days, a persons having government/non-government service will have a better position in the society. Gradually no one is interested in the family business. The following table gives a complete picture of the professional structure of respondents in Nabarangpur district.

TABLE 4 PROFESSION IN DIFFERENT SECTORS

| N=350 | | | |
|--------|----------------------------|--------------------|------------|
| Sl.No. | Category | No. of Respondents | % to Total |
| 1 | Farming | 239 | 68.29 |
| 2 | Workers(Labourer) | 68 | 19.43 |
| 3 | Family Business | 25 | 7.14 |
| 4 | Service in Govt. Sectors | 6 | 1.71 |
| 5 | Service in Private Sectors | 4 | 1.14 |
| 6 | Professional Business | 8 | 2.29 |
| 7 | Any other Profession | — | — |
| | | 350 | 100 |

The above analysis shows that 68% of the respondents are having farming. 18.33% work as labourer. Only 04 persons are there in government service and two (02) in private service. Only 4 respondents opined in favour of business.

4.3 Annual Income

In our day today life, the source of income and money plays a crucial role. As our nation is agricultural based and most population depend upon agriculture due to which most of the population having below standard of living. Certainly the source income level of the people play a great determining role in the overall performance of the individuals. Here in our study, we tried to analyze the income of the tribal in Nabarangpur district. The details are as follows:

TABLE 5 YEARLY INCOME OF TRIBALS IN NABARANGPUR DISTRICT

| Sl.No. | Yearly Income | Family Income | | Parental Income | |
|--------|-------------------------------|----------------|------------|-----------------|------------|
| | | No. of Respon. | % to Total | No. of Respon. | % to Total |
| 1 | Less than Rs.10,000/- | 296 | 84.57 | 294 | 84.00 |
| 2 | Rs. 10,000/-to Rs.20,000/- | 34 | 9.71 | 44 | 12.57 |
| 3 | Rs.20,000/- to Rs.50,000/- | 12 | 3.43 | 8 | 2.29 |
| 4 | Rs.50,000/- to Rs. 1,00,000/- | 8 | 2.29 | 4 | 1.14 |
| 5 | Above 1,00,000/- | - | - | - | - |
| | Total | 350 | 100 | 350 | 100 |

The analysis shows that, 94% of persons have yearly income of less than Rs.10,000/- while nearly 04% have nearly Rs.20,000/- and only 2% of respondents have annual income more than Rs.20,000/-. Similarly 84% of the respondents viewed that their parental income is also

less than Rs. 10,000/-. nearly 13% respondents have given their consent of more than Rs.20,000/-. Which very much unsatisfied data. As per my knowledge, they must have given some wrong data.

4.4 Holding of Land

As we know in the terminology of economics the land is a free gift of nature, but in the social realism of Odisha, it counts the prestige of a person in the society. Hence land possession is one of the great demand in social esteem for the person in a society. Following are the detail report on the land acquisition of the persons in Nabarangpur district.

TABLE 6. DETAILS OF LAND ACQUISITION OF THE RESPONDENTS

| SI. No. | Land in Acres | Respondents Land Holding | | Parental Land Holding | |
|---------|----------------------|--------------------------|------------|-----------------------|------------|
| | | No. of Response | % to Total | No. of Response | % to Total |
| 1 | Less than one acre | 197 | 56.29 | 127 | 36.29 |
| 2 | 1 Acre to 2.5 Acres | 103 | 29.43 | 67 | 19.14 |
| 3 | 2.5 acres to 5 acres | 45 | 12.86 | 95 | 27.14 |
| 4 | 5 acres to 10 acres | 5 | 1.43 | 34 | 9.71 |
| 5 | Above 10 acres | — | — | 27 | 7.71 |
| | Total | 350 | 100 | 350 | 100 |

As per the analysis it was found that a quite large number of persons (around 56%) are having less than 1 acre of land. Only five respondents possess more than 5 acres of land. Similarly, regarding parental land holding 36% view about less than 1 acre of land and also another 27% say in favor of 2.5 acre to 5 acre. Only 27 persons say in favour of more than 10 acres of parental land.

5 CONCLUSION

After the assortment of information an elaborate data book was generated and the information were posted in the code sheet. At that point the information were organized and broke down. On account of the heterogeneity of the appropriate response example to open-ended inquiries just those respondents whose answers could be coded in a specific classification were utilized as a base for figuring rates. We have not utilized the analysis with the trial of statistical significance of data, nor we have discovered correlation coefficients, however we just derived the rate appropriateness in terms of percentage of different angles of our findings to analyze the political aspects and development of tribals of Odisha through a case study of Nabarangpur district.

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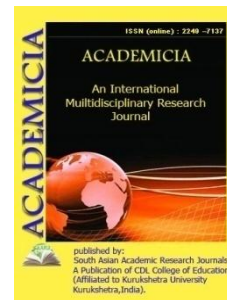
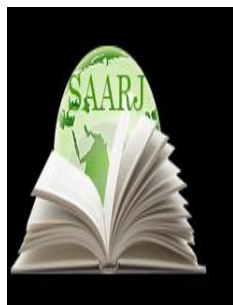
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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF LEGAL CONSCIOUSNESS DEVELOPMENT OF PRIMARY SCHOOL PUPILS

Raupova Munira Murodovna*

*Teacher of Pedagogy and Psychology Department,
Navai State Pedagogical Institute
UZBEKISTAN

ABSTRACT

The following article deals with the pedagogical and psychological features of the development of legal consciousness of primary school pupils, the normative-legal basis, the analysis of pedagogical-psychological literature, the content of basic competence elements of primary education and the essence of the content of legal consciousness development competencies as well.

KEYWORDS: *Consciousness, Legal Consciousness, Projection, Modeling, Concept, Primary Education, Rules Of Etiquette, National Values, Legal Propaganda, State Symbols, Patriotism.*

INTRODUCTION

The leading research centers and Universities of the world, including the United States, Canada, Singapore, France, Japan, the Russian Federation, pay special attention to the theoretical foundations of legal culture, the importance of legal education in human life, the formation of legal culture in society on the basis of innovative pedagogical technologies. requirements are the result of serious social and legal problems in modern society, the solution of which is recognized in the modern conditions of development of society, the need to develop legal consciousness in the behavior of children by education professionals. So, it is naturally that a legal culture cannot be achieved without a legal consciousness. Today's requirement is systematic regulation of how to teach, explain and implement legal norms, which is one of the main directions in the development of legal consciousness.

In the current era of globalization, scientific and technological progress in Uzbekistan, the development of innovative methods of raising legal awareness and legal culture, effective means of advocacy are important. Improving legal culture in society is an important condition for modernization, reform, democratization and renewal of society. No matter how complete and

perfect theoretical knowledge about the development of legal culture is expressed, the intended goals can not be achieved without regular and systematic work on their inculcation in the legal consciousness of the individual. Legal literacy and the application of knowledge in practice depend in many respects on the content of legal education. From this point of view, legal education is a necessary condition and a key factor in ensuring the knowledge and protection of the rights of every person. Person-family-neighborhood-educational institution-organization-society system requires the improvement of legal awareness and legal culture of the public, especially the younger generation. [1] This is due to the organization of legal education, which is an important factor in developing the legal consciousness of young people. Scientific analysis shows the vital importance. Scientific analysis shows the vital importance of regular study of related processes, inculcation of legal consciousness from childhood on the basis of education. As defined in the "Concept of raising legal culture in society", the ratio of factors that negatively affect the legal education of youth It is especially important to conduct research on current issues, such as the formation of immunity and the implementation of a comprehensive approach to instilling in each person respect for the law and morality, loyalty to national values, and intolerance of crime. [1]

In the reform of the Republic of Uzbekistan in the field of education, the development of legal consciousness and legal culture of primary school pupils are one of the urgent tasks, which impose on teachers the responsibility to develop and implement the content, forms and methods of legal education in accordance with socio-pedagogical realities. The role of primary education in increasing the legal literacy of children, and the development of a legal culture in society are invaluable. Further improvement of the quality of primary education, which is the basis of continuing education, primary school lessons, the information set out in it plays a key role in the development of a fully developed human personality. Development of education of primary school pupils on the basis of the principles of legal culture, the formation of respect for human rights and freedoms in the education of the younger generation, the elimination of a number of problems and shortcomings that hinder the development of legal awareness and legal culture requires consideration of questions about its essence, specificity, structure, and its relation to other areas of consciousness. In the course of our research, taking into account the essence of legal consciousness, firstly we have focused on the analysis of the concepts of "consciousness" and "law". In order to further compare the information about consciousness in the literature with some implicit interpretations of consciousness (lat. *Implicitus* - latent memory - a type of memory that provides access to information from past experience), we have turned to the classical concepts of the essence of consciousness. M. Bexterev has indicated the subconscious as a "subjective assessment" or a subjective, an internally directly perceived state that accompanies many psychological processes. He has identified six forms of consciousness, which also defines different levels of development of the content of consciousness (from the lowest to the highest): the realization of one's own existence; self-consciousness; understanding the environment; understanding time; and self-awareness. [5] S. L. Rubenstein has defined consciousness as the perception of objective reality, which is an epistemological) in the sense that it appears in education, through which the objective content of the subject emerges before the subject (Greek word *ἐπιστήμη*-scientific knowledge, science, reliable knowledge, and *λόγος*"word", "speech" - a philosophical-methodological study of knowledge, its structure, activity and development discipline). E. V. Shorokhova has described the mind as "an active attitude of man to the truth, to himself, to his actions, and faith". P. Bueva has considered

consciousness not only as a reflection of reality in the form of knowledge, but also as an “internal subjective attitude of an individual to the objective conditions and forms of his activity, his social tasks and roles”. In this capacity, the mind directly acts as a mechanism of "internal regulator of individual social activity and behavior". [5]

The essence of the technology of development of legal consciousness of primary school pupils is reflected in the innovative organization and conduct of legal education in the primary education system based on the development of personality traits that meet the ethical requirements of society, as well as personal and The purpose of the systematic organization of legal education is to improve the legal culture of society on the basis of increasing the level of development of public legal consciousness. Legal education - to provide students with systematized knowledge of legal norms, laws and the essence of socio-legal relations. is a process. [2] In our opinion, when the socio-legal relations are manifested at the level of internalization (internal awareness), then the concept of "legal consciousness" can be applied to this process.

Legal consciousness is the ability of people to have an understanding and knowledge of law, as well as the reflection of their ideas about law in the human mind. Legal consciousness, as a relatively independent and most rational component of social consciousness, accumulates social and legal experiences, to some extent correcting and reproducing it in legal practice, science, and education. Legal consciousness cannot be formed and developed without legal knowledge. [3]

In the development of technology for the development of legal consciousness of primary school pupils:

- The basic competence elements of primary education include the competence for the development of legal consciousness, and students have the opportunity to acquire legal knowledge on the basis of State Educational Standards;

- Projection (consciousness, based on the expansion of worldview) method, (independent self-education, consciousness based on the development of creative abilities with the concentration of internal resources of the human psyche in the process of achieving the goal of self-improvement, with important elements in leading activities (play, teaching, work) and methodological support for the use of hypnopedics, suggestopedics, autogenic training, neuro-linguistic programming, methods) to expand the worldview;

- Modeling is methods of developing creative abilities that allow to reveal the features of legal consciousness (process or event) in accordance with the norms and requirements are formed (annotations, extracts, hypotheses, notes, articles, comments, descriptions, descriptions, plans, theses, suggestions, questionnaires, tests, interviews, comparisons, monologues, stories, tales, articles in verbal-logical and structural-logical, word-logical modeling) , words, phrases, jokes, riddles, essays, presentations);

- Educational tools and methods used by the teacher in the process of development of legal consciousness are created in accordance with the principles of education;

- Organizational and systematic legal education is achieved on the basis of systematic inculcation of legal concepts and rules of ethics in the minds of primary school pupils;

- In the system of primary education, flyers, booklets, comics, presentation slides, videos on visual propaganda, informing about children's rights and moral norms, are developed and visual legal advocacy materials are delivered to each educational institution;
- Innovative methods of legal advocacy will be created and implemented in the primary education system;
- The role of the media in the promotion of legal knowledge will be strengthened through the organization of a drawing competition among primary school students on the theme "Law is the truth".

In the course of our research, based on the technology of developing legal awareness of primary school pupils, we have examined the content and structure of the basic competency elements of primary education from the scientific point of view, and have found the following important in the development of legal consciousness of primary school students;

- Improvement of the study of the characteristics of students' attitudes to law for the formation of personal competencies of students in the process of primary education;
- To develop the ability to acquire and apply moral values in practice on the basis of pedagogical and psychological approaches, such as the concept of "I", self-awareness;
- Pedagogical and psychological understanding of the content of such concepts as "mastery of moral norms", "perception of law", "acceptance of legal norms", "understanding the role of law" in the formation of legal competencies of students;
- Creating a "person-law-future" model based on the technology of developing the legal consciousness of primary school students;

Taking into account the above components of the development of legal consciousness of primary school students, the technology of development of legal consciousness of students should be implemented on the basis of the following psychological and pedagogical conditions:

- In-depth study of the scientific basis for raising legal awareness and legal culture in primary school pupils;
- Formation of a high level of motivation of primary school students in the acquisition of knowledge, skills and personal qualities on the basis of basic competence elements;
- The formation of legal immunity against the factors that negatively affect the legal education of primary school students, a comprehensive approach to instilling in each student a sense of respect for the law and ethics, loyalty to national values, intolerance of crime;
- Creation of a clear effective mechanism for improving the legal knowledge of primary school pupils;
- The use of methods of persuasion, belief, which allow the development of scientific and theoretical knowledge in the legal consciousness of primary school pupils;
- The use of didactic methods and tools to enrich the knowledge base and base of legal consciousness and legal culture in the period of primary education;
- Ensuring the integration of legal consciousness of students in primary education based on traditional values and the development of its bilateral socio-cultural potential on the basis of

modern methods and didactic tools, information and communication technologies to develop a new system of legal values;

- Replacement of the educational process with the process of innovative technological, projection modeling in the development of legal consciousness of primary school pupils;

- Organization of legal and educational activities for the development of legal consciousness among students in primary education in accordance with the teaching of the history, religion, national values of our people;

- Strengthening the sense of belonging and patriotism in primary school students through the formation of a sense of pride in the state symbols;

- Extensive use of the experience of foreign countries in the organization of the "person-law-future" model in the process of primary education;

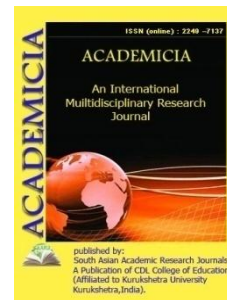
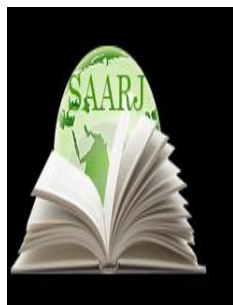
- Development of legal consciousness and legal culture of primary school students on the basis of systematic and organic organization on the principle of "person - family - community - educational institution - organization - society".

Instead of drawing conclusions based on our studies and analysis of the literature, we have cited the following definitions of legal consciousness: "The process of realization of events related to the formation of positive and negative factors that affect the formation of legal consciousness in accordance with the requirements of society" (M.M. Raupova).

"Legal consciousness is a complex of understanding of social existence and the formation and development of behavior on the basis of social norms" (M.M. Raupova)

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ALL ABOUT ORIENTAL SPEECH ETIQUETTE

Choriye Tavakkal Ravshanovich*

*Professor,
Candidate of Philological Sciences,
Bukhara State University, Republic of UZBEKISTAN
Email id: ravshanzoda67@mail.ru

ABSTRACT

The following article deals with the role of speech etiquette between people in the process of communication, as well as the ability to behave in society. Examples of the golden rules of etiquette of Eastern sages are given. In the speech etiquette of any nation and nationalities, the obligatory requirements are the culture of conducting a conversation in various situations with familiar and unfamiliar interlocutors of various ranks. During a conversation, you cannot speak with gesturing with your hands or keep them in your pocket, shrug your shoulders, turn away from your interlocutor, look at the clock, end the conversation with a loud voice or laughing laughter.

KEYWORDS: *Speech, Etiquette, Norm, Culture, Dialogue, Education.*

INTRODUCTION

Many surveys and practice have shown that it is especially difficult to choose the right form of etiquette for communicating with strangers. This requires special linguistic knowledge and speech skills to vary in unexpected situations. Despite the universal rules of etiquette for all people, there are multifaceted national subtleties of communication (types of speech etiquette). In addition, it is necessary to take into account the age, gender, position held, the situation, the choice of the necessary expression of language etiquette for the interlocutor, and many others. Taking all these factors into account is the basis of pleasant communication based on mutual respect. A mutually warm relationship protects against unnecessary, sometimes harmful speech habits: contempt, not considering the interlocutor worthy, raising your voice or expressing your dissatisfaction with different hand movements.

In speech etiquette, the tone of voice occupies a special place. The interlocutor, in spite of everything (his bad mood or personal hostility), should conduct the conversation in a moderate

tone of voice, especially, speak by rapping out every word. At the same time, do not succumb to panic, confusion, which will ensure, firstly, self-confidence, and secondly, the interlocutor will have a desire to enter into a dialogue. Most importantly, this will disarm the interlocutor.

In Uzbek (also in Russian), the word like sit down can be pronounced in different ways. It can express a request, order, advice, warning, or insult. Therefore, you need to have a great verbal skill in controlling the tone (intoned) of the voice.

In the twentieth century, many elements of speech etiquette have changed for the better. First example: people in the place “salom” (hello) began to say “Assalom aleikum”. Also included in the speech etiquette are words of a religious nature. Let’s compare:

– Thank you, praises the Lord.

– Good bye, may the God always be with you.

The following words are also considered as etiquette words: my close friend, comrade, Mr. and are used to address to someone.

There are deviations from the norms in modern speech etiquette. This is, instead of a greeting, touching each other's head with the head, as well as using the word "How are you" instead of hello.

The choice of the forms of etiquette “Where? With whom? And what about?” have some difficulties. For example, talking to a stranger about nonsense that is next to you. He jokes with others without taking into account their mood or telling them jokes unpleasantly.

Also, excessive praise, idolizing someone, or fawning show low, or even the absence of truly human etiquette. Unfortunately, this form is widely developed in the modern world.

The second important indicator of speech etiquette is the ability to listen to the interlocutor. In appearance, this does not present any difficulty. In practice, no one is capable of this.

We have lack patience, or we pretend to listen, which is grossly violating the norms of etiquette. Especially when we are distracted, that is, we are looking around or at the phone.

It is considered a good manner not to interrupt to listen to the end of the speech of the elders. Even if you do not like their expression, you still do not need to object to them or show a grimace. This is the main requirement of oriental etiquette.

At present, the requirements of speech etiquette are growing day by day, which is explained by the tasks of the state program for the development of society. Also, the basis of the idea of national independence is the culture of speech and oriental etiquette, reflecting the values of the customs of the customs of the Uzbek people.

In the speech etiquette of any nation and nationalities, the obligatory requirements are the culture of conducting a conversation in various situations with familiar and unfamiliar interlocutors of various ranks. Regardless of these factors and situations, the interlocutors should respect each other, pay attention. In addition, it is necessary to conduct a confidential conversation, nothing, even indirectly or under the text, without offending (even hinting) the interlocutor. The culture of conversation is speech itself. Speech should be literary without a mixture of dialect.

We can talk about varieties of dialect for hours. Unfortunately, we often meet people who speak a professional language. Let's give one example:

Speaking with a taxi, bus or tram driver.

- Please, stop the bus...

- Stop or break.

-Push in the gas

It is not difficult to determine from speaker's speech where he is from and who he is, from a village or city.

Also, speech is the best indicator of education. In order to avoid the negative consequences of the conversation, it is necessary to use gentle words pleasant to the interlocutor in speech. Yes, we all know that dialects, especially jargons, are contagious. And therefore it is necessary to teach young people the culture of speech, and they need to be taught not only to national etiquette, but also to the norms of international speech culture.

The speech activity of etiquette has the following stages:

I. Stages of the speaker's speech activity

- Stage of greeting and address;

- The stage of acquaintance.

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-Goal stage;

- The stage of the end of the conversation and farewell.

II. Stages of the listener:

- Sage of hearing;

- Stage of expression of attitude.

Usually the speaker tries for a long time and afraids of expressing his plans in detail. Most importantly, he does not notice that there is more to say, which complicates the listening process. This is explained by the same desires of the listener (to express your opinion faster in relation to what was said).

For this, the speaker needs to take into account and respect the interlocutor, that is, does not test his patience. In addition, one should not forget that the interlocutor does not listen to everything, but what he needs, what he is interested in.

There is such a **legend**. One day two friends were walking along the road. The road was crowded and noisy. One of the friends said: "You hear how nice it is!" "Which is nice?" asked another. The voice of a cricket - answered a friend then he found out that his friend was a zoologist. "He found that he was praising," said another. Then the zoologist took one coin out of his pocket and threw it on the asphalt. His friend immediately heard the clink of a coin and took it. Seeing this, the zoologist said. "They really say we hear what we need."

The concept of speech etiquette has a multifaceted meaning.

Its main indicators are:

- Sincerity of speech.
- Compliance with the norms of the literary language.
- Consideration of the following factors: place, situation, gender, age, time.
- Choice of words and expression in accordance with the worldview, education of the interlocutor.

Golden rules of etiquette

Every educated, cultured and intelligent person should know not only the basic obligatory conditions of etiquette, but also simple human relationships.

Respect for any person, each member of society in any life situation is our duty, which any self-respecting person can learn. And for this it is enough to treat people as if they were dearest. Indeed, people have a lot in common. And what you don't like, most likely the other person won't like it either. What you are offended by will offend another. And therefore you need to respect others no less than yourself!

The main requirements of golden etiquette are as follows:

- Good behavior;
 - The ability to behave in society (among people);
 - Appearance;
- Communication culture

Communication is the base of etiquette. Communication-skill shares their innermost feelings, opinions, personal, inner experiences with others. Undoubtedly, these are the kindest personality traits. In addition, it is a kind of expression "I".

The ability to behave in society is also part of the golden rules of etiquette. We give some examples quotes of Husayn Voiz Koshifi, a prominent contemporary of Alisher Navoi, a major cultural figure of the 15th-16th centuries. In the first part of his book "Tariqat ahlining odobi" (the behavior of educated people), he wrote: "A scientist must observe the following rules during his speech, address and conversation with people, with society as a whole:

1. Avoid lies, for the deceiver is the enemy of God.
2. Do not promise what cannot be fulfilled.
4. Beware of discussing unnecessary, empty questions and problems.
5. Avoid boasting, especially from praising yourself, for this is also a sign of pride.
6. Avoid talkativeness and let the word go.
7. Never curse anyone, for it is the enemy of the soul
8. Beware of inappropriate jokes and ridicule of others.

The culture of communication, in general, and etiquette are multifaceted. For example: When meeting the wife of the owner of the house, whom you find visiting. Should I shake hands or not? Should I nod my head? Or what words should you say when meeting? Do not offend anyone before this.

In the East, accept introduces a man to a woman, a young senior, an employee to a leader. Here the advantage is on the side of the senior and the leader of any rank. It also happens vice versa, while they are introduced to reverence, showing great attention and respect.

When meeting someone, it is traditional (especially when giving a hand) to bend over a little and hold his left hand to his chest. Don't forget a little joyful smile. It is also better to express joy with fame, a great (great) honor for me to get to know you; I heard a lot of good things about you, dreamed of meeting, instead of the ordinary words "very glad" or "glad to meet you". Holding a conversation when meeting each other has its own subtleties. During a conversation, you cannot speak with gesturing with your hands or keep them in your pocket, shrug your shoulders, turn away from your interlocutor, look at the clock, end the conversation with a loud voice or laughing laughter.

A person's appearance is one of the defining rules of etiquette, especially the dressing style. It is appropriate to use the term "Talk chain" here. If the first expression means the formality of acquaintance, then the second means informality. Informality does not mean negligence. Here you need to focus on international dressing standards, taking into account national traditions. When choosing clothes, it is necessary to avoid bright, multi-colored and shiny tones.

Relationship manners are said to be divided into two. The first is the state. During dialogue, conversation, keep yourself free, be extremely attentive. If you behave too freely, loosely, then they may think that you are not well-mannered or not serious. The second is the look, vision. You need to look at the interlocutor not at close range, but with a trustingly pleasant, gentle look, which contributes to a fruitful outcome.

Politeness has a special place among the golden rules of etiquette. It can be compared to the magic word of the Russian language "Please". In other words, being polite is the key to success in any conversation. In addition, politeness is an indicator of a high level of good manner disarms any schemer's interlocutor. Therefore, politeness is a reliable protection against trouble.

In the Uzbek language there is an elegant word "Nazokat" (affection, gentleness, grace, grace) which is difficult to translate into other languages. It expresses warmth, attitude towards someone.

This has its own rules:

- Do not make noise, do not disturb others.
- Never humiliate another religion, nation or state.
- Do not make fun of the shortcomings and mistakes of the interlocutor.
- Shake your hand firstly.
- Do not speak with contempt about the friends and acquaintances of the interlocutor.

Observing these rules is especially important for a teacher, because he is adorned and elevated not only by his appearance, tie, white shirt, suit, but also by excellent, competent speech, as well as politeness, a modern teacher must have the following qualities.

- Love your subject, and treat to it politely.

- It should be a barometer of culture.

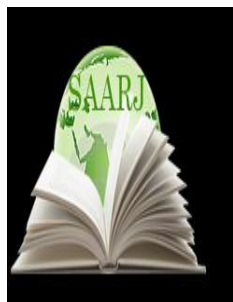
Cultural speech has always helped a person to find mutual understanding between people, both in creative activity and in spiritual communication.

A pleasant speech helps people to be more sociable, more correct in their actions, actions, speech. Cultural speech should know the weight, since it is easy to follow the path of life with it and overcome all difficulties.

The culture of speech is respect and love for the language.

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TEACHER SKILLS IN INCREASING THE EFFECTIVENESS OF A FOREIGN LANGUAGE SESSIONS

Jumanazarov Umid Umirzakovich*; Almatova Umida Islomovna**

*PhD-Head,

Department of Natural Interdisciplinary Foreign languages,
Jizzakh State Pedagogical Institute,
UZBEKISTAN

Email id: jumanazarov2021@inbox.ru.

** Teacher,

Department of Natural Interdisciplinary Foreign Languages,
The faculty of foreign Languages,
Djizzakh State Pedagogical Institute named Abdulla Kodiriy,
UZBEKISTAN

ABSTRACT

The following article deals with the ways of developing teachers skills in increasing the effectiveness of foreign language sessions. It is important to be based on certain criteria in determining best pedagogical practices. The most important criterion is a new form, method and method of education used by the teacher in his pedagogical activity. The most important condition of pedagogical creativity is to know, understand, love this field, to approach it with enthusiasm, and initiative. At the same time it is the high general culture of the teacher.

KEYWORDS: Professional Skills, Practical Activities, Creativity, Education, Upbringing, And Critical Look.

INTRODUCTION

Learning and disseminating best pedagogical practices is the most convenient form for teachers to improve their professional skills. A teacher who is a master of his or her profession constantly looks for new ways to educate and nurture students by approaching his or her creative and innovative colleagues.

We evaluate the activity of a teacher as "Advanced pedagogue", "Advanced teacher", "Innovative pedagogue", and "Creative".

First of all, an "advanced teacher" is more responsible than other teachers. He or she learns positive experiences in this field and applies them in their lessons, school and extracurricular educational activities. In this way, students achieve certain achievements in education and upbringing.

In our opinion, the "innovative pedagogue" is distinguished by the presence of its own integrated pedagogical tools and methods. At the same time, innovative teachers own the ability to take a critical look at their own work, scientific analysis. Many of them are extremely complex, believing that their actions are right even in situations where others do not believe in themselves.

The "Creative Teacher" may also have the same features as the "Advanced Teacher" by studying their serious sources and working on them, a creative teacher can take a critical look at existing sources, expressing their attitude to the existing methodological guidelines in the polls, they use different methodological methods from the existing procedures, depending on their capabilities, depending on the circumstances and the requirements of the situation.

It is important to be based on certain criteria in determining best pedagogical practices. The most important criterion is a new form, method and method of education used by the teacher in his pedagogical activity. This criterion is the most important feature that distinguishes an advanced teacher from ordinary teachers. The novelty applied by the teacher is varied and may consist of identifying a new content, form, method of teaching or upbringing, the most effective ways of improving pedagogical work.

It should be noted that pedagogical sensitivity and insight are important in mastering pedagogical skills. Pedagogical mastery is influenced by the word, which is the most important, delicate part of pedagogical technique. A.S. Makarenko wrote in his report "About my experience": "I" became real only after learning 15-20 different tones of saying "come here", 20 different subtle differences in the structure of the face and voice, and then I have become a real teacher.

Pedagogical creativity is an activity consisting of the integrity of science and art. It is the creation of innovation as an activity of pedagogical creativity, which is distinguished by its unique social essence.

The uniqueness of pedagogical creativity is that as a product of it, the human personality is formed.

Practical activity in Pedagogy should be distinguished from scientific creativity. The process of scientific creativity solves the complex problems of the modern school, as a result of which the previously unknown control of education is new, and the prospects for its development can be determined in the future. In the work of a teacher, creativity is manifested in various forms and content. Therefore, it would not be a mistake to ask about the stages of creation.

The process of pedagogical creation includes the development of a completely new approach to education, the use of theoretical and methodological conclusions in the pedagogical process, based on the use of new forms, methods, tools in new conditions or their improvement in accordance with the requirements of new tasks.

For teachers engaged in practical activities, the highest stage of pedagogical creativity is the creation of completely new, highly effective forms of education.

The most important condition of pedagogical creativity is to know, understand, love this field, to approach it with enthusiasm, and initiative. At the same time it is the high general culture of the teacher. High culture is a broad concept, which primarily includes a set of qualities such as a teacher's deep knowledge, all-round interests, high level of development, social activism, humility, hard work, pedagogical etiquette, communication with the community and students, confidence in the future, and cheerfulness.

Each type of speech activity has its own challenges. There are many difficulties in listening comprehension. Knowing them is one of the crucial conditions in teaching a foreign language. Problems of comprehension, including speech comprehension, have been developed in great detail in world psychology. The science of foreign language teaching methods effectively uses existing theoretical considerations. Difficulties in students' listening comprehension in the school environment include:

1. Formal difficulties in language. The meaning is different, and the sound form is difficult to listen and understand similar words (homophones) or the passive level of a foreign language verb. The homophone and the passive verb seem familiar at first glance, but the trick makes it difficult to perceive the content of the audio text.

2. Content challenges. There are difficulties in understanding the evidence, such as what, where, with whom, when, in the scope of the information obtained, and in grasping the connection between them, as well as the general idea.

3. Difficulties in the conditions of verbal comprehension. Suffice it to mention the speed of speech, tone, and the complexity of mechanically recorded audio text. At the same time, it is natural that one-time perception of the audiotape, listening to a stranger, the peculiarities of the voice, etc., can be difficult to understand.

4. Difficulties with speech form. Dialogue is a challenge for the reader to respond to in speech, while listening to a monologue is a challenge for the reader.

5. Difficulties encountered from a linguistic point of view. They are called linguistic-lexical, grammatical and phonetic difficulties. In the lexicon, dual concepts (as words representing aspects of the world, polysemy) mean words in fixed combinations, auxiliary words, grammatically absent events in the native language, or phonetic abnormalities in spelling and pronunciation, accent and tone differences.

6. Difficulties in the structure of audio text. The structure of the audio text (compositional-semantic structure) has also been found to cause difficulties, because it has a direct bearing on the perception of the information being told. The logical adhesion of a sentence or line head, the superficiality or depth of the text, the presence of unfamiliar lexical units and a number of similar compositional-semantic situations determine the level of comprehension of the audio text.

The purpose of acknowledging the difficulties a student faces in listening comprehension is to take steps to prevent them.

Accelerate the learning process through the timely elimination (neutralization) of difficulties and the development of the most optimal (optimal) methodology of teaching.

Difficulties in language learning or in life in general are determined by the interrelationship of cause and effect. It is possible to identify difficulties in advance, to know its causes. The occurrence of the difficulty is determined by various errors and the degree of achievement of the intended result. The correct formation of psychophysiological mechanisms of listening comprehension is of great importance in order to overcome the difficulties of students in perceiving the speech of others and understanding its content.

Teaching oral speech is one of the main practical goals of teaching a foreign language in high schools. First of all, it is necessary to mention the problem of the unity of the study of oral speech.

Before, lexical and grammatical elements were considered separately as oral speech material, but now, based on modern linguistic achievements; it is possible to burn the question of complex units consisting of a unit of grammatical, lexical and phonetic components of speech. Then there are preparatory exercises aimed at learning such complex units, the types of these exercises, their teaching of oral speech, and issues such as its weight in the mummy system. The issue of speech exercises, which provide for the development of skills in the use of language material learned in a speech situation is more complex even. Striving to create a natural speech problem environment in the classroom leads to a distinction between dialogic and monologic oral speech problems. It also leads to a distinction between teaching and the other side of oral speech, the perception of the interlocutor's speech as a special assignment. Oral speech occupies a worthy place in the modern practice of teaching foreign languages in high school. Teacher's attention is mainly focused on increasing the variety of these exercises, making them interesting, ensuring a decent pace of teaching, attracting a large number of teachers to the lesson. Games, songs and various types of competitions take up a lot of space in the classroom.

Oral speech occurs under certain condition, and this condition is speech that affects on the property. This condition is in a non-linguistic or in an extralinguistic order. They may occur in the situation when the speech activity takes place, the environment, age and growth rate of the speaker, the topic of conversation, the listener's attention to speech perception, facial expressions, gestures, and more. All these factors play an active role, first of all, in dialogic speech, and to some extent in monologue speech. The method of oral speech is characterized by the use of introductory words and pronouns, which represent a different attitude to the various influences of the swimmer from the outside. For example: oh, how glad I am to see you! The style of oral speech differs from the style of written speech by the conciseness of the expression or, as it is often called, the "situationality". In the process of this oral communication many things become clear.

The methodological concept of oral speech is limited:

- 1) The process of expressing an opinion;
- 2) Speaking;
- 3) Verbal communication,
- 4) The result of the opinion statement.

It is a practical goal by teaching students to speak a foreign language, as during the first few (approximately three types) of learning, they learn to speak and listen orally.

The quality and effectiveness of a lesson does not depend on a multi-page structured lesson plan. The tasks in the plan, who, what and when to do it, the time of each activity is divided into seconds, no matter how much effort and time is spent to prepare for the lesson, it is possible to be satisfied with the lesson, not to achieve the intended goal. Sometimes a carefully crafted lesson plan can turn upside down, making the teacher feel like he or she is teaching in an empty classroom.

The lesson process is very complex and the teacher has to take into account many pedagogical factors: what part of the day the lesson takes place, whether the student is tired in the first hours or the last hours: what is the complexity of the topic; the role of this topic in shaping students' independent learning activities, and so on. Therefore, the teacher should always face the following problems:

1. Why is the lesson different?
2. Why are the lesson results different?
3. Why does a particular lesson do well in one study group and in another group the lesson fails?

Even the teacher himself may behave differently in different sessions; they become unrecognizable, just like other people.

Session is a creativity, and creativity is not only for the teacher, but first and foremost for the student as well. Failure of the student to actively participate in the lesson will result in the failure of the lesson.

No matter how hard the teacher works in the classroom without the collaboration of the students, he will teach himself on his own in the classroom.

Such a teacher must be able to motivate the student to learn, to realize the hidden motivations in him, to find a way to his heart.

First of all we should motivate students, and then teach.

The teacher's thoughts and words should lead the students, allowing them to think, think independently, draw conclusions, and actively discover new laws and rules each time. To do this, the teacher needs to enrich the topic of the lesson with a variety of interesting information, create problematic situations for students to think, to arouse their interest in the topic being studied.

The success and quality of a lesson will greatly depend on the willingness of the study group to study a particular topic, preparing them to adopt a new topic. Therefore, it is necessary to prepare students to accept new material.

If the student does not understand what is going on, his attitude and interest in learning will quickly fade.

In our opinion, in order to gain a great knowledge, it is necessary to conduct a question-and-answer session with the students in each lesson, and in this way, the students' knowledge can be enriched.

In order to transform from known material to the unknown, students should be given homework to return to topics covered in other subjects in that subject.

The skill of the teacher is to identify and take in time what is incomprehensible to whom.

Students need to be given the opportunity to understand what they are learning and to apply their theoretical knowledge in practice.

The lesson should be equipped in such a way that students are able to work independently with their own hands, minds, perceptions, using a variety of schemes, handouts, games, problems and examples.

The student is not a beacon of knowledge, but a torch, which must be lit, ignited, and held in place. The teacher should be such that giving students the foundation of knowledge is to ignite their interest in learning, to teach those ways to learn. Then the student will not be satisfied with the results achieved, but will look to the future with hope, and the torch lit at a young age will burn throughout the child's life.

Students should not be afraid to express their opinions and assumptions and suggestions. Even if a low-educated student dares to do this work, it will be expedient and they should be involved in it during the lesson. It is not always advisable to conduct question-and-answer sessions with intelligent and shrewd students, so that even the most shy and average learners can express their thoughts and opinions freely. Questions and answers should be conducted in a friendly manner.

The teacher must rid the students of the fears of the sciences, of the lack of confidence in their own power, of losing control of their emotions, of the tools of indifference, and of instilling in them the confidence that they have opportunities.

If the teacher explains the topic of the lesson and everyone agrees, if the essence of the topic is revealed, there will be no indifferent students at the end of the lesson. Students are interested in learning and move forward. As a result, they move forward in the pedagogical process, as in the pedagogical process, the method of self-management, cooperation is effective.

Reading and writing serve as teaching aids. In high school, when reading and listening have mastered the tricks they don't understand, speaking becomes a teaching tool. So speaking goes through 3 functions: the means of communication, the means of teaching, and the practical purpose of teaching.

Speaking a foreign language is a three part speaking activity. It is required to have a tendency to speak first. There is a need to express opinions through this language. If there is a tendency to perform a verbal action, it is necessary to provide some information, answer a question, or perform a non-verbal action.

In the expressive part of the thought, the analysis-synthesis process is activated. There is a paradigmatic and syntactic connection. In communication, internal connections are assumed to be taedos according to different signs of words:

1. The pronunciation is the same, but the spelling is different: see-sea, two -too;
2. The meaning is similar: big-large;
3. The meaning is different: bring, come, and take.

The importance of syntagmatic relations in the study of speech is great, as it involves the use of various compounds of the word.

The speaker chooses a word or grammatical unit that is ready in memory; usually native language events are ready in memory. Interference occurs.

Part 3 is to express an idea, to pronounce it, that is, to express it in an external speech. Thought can be expressed orally in 2 forms, ie in the form of a link (monologue), speech and dialogue (dialogue).

Teaching monologue and dialogue in a foreign language is one of the main requirements of the curriculum. Learning to speak a foreign language is achieved only when certain speech mechanisms are composed.

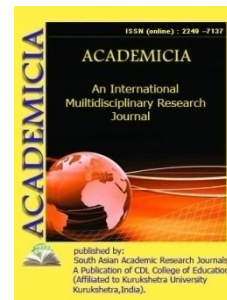
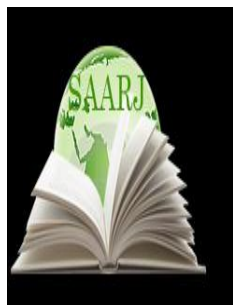
The age of the students coincides with the first period of aspirin and is determined by the first set of psychological characteristics. The uniqueness of the young features in them begins to find content from the ninth grade. Adolescence is the formation and maturation of this personality. At this age, they develop attitudes toward the environment and the ability to evaluate their own activities.

One more thing to pay attention to, social work, complete freedom, does not mean that you can do whatever you want. Creative work cannot deny the control and management of the methodological or theoretical definition of certain issues of education, and this should not be replaced by template. It is important to create the conditions for creative work, to manage and direct this process. A study of the specifics of professional activities shows that any activity can be at the level of art or technology.

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TEACHING “READING AND WRITING SKILLS” TO DYSLEXIC STUDENTS IN ENGLISH CLASSROOMS: CHALLENGES AND STRATEGIES

Dr. G. Raja Sekhar*

*Associate Professor of English,
English Language Center, King Faisal University,
Al-Hasa, Kingdom of SAUDI ARABIA

ABSTRACT

Language learning is a difficult process and there are many challenges for the students or learners while learning a new language in classrooms. Some learners learn it without much difficulty but some learners cannot. Moreover, some students with dyslexia face a lot of problems while learning a new language. Dyslexia is a condition or disorder affecting the brain that makes it difficult for someone to read and write and causes a person's inability. Dyslexia is a specific learning difficulty which resists conventional teaching methods. Verbal memory and processing difficulties, typically associated with dyslexia, as well as other frequently co-occurring disorders require the adoption of a number of additional strategies for the teaching of reading and writing to learners with dyslexia. The choice of particular teaching methods should take into account both the learner's weaknesses and strengths. Such individually adapted teaching makes the successful inclusion of learners with dyslexia possible in the mainstream classroom. In English classrooms also, teachers face many problems while teaching or training dyslexic learners. Teachers need to encourage group work and peer coaching and also focus on the adoption of materials which help the dyslexic learners in English language classrooms. Motivation is also one of the factors that helps the learners learn a language easily. This paper explores the challenges faced by English teachers while teaching the dyslexic learners. It also focuses on the different strategies to be adopted by teachers to train them well.

KEYWORDS: *Challenges, Dyslexia, Dyspraxia, English Language Classroom, Outcomes, Reading, Spelling, Strategies, Writing*

INTRODUCTION

Languages play a predominant role in the lives of human beings and in the progress of human civilization. Learning a language allows us to understand and appreciate the culture and its context of a region, state and country. In fact, language is a powerful tool in this world because it bridges the gap between cultures. Studying or learning a new or a foreign language gives a unique opportunity to experience other cultures, learn and understand their world. A new language helps us in our personal development that shapes our identity and heightens self-awareness.

English has been the common language of the world for decades. The reasons are many: British colonialism, industrial revolution, technological developments and American hegemony. Whatever the reasons are, English has become the most attractive or fascinating language in this modern era. In 20th century, the popularity of English spread rapidly across the world. The benefits of learning and mastering English goes beyond the four corners of one's own country and the impact of English language is clearly seen in 21st century as a global language and the language of global communication. More than 2 billion speakers and users of English language in the modern world shows how English has impacted and occupied a prominent place in this technological or digital era. It is the language of science, education, technology, diplomacy, business and trade, tourism and so on. Moreover, English is the official or co-official language in almost 50 countries and it is widely used in other countries in education, administration, technology, tourism, law etc. As the use of English increases day by day, learning English has become a necessity for everyone. English is an asset for personal and professional career. Students, job seekers and employees need to learn English to seize the opportunities in this competitive global market. Today, English is the medium of communication at work places and in educational institutions.

Dyslexia is a language-based learning disability and a cluster of symptoms that create difficulties for language learners particularly in reading. Dyslexic students or learners usually experience some difficulties with other language skills such as writing, speaking and even spelling. In the process of English language learning also, they encounter many problems. English teachers have to implement certain techniques to teach or train them in language skills. Through constant practice and concentration, it is possible for the dyslexic learners to learn the language skills by overcoming their difficulties. Let us discuss the problems that dyslexic learners face in ELL and how English teachers implement various strategies and techniques in order to motivate the dyslexic learners to learn and practice language skills in English classrooms. This paper also aims at the challenges faced by teachers and how the outcomes will be after the successful implementation of different strategies in English classrooms.

LITERATURE REVIEW:

Hugh W.Catts, a professor and researcher in Florida University, America, in his famous article "Defining dyslexia as a developmental language disorder", published in 1989, rightly stressed that dyslexia causes inability to read, write and speak a language. **Thustosova**, in his thesis "Teaching English to Children with Specific Learning Difficulties (2006)", has clearly discussed the methods and approaches English teachers have to adopt while teaching dyslexic students. **Griffith** clearly explains, in his book "Study Skills and Dyslexia in the Secondary School (2002)", the assessment policy for dyslexic students in classrooms. **Tomlinson and et al**,

“Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature (2003)” discussed lesson plans, technology, materials and schedules for dyslexic learners in classrooms and how teachers plan for providing materials and preparing lesson plans for students. **Gyorfi**, in his article “Supporting Dyslexic Children: Results of International Survey and Recommendations (2010)”, emphasizes that materials and other resources should be provided to the dyslexic students in schools and colleges for their improvement and easy learning.

Dyslexia and its impact on students or learners

The name of 'dyslexia' comes from the Greek words “dys” meaning *difficulty* and “lexia” meaning *language*. Dyslexia is a learning disorder that involves difficulty in reading due to problems in identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, dyslexia affects areas of the brain that process language. In fact, dyspraxia or attention deficit disorder is one of the factors that causes dyslexia. **Hugh W. Catts**, professor and Researcher in Florida University, defines dyslexia as a developmental language disorder in one of his articles (1989). People with dyslexia have normal intelligence and normal vision. Most children with dyslexia can succeed in school with tutoring or a specialized education programme. Emotional support is also important for them.

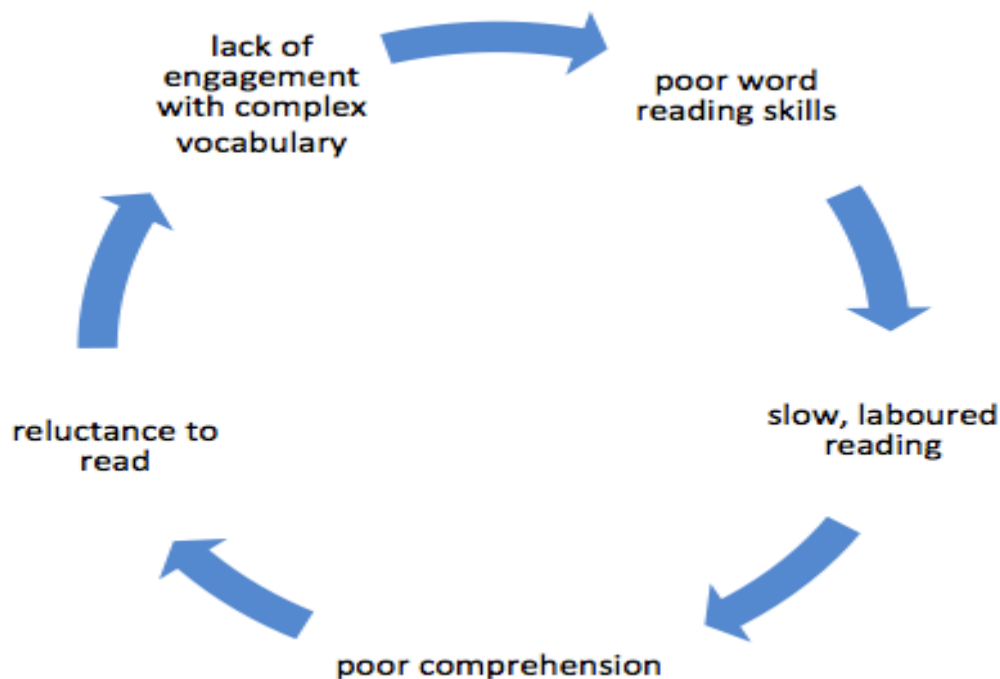
Though there is no cure for dyslexia, early assessment and intervention result is the best outcome. Sometimes, dyslexia goes undiagnosed for years and is not recognized until adulthood. Signs of dyslexia are difficult to recognize before the child enters school, but some early clues may indicate a problem. Once the child reaches school age, the child's teacher may be the first to notice a problem. Severity varies, but the condition often becomes apparent as a child starts learning to read.

Students or learners *with dyslexia face many challenges in the classrooms. Students/learners with dyslexia usually exhibit, more or less, some or all of the following tendencies:*

- Organizational difficulties – being in the right place at the right time, being able to organize ideas and concepts (e.g. to produce an essay plan).
- Slow reading
- Slow writing
- Slow processing – they may take some time to consider a question, formulate an answer or a comment, and digest information.
- Reading for meaning – although able to read the words of a question or statement, the students may have considerable difficulty in digesting the text and extracting the meaning. They may need to reread several times.
- Difficulties in learning or retaining sentences (e.g. alphabet)
- Poor concentration
- Difficulty in acquiring and comprehending new terms (vocabulary)
- Poor note taking skill
- Poor memory

- Skip words when reading
- Forget proper spelling quickly
- Trouble in putting thoughts into words

The following picture clearly shows the weaknesses of dyslexic learners in English classrooms:



Students with dyslexia need encouragement from teachers and other students in the classroom and also motivation to overcome these difficulties, mentioned above, successfully.

Emotional effects of dyslexia

Students' reactions to a diagnosis of dyslexia are as varied as their experiences of it. Many students are diagnosed whilst at school, and are benefited from good support mostly from teachers and other students. These students often have a clear understanding of their areas of weaknesses, and develop strategies to manage these. Nevertheless, fatigue and frustration are common, together with a lack of confidence in their own ability. Students, whose difficulties are not identified in early stages, may experience more negative emotions such as panic, stress, anxiety and low self-esteem later. Outside the classroom, Interaction with people or socialization helps them too overcome this problem to some extent. If they are identified in schools, they can be motivated and encouraged how to overcome those difficulties. By the time they come to university education, they can perform well in their higher education.

Dyslexic learners in English language classrooms

The concept of dyslexia in language learning has been one of the focused topics since 20th century. Many language experts have done an extensive research on dyslexia and how students

with this problem often face a lot of problems in classrooms. In English classrooms also, we can witness the same. Mostly students with dyslexia have the following common problems in English classrooms:

1. **Decoding:** Apparently, students with dyslexia have decoding difficulties. These difficulties make it hard for the readers to recognize and analyze a printed word and connect it to the spoken word it represents. This symptom is associated with dyslexia – a common learning difficulty that causes problems with reading, writing and spelling. Therefore, students do not have the ability of recognizing the printed words and their connection with spelling and speaking.
2. **Reading fluency:** Slow decoding and difficulties involved in reading the text and comprehending it can be another problem for dyslexic learners. So, they cannot read the text fluently and their speed is also is very slow.
3. **Word retrieval difficulty:** Dyslexic learners cannot speak the words properly as they forget to identify the word and its pronunciation. This difficulty is very much related to speaking and writing.
4. **Weak memory:** Students with dyslexia have to decode the same word anew each time they come across it. A weak working memory also has general learning implications. The inability to absorb new information while reading is what causes the comprehension problems we often see learners struggling with. Difficulties in transferring new information successfully to long-term memory for future use can lead to serious longer-term deficits in general knowledge.
5. **Organization:** This is something we all struggle with to some extent. Many learners with dyslexia also struggle to organize thoughts or new information, making its future retrieval from long-term memory more difficult. So, dyslexic learners have this organization problem in classrooms.

In short, the difficulties, as mentioned above, that students with Dyslexia find in learning English are: they may find difficulties in matching letters to sounds and to remember how to spell words, they may see letters moving around while reading and they may have troubles telling left from right. They may need more thinking time to remember the right word as well as memorizing sequences sometimes holding a pencil to write by hand even organizing themselves can be difficult but everyone with Dyslexia is different. When they struggle with the task when other people find it easy, they may feel frustrated, angry or sad. Some students try to hide their difficulties as they are worried about what others might think of them.

In fact, students with dyslexia normally face such problems in English classrooms and teachers have to find ways how to overcome this problem and motivate them in order to train them properly.

Challenges for English teachers

Most of the English teachers find ‘teaching dyslexic learners’ difficult because those students cannot learn the skills like other students. In this regard, teachers face a lot of challenges while teaching them, particularly reading, writing and spelling.

Teachers with dyslexic children experience challenges in mainstream classrooms. Such challenges are: curriculum changes, inclusive education, assessment, planning, overcrowded

classes, lack of resources and multi-grade classrooms. A brief outline on how each of these challenges exacerbates the problem is briefly discussed below:

Curriculum is a set of principles or guidelines written with the intention to be used by teachers to develop teaching and learning activities at all levels. Curriculum basically includes all aspects of teaching and learning such as the intended outcomes of learning, learning programmes and methodologies. Curriculum changes are problematic to the teachers once they have mastered the old curriculum. Teachers have to be the masters of the changing curriculum. The constant change in curriculum also has serious impact on both teachers as well as the children since all have to conform and adapt themselves with those educational changes, especially dyslexic learners.

There are some challenges that the teachers encounter when teaching dyslexic and non-dyslexic children in the same class. Inclusive education also has a serious impact on teachers as the children from different backgrounds or with different paces of learning have to be taught in one class. The most critical challenge faced by teachers is to teach all diverse children in the same class. Teaching and learning have to take place at the same time characterised by syllabus which needs to be accomplished at the end of each term or quarter. When inclusive education was implemented, time was not set aside for children who have learning difficulties such as dyslexic children. Those children have to rely on the patience of the teacher to help them to catch up while others are moving fast. Therefore, to teach reading to dyslexic children, serious preparation and planning are essential. That means planning is very crucial. Dyslexic children should be accommodated in teaching and learning situation and the teacher has to be flexible and should skillfully adapt learning programmes, work schedules and lesson plans in order to fit them into the programme of the day (Tomlinson et al., 2003:121).

Assessment is presented as a challenge to the teachers as dyslexic children have to be assessed in such a way that they have to meet their grade level. As such, different assessment methods should be implemented in order to accommodate children's diversity and it should be on a continuous basis. That means the potential and skills of dyslexic children should be assessed in order to check the children's strengths as well as their weaknesses (Griffith, 2002:3). The different assessment techniques should be employed. It becomes a challenge to the teachers as holistic approach should be used to assess both the strengths and weaknesses in order to minimize dyslexia. Griffith (2002:3) suggests that for teachers to help dyslexic children, they should use standardized tests to inquire if learners require special provision that can raise learners' individual strength and limitations.

Teachers have to adopt a lesson plan, assessment as well as teaching, to cater for the dyslexic needs. Teachers should also create a safe and nurturing learning environment so that children can feel accepted and safe. Teachers have to motivate dyslexic children to explore, to take personal and academic risk. Children should feel free to try something new and risky.

Dyslexic children can be taught well if their classrooms are not overcrowded. For the process of teaching and learning to take place effectively, normal-sized classrooms are imperative. The overcrowded classrooms are also problematic to the teachers as they hinder effective classroom delivery. The overcrowded classes make it impossible for the teachers to identify children who cannot read and write. Learners can sometimes hide themselves in class. Therefore, classrooms that are overcrowded become a challenge to the teachers as it is hard for them to individually assist children with learning difficulties and to help the particular child who struggles to perform

reading and writing tasks. Tlustosova (2006:5) argues that the approach for teaching dyslexic learners should be an individualization process and teachers should focus specifically on that self-need by using differentiation methods to help those individuals. It is also impossible to do group teaching as it is difficult for the teachers to move around in an overcrowded classroom.

Dyslexic children depend on the availability of resources such as physical resources and technical teaching materials in order to understand the content (Gyorfi, 2010:10). The children are expected to learn in congenial learning environment where they would be able to participate in the instructional programme and achieve high academic performance. For teachers to work effectively and efficiently, they need to receive a fair distribution of resources. It is the responsibility of the government to see to it that schools foster learning in a safe environment for both children and teachers. Dyslexic children cannot be well taught if there are no physical resources such as classrooms (US Department of Education, 2012:1). Improper teacher training and inadequate in-service training affect quality provision of education to dyslexic children. They also lack skills and knowledge on the usage of those resources and strategies that should be used to teach those children to read and write.

Teachers' support can be through continuing professional development in order to overcome the challenges. Teachers have to be given on-going professional development and training to overcome the stress and challenges that they encounter in educating dyslexic learners. Nowadays, most of the schools, colleges and universities, across the world, are organizing such professional development programmes in order to update the knowledge of teachers.

Strategies to be implemented by English teachers

English teachers have to implement certain strategies and sometimes techniques in order to teach the students with dyslexia in classrooms. Some of the strategies are discussed below:

- Use visual, auditory support and apply kinesthetic– (movement) and tactile (touch) approaches – these are very important as they help everyone learn better. Teachers need to play audios and videos in order to create interest and enthusiasm among the dyslexic students and make them learn a language without any difficulty. Audio and video visuals help them understand the concepts well. Kinesthetic or tactile learning is a learning style where students carry out physical activities rather than listening to lectures continuously.
- Make sure you use different teaching methods in order to stimulate different parts of the brain. Teachers have to change their teaching methods, strategies, techniques and approaches from time to time mainly based on the situations.
- Use assistive technology and encourage students to use it at home. Teachers have to motivate and encourage students to use technology in order to learn and improve their language skills. Dyslexic learners should be guided in that way because they can keep the concepts in their memory by reading them time and again.
- Give hand-outs in advance and encourage pre-reading. To understand a concept or a lesson, dyslexic learners should be encouraged to pre-reading. For that, they have to supply materials to the students.

- Make sure hand-outs are in large print with a clear font. Study material, provided by teachers, should be clear for reading and understanding. If the letters are small and illegible, they cannot read them properly.
- Give them more time to process what they comprehend in order– to organize and find the right answer knowing that students with dyslexia are very emotional and get easily frustrated. Dyslexic learners should be treated separately as they cannot compete with other normal students in reading and writing. Teachers need to give them some extra time to these learners to process the information in their minds before reading and writing.
- If asked by students to record the lecture, allow that. Sometimes, dyslexic learners cannot understand the lectures. So, they have to be allowed to record the lecture and listen to it again at home or in their free time. It helps them understand the lessons.
- Present material in small chunks so they can comprehend easily. Normally, dyslexic students are slow at reading and writing. So, teachers have to prepare material in such a way that they can understand it easily.
- Arrange to sit with those who are not dyslexic so they can learn together and build confidence at the same time. Teachers have to encourage group work and peer coaching in the classrooms. Dyslexic students can take help from other students in reading and writing.
- Motivate the students always. Motivation and patience are the two techniques the teachers have to apply while teaching the students with dyslexia.

In addition to these strategies, teachers need to apply various techniques also in order to facilitate learning for dyslexic learners and make it comfortable as well.

CONCLUSION AND RECOMMENDATIONS

Dyslexia is one of the main concerns we have today in schools and colleges across the world. Many experts and psychologists have done extensive research and discovered some strategies for teachers to teach or train the dyslexic learners in classrooms and it is also applied to English language learning. Mostly, English teachers face a lot of challenges while teaching dyslexic learners. Those challenges have been addressed clearly in this paper. Some strategies for teachers to overcome this problem have been given elaborately. It all depends on the teachers how they motivate and encourage the dyslexic students in classrooms and guide them towards easy and flexible learning. If the teachers apply these strategies successfully, they can achieve desired results or outcomes.

Teachers should not neglect dyslexic students in their classrooms. They are so special, they just have a different learning style and it is a great challenge for teachers but also interesting experience to find out the way they learn which makes teaching a fun.

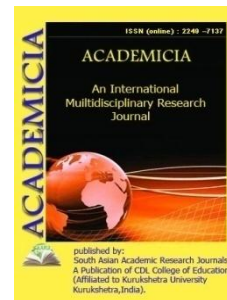
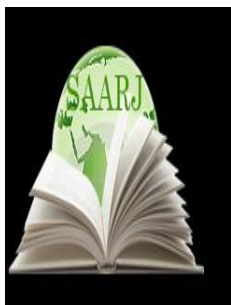
It is necessary to avail more information on dyslexia and intervention strategies that can be used to help students who are affected. This information can then be assessed and made available in the community to ensure people are knowledgeable about dyslexia.

It is recommended that further studies on this topic and investigation should be conducted in order to minimize dyslexic problem. Such studies can utilise a different design such as the mixed method design which can provide new insights which are not reflected in this present study.

Moreover, the government should allocate enough funds to attract and assist new researchers to conduct extensive research related to this topic.

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CREATING A SYSTEM OF PROFESSIONAL TRAINING PROGRAM IN HIGHER EDUCATION

Eshmuminova Tursunoy Boynazarovna*

*Teacher,
Termez branch of Tashkent State,
Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

The article deals with the creation a system of professional training in Higher Education. From a pedagogical point of view, competence - is interpreted as a combination of the knowledge, skills and experience of individuals with certain social and professional status to the extent of the complexity of the tasks and problems they perform. Suitable for the competence approach we are considering are the "competence" and "jurisdiction", which differ in each other. The article describes the objectives of continuous improvement, effectiveness and adaptation of the content of professional education, as well as the components of practical professional education.

KEYWORDS: Competence, Professional Training, Professional Qualification, Pedagogy, Approaches, Aptitude, Educational Progress.

INTRODUCTION

Creating a system of professional education in the world is a priority for sustainable development that promotes harmonious environmental, economic and social development of nature and society. In particular, world pedagogy, theory and practice of professional training, is one of the important factors of sustainable development, with the aim of creating a new personality with a high level of technical and technological thinking and high professional training.

In the global system of education, models of the USA, UK, France, Germany, Japan, South Korea, Russia are widely used. These models provide universalization training based on humanization, nature (greening) and high technology (fundamentalization) and is characterized by a fundamental enhancement of not only theoretical but practical training. Among the top priorities are the training of personnel in accordance with the international labor market and

qualification requirements, integration of professional education with science and production, the integration of theoretical and practical professional education, and innovative organization of practical training for future professionals (АҚШда - Technical, Junior Colleges ва Community Colleges; In Great Britain - Program NVQ (National vocational Qualifications) ва Program GNVQ (General National Vocational Qualifications).

In our country, attention is paid to the practical training of future professionals, but there are serious shortcomings in pedagogical practice due to the fact that the methodology of applied professional training, its methodological and methodological aspects are not theoretically grounded, no concrete practical recommendations are developed. Practical professional training is a series of pedagogical dialogues or methodological (technological) actions performed using visual, audiovisual or audiovisual didactic means to apply a particular method of practical professional training, with serious contradictions between its content and the process of its implementation.

In the process of further reforming, sustainable growth and modernization of the country's economy envisaged by the Action Plan on further development of the Republic of Uzbekistan "training of highly qualified personnel in line with modern labor market needs", radical improvement of the system of general secondary, secondary special and professional education, active use of innovative ideas, technologies and developments in the educational process for the purpose of training of capable and effective personnel; ensuring close cooperation between professional education and production, bond, development and implementation of measures to improve the quality of professional education, continuous improvement of the educational process; continuous improvement of the structure and content of educational programs, ensuring their effectiveness and adaptation within the general methodology of education, as well as the priority objectives set out in other regulations on practical professional education [1;p - 25].

The basis of the professional education process is the interdependent professional knowledge, skills, and competences provided by teachers and practice leaders in the professional education process and mastered by students in the professional learning process [2; p-22].

“Knowledge is the information that people generate about the phenomena of nature and society, the reflection of reality in human thinking” [3]; knowledge is a system of concepts learned about theoretical, practical and applied activities that are remembered, accepted, and taken into account [4; p- 4]. This also applies in the general sense to the notion of “professional knowledge”.

Professional education - the information necessary for the professional activity of a specialist; The result of professional cognitive activity of the student in the lesson of professional education is the acquisition, systematization and consolidation of the concepts and concepts of professional laws, laws and methods of work.

“Aptitude - is the ability of a person to carry out a particular activity or action based on past experience” [5; p - 182].

Professional Aptitude - The ability of a specialist to apply the acquired knowledge in his or her work in non-standard, unusual and complex situations; the process and the result of consciously executing his / her professional activities with a quick, economical, correct, less physical and mental effort. In other words, a professional skill is a way of performing practical actions based on the professional knowledge that a specialist has; ability to focus on working conditions, use

necessary techniques and readiness to take action to solve tasks. Professional skills can be classified into the following levels: 1) elementary skills; 2) intermediate skills; 3) Complete skills. "Qualification is a profession that is acquired through good work" [6; P 419].

Professional qualification - the ability of a junior specialist to carry out specific professional activities; automation of individual components of professional activity; a way of working that has become a habit as a result of the repeated repetition and training of professional skills. The higher the level of automation, the higher the qualification.

Professionalism is the acquisition of a certain type of professional activity at a high and ever-increasing level, characterized by the quality of work, high labor productivity, professional independence, the culture of work and creative attitude to work.

No matter what profession he is in, he is hardly able to achieve his goals. Therefore, future professionals are paying much attention to developing the basics of professionalism. The enthusiastic, well-educated, highly intelligent specialists will make a significant contribution to the more intensive development of the production in our country.

Professional competence is the knowledge, skills, qualifications, set of views, values and qualities of a person, the ability to display or influence the qualifications. Its constituents include: acquiring knowledge of their specialty; work on your own; ability to plan, evaluate and re-establish business processes; motivation of students; knowledge of modern technologies; innovate in the business process; Excellent knowledge of technological operations, etc.

Over the last 10 years, the notions of "competence" and "jurisdiction" have become more common. Consequently, a competent approach to education is noted, first of all, as a result of the ever-increasing tendency of European and even global integration, globalization of the world economy and, in particular, the integration of professional education on the basis of Copenhagen and Balona.

First of all it is necessary to clarify the essence of the categories that define the meaning of "competence" and "jurisdiction" and answer the following questions:

1. How does a competent approach differ from a science-based approach to knowledge, skills and competencies?
2. What changes should be made to the organization of the learning process (its forms and methods) to help identify and reveal the competence of learners?

The word "competence" (its roots are Latin competes - that is, compliant) has two meanings in its semantics: 1) profound knowledge; 2) competent, aware of news in a particular area.

In pedagogy, the word competence (Latin competere - achievement, conformity) is defined as the range of issues that the individual possesses, experience, and is enshrined in job descriptions or other normative documents.

First of all it is necessary to clarify the essence of the categories that define the meaning of "competence" and "competens" and answer the following questions:

3. How does a competent approach differ from a science-based approach to knowledge, skills and competencies?

4. What changes should be made to the organization of the learning process (its forms and methods) to help identify and reveal the competence of learners?

There are two options for interpreting the proportions of the terms 'competence' and 'competens': they are either identified or differentiated. Under the first option, "competence" and "competens" are defined as follows: "1. Knowing something is good and effective. 2. Compliance with job requirements. 3. Ability to perform specific job duties ". In this case, the term "competence" is often used to describe it. In the context of such identification, it is noted that the practical orientation of the competence approach is much broader - "competence is an area of relationship between knowledge and action in human practice."

The second option of interpreting the proportions of "competence " , competence- is to use competencies as a system that influences the use of thinking, knowledge, skills, and abilities , as well as the processes that underlie human experience.

The notions of "competence" and " jurisdiction " and the term "competence" were widely used in the middle of the 20th century.

Competence as a scientific category has been applied to professional education since the 1990s and has been the subject of special comprehensive research. At the same time, professional competence refers to the integral nature of a small professional, that is, a set of knowledge, skills, and abilities that determine the effectiveness of work, a set of professional qualities of a professional, theoretical and practical preparation for work.

Thus, the term "competence" refers to skills, competencies, abilities, and skills that are closer to the meaning of "I knew" than to "I know". Consequently, a competency-based approach to teaching emphasizes, first and foremost, practical aspects of teaching, enhances the practical orientation of teaching. At the same time, the approach based on the notion of "competence", including personal qualities (motivation, ethical norms, etc.), are more broadly defined in a manner comparable to the humanistic values of education.

Clearly, competence includes not only the learning outcomes - knowledge, skills and competencies, but also the need-motivation field and the focus on the values of the individual, its ethical, social and behavioral constituents.

Educational function – formation of students' professional knowledge, skills and abilities, improvement of their level of professional education. In general, formation of experience of successful implementation of their future professional activity;

The process of professional education is a holistic pedagogical phenomenon, with all its components interconnected: the goals of education are reflected in the content of education; and the content of education determines the methods, forms and means of implementing it.

The following features of the aforementioned professional education process have been identified:

- 1) Orientation of students to acquisition of specific professions and specialties;
- 2) Orientation to students to develop practical skills;
- 3) Teachers of special disciplines and managers of practice are simultaneously considered as students, teachers and educators of professional education;

- 4) as a part of educational process professional education has specific purposes and objectives, as well as content, means, methods and forms as part of the educational process;
- 5) an important means of professional education is production which solves the problems of professional education;
- 6) availability and unity of education in specially created (including modeled) and production settings.

The theoretical foundations of professional education are based on a number of principles: humanism and democratization; professional-polytechnic orientation according to modern production requirements; linking theory with practical labor, theory to practice; professional agility; depletion (variability); awareness, activity and motivation; accessibility and instruction; professional competence; purposefulness, consistency, consistency of education, etc.

From the analysis of the principles of professional education and the peculiarities of the process of professional education, it is clear that practical orientation of professional education and its connection with production has a special role. In this regard, the process of integrated professional education in professional colleges has two aspects: theoretical and practical.

Any workflow, any type of activity, has a complex hierarchical structure (gradual subordination of the lower parts to the upper ones). Often the following hierarchical levels are distinguished: operation - method - behavior. Therefore, the ability to perform certain types of activities cannot be associated with any other level of the hierarchy and the rest. In other words, the ability to perform certain types of activities is formed only when all subordinate skills, such as "operation, method and behavior," are mastered.

We rely on the opinion of most expert scientists and understand competence as a level of skill formation, that is, a category related to the notion of qualifications.

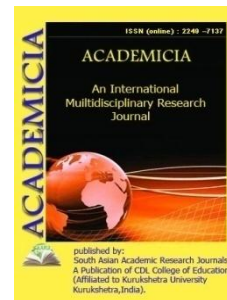
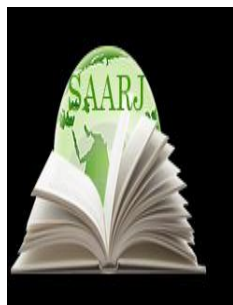
Practical professional education is a practical learning process aimed at developing the basics of professional skills, qualifications, mental and physical activities.

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THE PHONETIC SYSTEM OF UZBEK AND TURKMEN LANGUAGES: SIMILARITIES AND DIFFERENCES

Shaklo Shukurlaevna Yuldasheva*; **Shakhista Menglibayevna Buranova****;
Mukhabbat Tadjimuratovna Xudayarova***;
Umida Hudaybergenovna Masharipova****

^{1,4}Nukus State Pedagogical Institute named after Ajiniyaz (Ajiniyaz Institute),
UZBEKISTAN

ABSTRACT

The Uzbek and Turkmen languages, which belong to the same language family, have been interacting with each other for centuries. While these languages have common similarities in some linguistic features, they also have different features. These features fall on all levels of these languages. This is especially noticeable in the field of phonetics. The purpose of the presented article is to provide linguistic interpretations and explanations of the phonetic features of the Uzbek and Turkmen languages. It explains the common similarities and differences in the phonetic system of the Uzbek and Turkmen languages on the example of translated works. The relationship between the Uzbek and Turkmen languages, their commonalities and differences, phonetic phenomena have been melted down due to the analysis of facts selected from R. Kodirov's novel "Starry Nights" and "Yildyzly gejeleler" translated into Turkmen by Shadurdy Choriev.

KEYWORDS: *Phonetics, Turkic Languages, Uzbek Language, Turkmen Language, Vowels, Consonants, Translation, Phonetic Laws.*

INTRODUCTION

At the time of interrelation of nations the role of literary translation is important in the view of learning from each other, because people of different nationalities get acquainted with the history, culture, ethnography of each other, read about them in their native languages and take life lessons from each other [Salomov, 1983]. For this reason, the enlightener Sattarkhan (1848-1901) the member of the "Turkistan Regional Newspaper" stressed the need for literary

translation, and that every mature nation translates its values into the languages of another people, as much as possible, so that their people can enjoy it [Sharipov, 1965:7].

Because of this, the translation has developed equally with the original written literature in the history of art of the Turkic peoples and has become an integral part of it. For example, the translation of P. Kadyrov's novel «Yulduzli tunlar» (Starry Nights) into the Turkmen as «Yildizli gijeler» gave Turkmen readers the opportunity to read the events of the XV-XVI centuries in the history of the Turkic peoples in their native language.

As the Turkmen language belongs to the Oghuz group of Turkic languages it differs phonetically from other Turkic languages in terms of the quantity and quality of vowels: For example if in the Uzbek literary language there are six vowels: **a, o, o', u, i, e**, there are 9 vowels in the Turkmen language: **a, ä, o, ö, u, ü, y, i, e**.

The main phonetic differences between the Turkmen language and the Uzbek language are as follows:

1. Instead of Uzbek sonant consonants **t, k** in Turkmen language the consonants **d, g** are used in a number of words.

For example:

Uzbek: *tosh* (stone), *temir* (iron), *teng* (equal), *tepa* (top), *teri* (leather), *tog'* (mountain).

Turkmen: *daş* (stone), *demir* (iron), *deň* (equal), *depe* (top), *deri* (leather), *dag* (mountain)

2. Instead of the unvoiced consonant **y** in Uzbek language, the consonant **j** is used in the Turkmen language:

For example:

Uzbek: *achchiq* (bitter), *achchiqdanak* (bitter seed), *chuchuk* (sweet), *kuchuk* (dog),

Turkmen: *Ajy* (bitter), *ajydäne* (bitter seed), *süýji* (sweet), *güjük* (dog)

Besides this, phonetic phenomena such as $m > b$, $g' > g$, $q > g$, as well as the absence of the Uzbek consonant **h** [Arazkuliev, 1961] in the throat sound:

Muz – buz (ice), *bog' – bag* (garden), *qiz – gyz*, (girl), *quloq – gulak* (ear), *qo'shmoq – goşmak* (to add).

Thus, in addition to the phonetic commonality between the Uzbek and Turkmen languages, there are some peculiarities like: **H, G, Q**, etc [Abdurasulov, 2009]. In translation, it is the responsibility of the translator to translate these sounds into their mother tongue, paying attention to the semantic aspects (*hush* and *xush*). Since the basis of the problem of translation is the choice of words, the use of alternative lexemes, it is necessary to distinguish the phonetic structure of the word – the semantic distinguishing features of a letter.

We will consider the interaction of Uzbek and Turkmen languages, their commonalities and differences in the lexical-semantic plan in the analysis of the selected facts from the translation of P. Kadyrov's novel [Qodirov, 1977 – 1979] “Yulduzli tunlar” (further Y.T) (Starry Nights) into the Turkmen language “Yildizli gijeler” (further Y.G) by Shadurdy Choriev [Kadirov, 1988]. Sh.Choriev used many Turkmen lexical units appropriate in all spheres of social life [Buranova, 2019]. Because all the words used in a work of art are also tools of giving expressive

means. It is through these words that the writer conveys to the reader the imagination, emotion, expressiveness, as well as the idea of the work, awakens the reader's attitude to the events depicted in the work of art. Without it, there can be no question about the literary work, about the literary translation [Kungurov, 1977: 22].

Examples:

in the original Uzbek: *qo'l* (hand), *qoshiq* (spoon), *jala* (heavy shower), *sel* (flood), *qamchi* (whip), *ko'za* (pitcher), *mulla* (mullah), *ajal* (death), *tuhmat* (slander), *jar* (canyon), *ko'kaldosh* (greed), *muddao* (intention)

in Turkmen translation: *el* (hand), *çemçe* (spoon), *çabga* (heavy shower), *sil* (flood), *gamçy* (whip), *küýze* (pitcher), *molla* (mullah), *ajal* (death), *töhmet* (slander), *garym* (canyon), *emekdeş* (greed), *isleg* (intention).

Let's compare:

| Original | Translation |
|--|----------------------------|
| Ajalga davo yo'q. [Y.T., 5] (Death is not avoided) | Ajala çäre ýok. [Y.G., 6] |
| Chopar yubormoq [Y.T., 18] (To send a messenger) | Çapar göndermek [Y.G., 23] |
| Xavotirlanmoq [Y.T., 24] (To worry) | Gaýgy etmek [Y.G., 31] |

The examples given show that Shadurdy Choriev was able to express the proportionality of the original phonetic structure with the lexemes appropriate to the Turkmen language. Some of them reflect the same meaning, such as *çemçe* (spoon), *çabga* (heavy shower), *isleg* (intention), which are lexical norms of the Turkmen language and in Uzbek *qoshiq* (spoon), *sel* (heavy shower), *muddao* (intention).

So while many words retain lexical commonalities, there are also differences in these two languages: *yubormoq* – *göndermek* (send), *xavotirlanmoq* – *gaýgy etmek* (worry), etc. This situation is explained by the quantity and quality of vowels in Uzbek and Turkmen languages: in Turkmen 38 letters, among them 9 are vowels [The Grammar of modern Turkmen language, 1970: 38].

Naturally, Turkmen and Uzbek languages have their own peculiarities in some phonemes. However, in the Turkmen language, the function of the front row of soft vowels *y, ø, ə* is assigned to the front vowel *a*, the back vowel *y, ø* [Nurmonov, 1990 Abduazizov 1992 Jamolxonov 2009].

Let's compare:

Turkmen: *Özbek, öýkelemek, çuy, äşgär*, etc.

Uzbek: *O'zbek, o'pkalamoq, mix, oshkor*, etc.

In addition to the presence of special soft vowels in the Turkmen language, it also differed from the Uzbek language by the presence of a length that has the property of distinguishing meanings in this language [Chariyarov 1997 Grunina 2005].

For example: Turkmen *gör* – *ko'rgin* (look), *gö:r* – *qabr* (grave); *a:ç* (hungry), *aç* (open); *tut* (take), *tu:t* (mulberry), *yol* (road), *yö:l* (pull out).

Phonetic differences between Uzbek and Turkmen languages, some lengths and abbreviations are clearly seen in the following examples.

Let's look at the table.

| Turkmen | Uzbek | English |
|---------------|----------------------|------------------------|
| Işçi gyz | ishchi qiz | working girl |
| Öydäki kitap | uydagi kitob | A book at home |
| Işlemeyen | ishlamayman | I do not work |
| Göniräk uçýan | to'g'riroq uchadigan | flying more accurately |
| Nadan adam | nodon odam | ignorant man |
| Okan adam | O'qigan odam | educated man |
| ulurak buz | kattaroq muz | larger ice |

It is difficult to express the purpose of the original text without taking into account some features in the translation: if the Uzbek verb “ko'rmoq (to see)” is given in a Turkmen language with a long vowel, the meaning will change. That's why it should be translated with short vowel “o”.

Therefore, even in relative languages, when the polysemy of some words is compared with each other, it can be seen that they have many peculiarities [Salomov, 1983:163].

The similarities and differences in the phonetic structure of the Uzbek and Turkmen languages are also present in the consonant sounds:

Turkmen: *Daş*, (stone), *darak* (comb), *göz* (eye), *dil* (tongue), *şägirt*, (pupil), *çay* (tea), *açik* (open), *deri* (leather), etc.

Uzbek: *tosh* (stone), *taroq* (comb), *ko'z* (eye), *til* (tongue), *shogird* (pupil), *choy* (tea), *ochiq* (open), *teri* (leather), etc.

As the representatives of the Turkic languages, the grammatical structure of the Uzbek and Turkmen languages also has similarities and differences. Word groups, word formations are similar to each other. Their terms differ only in the words that are explained by the phonetic laws of each language. For example, the suffix of plurality *-lar* in the Uzbek literary language is used in the Turkmen language with the suffix *-lar*, *-ler*.

It is also a natural phenomenon that the use of different phonetic variants in the indicators of agreement, possession, personality, time is explained by the phonetic laws of the Turkic languages. The morphological features of the original discourse, the peculiarities of these two languages are always taken into account in translation; in the Turkmen language *-ga*, *-ge*, as well as *-a*, *-e* is a morphological indicator of the direction [The Grammar of modern Turkmen language, 1970: 107-111].

Let's compare:

In the original text: *otlarga* (to the horses), *hovliga* (to the yard), *selga* (to the flood)

In translation: *Atlara* (to the horses), *hovla* (to the yard), *sile* (to the flood).

The translator Sh. Choriev was able to show the peculiarities of the Turkmen language, even in the use of some auxiliary words in the original, more precisely in linguistic terms:

In original: *lekin (though), ammo (but), agar (if).*

In translation: *Ýöne, welin, eger.*

Of these, *ýöne, welin, eger* are also described in the Turkmen language as a means of connecting certain parts of speech [The Grammar of modern Turkmen language, 1970:111].

It is noteworthy that in the analyzed literary sources there are exact places of grammatical phenomena that perform the same function in both languages:

In original text: *Demak, Isfara ham yov qo'lda!* [Y.T., 24] (*So, Isfara is also in the hand of enemy!*)

In translation: *Diýmek Isfara-da ýagynyň eline düşüpdür-dä?* [Y.G., 31]

The original and translated examples for the phonetic, lexical, and some morphological commonalities and differences in this place may at first glance illustrate the simplicity of the linguistic aspects of translation in related languages. But that is not the case. When translating some linguistic phenomena specific to the Uzbek language, the translator sometimes failed to fully convey the original content, the idea in the book “Yildizli gijeler”.

For example: in Turkmen “zamcha” is the early ripening variety of melon.

While there is semantic differentiation in the words “*gawun*” (melon) [Turkmen-Russian dictionary, 1965: 136, 334], the original phrase “... one or two slices of *handalak* (type of early melon)” was given by the phrase, distorting and misinterpreting a small detail.

Let's refer to the text:

In the original text: *Yo'lda qattiq toliqqanligi uchun ovqat yemadi. Faqat bir-ikki tilim handalak yedi-yu, uch-to'rt piyola choy ichdi.* [Y.T., 8] (*As he felt tired he didn't eat the dinner. He had only one or two slices of melon (handalak) and three-four cups of tea.*)

In translation: *Fazliddin yolda biçäk ýadanson, gatykly unaşdan iýmedi, diňe iki dilim gawun iýdi-de çay zor berdi.* [Y.G., 9] (*Fazliddin felt tired, he didn't eat porridge with sour milk, instead he ate two slices of melon and a lot of tea.*)

Another example: The Uzbek phrase “*munqli qiz*” is translated into the Turkmen language as “*soyguli giz*” (beloved girl). The word “*munqli*” in the Uzbek language means *sadness*. In this case, the meaning *sad, mournful* is translated as *beloved*. [Explanatory dictionary of the Uzbek language, 2006: 639]

Apparently, instead of choosing an alternative word to the word “*munqli*”, which is considered archaic for the modern Uzbek literary language, typical of the historical-literary style, the translator made a wrong translation of the original meaning.

In the original text: *Hazratim, men munglik qizin'giz sizga xudodan Shayx Saadiyning umrini tilayman! Ilohim yuzga kiring!* [Y.T., 23] (*My Lord, your mournful daughter wish you the age of Shayx Saadi! May you live a hundred year!*)

In translation: *Şahym siziñ söýgüli gyzyňyz size hudaýdan Saadi Şyhyň ýaşyny dileýärin.* [Y.G., 30] (*My Lord, your beloved girl wish you the age of Saadi Shixin!*)

Indeed, the purpose of translation is not to translate a sequence of words or a series of sentences into a second language, but to realize the meaning that is hidden in their core. After all, a translator is not a calligrapher. In the example above, the most important problem of translation – the problem of word choice – is broken.

Preliminary comparative analysis has shown that in translating from relative languages, along with the artistic side of translation, its general-philological and some linguistic problems are also one of the most important issues for a translator. Uzbek and Turkmen languages are genetically related to the Turkic language family. The dictionary of both languages contains common Turkic words related to different spheres of social life: *бон* (*head*), *тил* (*language*), *кун* (*day*), *куну* (*winter*), *сўз* (*word*), *моу* (*stone*), *ом* (*horse*), *сув* (*water*), *югур* (*run*), *бўл* (*be*), *беу* (*five*), *қипчоқ* (*kipchak*), *ўғуз* (*oguz*) and others. Such words have been used for centuries in the languages of a number of Turkic peoples and are still used today [Rahmatullaev, 2006; Jamolxonov, 2005; **Mirtojiyev, 2013**]. In the lexicon of Turkic languages, a similar vocabulary of common Turkic words in Kazakh, Kyrgyz, Karakalpak, Azerbaijan, Uyghur, Uzbek, Turkmen languages can be used in accordance with the phonetic laws of those languages.

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About authors:

Shakhlo Shukurlaevna Yuldasheva, PhD on Pedagogics, Docent of the Uzbek language department of Nukus State Pedagogical Institute named after Ajiniyaz (Uzbekistan, Nukus, P.Seytov street. Phone: +998 (91) 383-86-2), <https://orcid.org/0000-0001-9797-8635>, shahlondpi@gmail.com

Shaxista Menglibaevna Buranova, PhD on Pedagogics, Docent of the Uzbek language department of Nukus State Pedagogical Institute named after Ajiniyaz (Uzbekistan, Nukus, P.Seytov street. Phone: +998 (97) 500-24-46), s.buranova@ndpi.uz

Muxabbat Tajimuratovna Xudayarova, PhD on Philology, Docent of the Uzbek language department of Nukus State Pedagogical Institute named after Ajiniyaz (Uzbekistan, Nukus, P.Seytov street. Phone: +998 (91) 307-76-74), muxa_7676@mail.ru

Masharipova Umida Hudaybergenovna, assistant-teacher of Nukus State Pedagogical Institute named after Ajiniyaz (Uzbekistan, Nukus, P.Seytov street.

Шахло Шукурлаевна Юлдашева, кандидат педагогических наук, доцент Нукусского государственного педагогического института имени Ажинияза (Узбекистан) (Каракалпакстан, Нукус, ул. П.Сейитова б/н. телефон: +998 (91) 383-86-2), <https://orcid.org/0000-0001-9797-8635>, shahlondpi@gmail.com

Шахиста Менглибаевна Буранова, кандидат педагогических наук, доцент Нукусского государственного педагогического института имени Ажинияза (Узбекистан) (Каракалпакстан, Нукус, ул. П.Сейитова б/н. телефон: +998 (97) 500-24-46), s.buranova@ndpi.uz

Мухаббат Тажимуратовна Худаярова, кандидат филологических наук, доцент Нукусского государственного педагогического института имени Ажинияза (Узбекистан) (Каракалпакстан, Нукус, ул. П.Сейитова б/н. телефон: +998 (91) 307-76-74), muxa_7676@mail.ru

Машарипова Умида Худайбергеневна, ассистент Нукусского государственного педагогического института имени Ажинияза (Узбекистан) (Каракалпакстан, Нукус, ул. П.Сейитова б/н.

The contribution of authors:

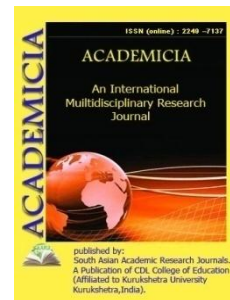
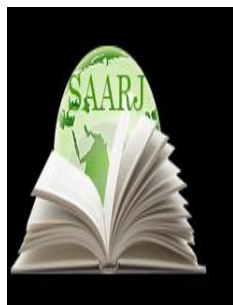
Shahlo Shukurlaevna Yuldasheva – supervisor, developed the research concept, critical analysis and designing texts, presented the input.

Shaxista Menglibaevna Buranova– identified the research methodology; collected data from local and abroad sources; critically analysed materials and developed the text, edited and wrote the conclusion.

Muxabbat Tajimuratovna Xudayarova – learned the concept and critically analysed; reviewed and edited the text of the article; collected data from local and abroad sources; reviewed and prepared report on research results.

Masharipova Umida Hudaybergenovna – collected data and analysed, synthesized them; prepared the first draft of the article; typed the article on the computer.

All the authors have read the final draft of the article and approved it.



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NEOREALISTIC CHARACTERS IN MODERN RUSSIAN LITERATURE

Abdurahmonova Hilola Rakhmatullaevna*

*Russian Teacher,
Termez branch of Tashkent State,
Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

Neorealism is a literary movement in Russia that emerged at the beginning of the 20th century and reflected the world outlook and aesthetic transformation of the traditions of Russian realism. For the supporters of neo-realism, the refusal of positivism and naturalism are characteristic, the influence of which The realist movement of the end of the 19th century, and reliance on the realism of the middle of the 19th century (with its further update), tripled.

KEYWORDS: *Neorealism, The Features Of Realism, Positivism And Naturalism.*

INTRODUCTION

Neorealism, in many respects anticipated by the creativity of A.P. Chekhov and reflected the action of modernism at the beginning of the 20th century, as well as of domestic and foreign philosophical and esthetic thoughts of the Russian Federation of the 19th-20th centuries (philosophy of life, intuitionism, Russian cosmism), manifested itself most clearly in the early 1900s in the A. Bunin; in the second half of the 1900s and in the 1910s, neorealism is represented by the work of I.S.Shmelev, A.N. Tolstoy, M.M. shvina, S.N.Sergeeva-Tsensko, E.I.Zimyatina.

Neorealism as a new form of realism was conceptually comprehended in the works of Ivanov-Rational. M.A.Voloshin and G.I.Chulkov considered whether neorealism is a child of symbolism (with no lessons of realization), introducing A. Belogo to it; the problem of the correlation of neorealism and acmeism was brought forward by V.M. Zhirmunsky. The traditions of neorealism have survived in Soviet literature and the literature of the Russian Abroad of the 1920s-1930s (Zammyatin, Prishvin, A.P. Platonov, Shmelev, B.K. Zatsev), without forming an integral literary direction.

Main part

Realism of the early 20th century is distinguished by a movement towards a broader and dialectical understanding of life, new approaches to understanding man and the world, the role of history in human life. As V.B. Kataev, "the transitional era for Russian culture at the turn of the century refuted the talk about the "death" of realism that arose at that time (and then throughout the 20th century).

Russian realism in its highest achievements revealed the ability to draw into the zone of its meaning more and more new phenomena, to reveal more and more aesthetic possibilities as an independent type of creativity, a way of artistic thinking about reality. The literary and artistic system, which we denote by the word realism (with all the known disputability of this scientific term), had a powerful potential for continuous renewal - which manifested itself in a transitional era for Russian culture"1.

The 1900s and 10s were marked by the emergence of an aesthetic phenomenon in realism, defined by modern literary criticism as neorealism. This artistic phenomenon is associated with the names of the writers I.A. Bunin, B.K. Zaitseva, I.S. Shmeleva, M.M. Prishvina, S.N. Sergeev-Tsensky, E.I.

1 Kataev V.B. Realism and naturalism // Russian literature of the turn of the century (1890s - early 1920s. Book 1. M., 2001. P.191-192.

Zamyatin, A.N. Tolstoy and others), united in the partnership "Book publishing of writers in Moscow." This movement did not have a clearly defined artistic program in the form of any joint statements or declarations, it did not have its theorists in its ranks, as, for example, in symbolism, acmeism or futurism, who strove for autometapes, theoretical substantiation of their creative tasks and positions.

But, despite the fact that there were no theoretical formulations of the creed and tasks of the creative process, it still cannot be said that the writers, who somehow expressed the principles of neorealism in their prose, did not have a common ideological basis. The collection "The Word" published by the association reflected the striving for the eternal values of life, for its generic natural essence.

The renewal of realism was prepared by the preceding period of Russian literature, primarily by the artistic experience of V.M. Garshina, V.G. Korolenko, A.P. Chekhov, whose work already in the 80s. the last century has defined new qualities of realism. The new time made its own demands on the artists of the word; they felt the need to renew realistic art.

The emergence of neorealism is determined not only by the social and aesthetic views of the artist, but also by the internal laws of the development of realism in the 1900s and 10s, by its intense interaction with modernist means of artistic expression:

"The interaction of realism (in a broad sense, including realistic literature not only of the 20th century, but also of the past) and modernism - not only a struggle, but mutual influence, repulsion and attraction, penetration into each other and mutual enrichment - becomes the driving beginning of the literary process in the era of the silver century ", - notes L.A. Kolobaeva

2. Significantly expanding the scope of realism

2.Kolobaeva L.A. Russian Symbolism M. 2000. P.5. occurs due to the enrichment of it with new means of artistic expression, which are mainly drawn from modernism.

The emergence of the term "neorealism" is associated with the critical legacy of the early 20th century. The first experiments in the study of the nature and artistic and aesthetic specifics of neorealist prose belonged to criticism and literary criticism at the beginning of the 20th century (works by R. Ivanov-Razumnik, E. Koltonovskaya, Y. Eichenvald, A. Gornfeld, A. Toporkov, P. Kogan, etc.).

Contemporaries of the literary process used different terms that did not always have a certain concreteness and clarity in their works ("spiritualized realism", "symbolic realism", "mystical realism", "new realism", "neorealism"). Critics of the beginning of the century often put different meanings in them, their articles were distinguished by terminological laxity, the indiscriminate nature of the components of this concept.

Those or observations, statements about a new type of realism did not bear attempts at conceptual formulations and programmatic judgments. Despite the fact that the problem of neorealism was declared and began to be developed in the 1900-10s, at this time there was still no complete and detailed description of this phenomenon, since publications were mainly in the nature of reviews and responses to the current literary process.

Studies of the features of realism of this period were continued by the literary criticism of the Soviet era. But in connection with the official point of view established in science, which denied the connection of realism with modernist currents, the authors of the works of the 1930-60s., devoted to the study of realism at the beginning of the 20th century, passed over this problem in silence or, more often than not, denied this aesthetic interaction of the two systems, opposing and affirming their "hostility" to each other. The simplicity, schematic nature of the understanding of the philosophical and aesthetic foundations of literature began to be overcome in the historical and theoretical works of the 1910s. In the works of K.D. Muratova, V.A. Keldysh, I.I.K Dolgoplov, A.B. Muratova, I.I.B. Krutikova, V. Ya. Grechneva, I.I.A.

Jesuitova and others, devoted to the study of the features of realism at the beginning of the 20th century and the literary process at the turn of the century, the problem of the unity and diversity of realism was solved on a variety of materials and in different aspects. But neorealism as a special problem in the works of these researchers has not yet stood out. For the first time since the publications of the early 20th century, neorealism becomes the subject of independent research in one of the chapters of the monograph by V.A. Keldysh "Russian realism of the early XX century" (Moscow, 1975).

The researcher's work is conceptual, permeated with the desire to understand the general laws of the development of Russian realism at the beginning of the 20th century. An analytical study of realistic prose contains a scientifically substantiated concept of its development. The author reveals in the diverse and often oppositely directed artistic systems of writers (M. Gorky, I. Bunin, A. Kuprin, I. Shmelev, etc.) the desire to renew realism.

A deep theoretical understanding of the literary process includes a variety of problems studied by the author - an in-depth analysis of the problem of personality and environment, the specifics of psychologism, innovation of form and stylistic features.

In addition to the works of V.A. Keldysh and the authors named above, we also relied on the research on problems of realism by S.G. Bocharova, L. Ya. Ginzburg, K. D. Muratova, J.I.B. Krutikova, V.A. Musatova, J.I.K. Dolgoplova, V.A. Geideko, V. Ya. Grechnev, V.B. Kataeva, E.A. Polotskaya, Yu.V. Maltsev, as well as works devoted to modernism in Russian literature, D.E. Maksimova, P.A. Gromova, Z.G. Mints, L.G. Andreeva, I.V. Koretskaya, E. Evnina, J.L. Szilard, A.P. Avramenko, J.I.A. Kolobaeva, E.G. Etkinda, D.M. Magomedova, E.V. Ermilova, A.M. Gracheva, D.V. Sarabyanova, O.A. Kling, A. Hansen-Loewe, R.D. Kluge, H. Baran and others.

It should be emphasized that the study would not have been possible without a time for the theoretical works of A. Bely, Vyach. Ivanova, Yu.N. Tynyanova, B.M. Eichenbaum, V.M. Zhirmunsky, M.M.

Bakhtin, A.F. Losev. Yu.M. Lotman, V.N. Toporova, G.N. Pospelova, P.A. Nikolaeva, V.E. Khalizeva, A. Ya. Esalnek, E.G. Rudneva, L.V. Chernetz, I.P. Smirnova and others.

The topic of the article is connected with one of the urgent tasks of literary science - the comprehension of the phenomenon of neorealism in Russian literature of the 1900-10s, analysis of the patterns of its development, the nature of its artistic method and poetics. It analyzes the ideological and philosophical foundations of neorealist prose, reflected in the artistic picture of the world, genre features, psychologism, the figurative system of the current that took shape within realism of the 1900-10s.

Although certain aspects of the problem of neorealism in Russian literature at the beginning of the 20th century were covered in the works of literary scholars (mainly in the works of V.A. Keldysh), so far not a single special study has been undertaken on neorealist prose. The problem of neorealism is extremely relevant for modern literary criticism, its study is important for identifying the regularities of the literary process of the 1900-10s.

The choice of the topic is due to the need to give an integral characterization of it, to determine its relationship with other artistic trends in the literature of the early XX century.

The work of one or another artist appears in the work not as an independent subject, but is considered from the point of view of the embodiment of the features of neorealism in it. In the work of writers who differ in their individual style, the lines of intersection of the faces of the new realism are important.

The work attempts to comprehend the phenomenon of neorealism in Russian literature of the 1900-10s, analyzes the patterns of its development, the ideological and philosophical foundations of neorealist prose, the nature of its artistic method and poetics.

With this approach, it becomes possible to consider neorealism in Russian literature as a relatively independent and integral phenomenon in its aesthetic essence.

The goals and objectives of the study presuppose reliance primarily on the comparative typological method in the interpretation of literary phenomena, which makes it possible to investigate the problem of general and internal laws of the literary historical process. The named method makes it possible to trace the natural relationship of the creative efforts of different artists, to reveal parallels in the problems and poetics of their works.

However, typological research should not obscure the originality of the artistic world of this or that writer, the individual aesthetic nature of his work. Therefore, a work of art in the reviewed work is considered as an integral artistic system, organized according to the laws of the unity of its constituent parts and levels, which makes it possible to understand both individual and general structural features.

Realism of the early XX century. historically mobile, is a real reflection of the artistic processes of the early XX century. Neorealism took shape as a synthesizing trend, and the synthesis was carried out with the leading role of the realistic principle. The creativity of neorealist writers is distinguished by the "openness" of the boundaries of the creative method. The artistic structures of Russian realism at the beginning of the 20th century are moving closer to modernism (first of all, with symbolism, impressionism and expressionism), are in the field of their direct attraction.

In the formation of neorealism, a significant role is played by the philosophical and aesthetic concepts of Western European and Russian philosophical thought in the last third of the 19th and early 20th centuries. - "philosophy of life", intuitionism and Russian cosmism. Neorealist prose is characterized by the definition of complex relationships between man and the world, a synthesis of the subjective and objective, everyday life and being, transitory and eternal.

In its development, neorealism not only reconstructs and reproduces the means of artistic depiction inherent in 19th century realism, but transforms and modifies them. In its development, there is a constant enrichment of artistic principles. The interaction of realism with artistic currents of the early XX century, symbolism, impressionism, expressionism, predetermined the important features of neorealist prose, causing a fundamental renewal of its aesthetics and poetics, enrichment and change of its figurative structure and stylistic drawing.

The genre system of neorealism is distinguished by a great mobility of boundaries, its characteristic feature is the diffusion of genres, as a result of which new modifications arise, there is a blurring of intergenre boundaries, which determines the originality of the literary process of the early 20th century in general and the genre system of neorealism in particular.

The main object of artistic analysis and comprehension of reality in neorealist prose is the inner world of a person, which is one of its dominant features (the work of B. Zaitsev, S. Sergeev-Tsensky). A close analysis of the phenomena of life, characteristic of realism of the 19th century, in neo-realism gives way to a holistic, but predominantly lyrical perception of reality. This is felt in psychologism, in the weakening of plot connections, in the renewal of pictorial means.

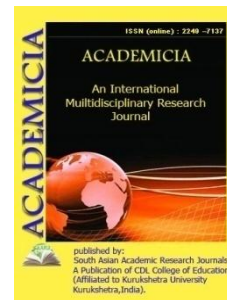
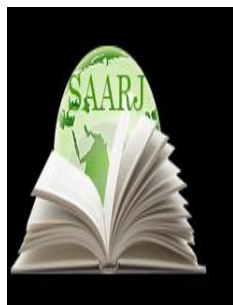
To sum up, Neorealism in Russian Literature 1900-10s distinguished by close attention to everyday life, rethinking of its "character", the everyday plan in the works loses its social meaning. The creative practice of the new realism testifies to the desire to "spiritualize everyday life", and its general artistic principles combine meticulous recreation of everyday life with the existential aspects of human existence.

CONCLUSION

Neorealist prose demonstrates that realism at the beginning of the 20th century. significantly expanded its boundaries, that it departs from the classical forms. The search for a "synthesis" of realism and symbolism, realism and impressionism is clearly expressed in neorealist prose. The appeal to the experience of modernism is reflected in changes in poetics, in genre and figurative systems.

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STREET FAST FOOD (QUICK SERVICE RESTAURANT) IN BHUBANESWAR: AN EMPIRICAL STUDY ON THE TASTE OF POPULAR CHICKEN DISHES

Dr. Somabhusana Janakiballav Mishra*; **Prof. Debasish Rout**;**

Dr. Ranjan Kumar Kantha***

*Assistant Professor,
Amity Global Business School,
Bhubaneswar, INDIA
Email id: sombapuni@gmail.com

**Assistant Professor,
Amity Global Business School,
Bhubaneswar, INDIA
Email id: devasishrout@gmail.com

***Dean,
Amity Global Business School,
Bhubaneswar, INDIA
Email id: rkantha@bbsr.amity.edu

ABSTRACT

The increase in the disposable income, changing consumer behaviour of the Great Indian Middle class has given a big fillip to the fast food industry in India. People from all demographic profiles like age, sex, income group, family, and region are happily taking food in these street fast food centres along with their family, friends, peers, associates etc. These fast food centres are now omnipotent irrespective of region, state, district, public places, multiplexes, shopping malls etc. The preference and consumption of chicken meat as one of the most popular fast food dish can be considered as a universal phenomenon and chicken meat is greatly accepted by consumers throughout India as compared to the other meat consumption. In this research we have considered four different chicken dishes Chicken chilly, Chicken tandoori, Chicken pakoda and Chicken kebab that are being most preferred by the customers in most of these quick service restaurants in Bhubaneswar. We want to test which of the above mentioned chicken dishes is

being preferred by the customers. In addition to the taste we have assumed that the location where these dishes are being offered may have an impact on the taste of these dishes. The objective is to find out whether there is a significant difference between the tastes of different chicken dishes in Bhubaneswar and whether the location has a significant impact on the taste of the food dishes.

KEYWORDS: *Disposable Income, Consumer Behavior, Fast Food, Quick Service Restaurants*

INTRODUCTION

India is a country of many diversities as far as food, clothing, tastes, habit, and language is concerned. The likings and dislikings of 1.3 billion people is a unique and fascinating case study. And the most important part is in spite of such huge differences in several aspects, the bonding and likings is similar in one area i.e. street fast food. Today we can find it in form of either QSR (Quick Service Restaurants) or RTE (Ready-to-eat) takeaways in every nook and corner of the country. People from all demographic profiles like age, sex, income group, family, and region are happily taking food in these street fast food centres along with their family, friends, peers, associates etc. These fast food centres are now omnipotent irrespective of region, state, district, public places, multiplexes, shopping malls etc. With rising urbanisation, unemployment the street fast food centres are mushrooming up because it requires little skill and minimal investment. A single individual or a group of friends or partners can also start street fast food centres or quick service restaurants (QSR) as a start-up. These start-ups also do not require much investment because people do not want ambience. They want some uniquely tasted ready-to-eat (RTE) food prepared within a short period with affordable prices. The range of recipes vary from singled out items or whole meals depending upon the requirement of the customers at that particular area. Normally in office areas like corporates or govt offices people want meals during lunch hours, which includes rice, chapattis, dal, fry in minimum price because they are daily customers. During evening when families come out for recreation, the most preferred dishes are noodles, chowmins, rolls and different types of chicken dishes. The issues and challenges in these activities are allegations by municipal authorities regarding traffic obstruction, availability of unhygienic food threatening health, land encroachment etc. In spite of the above challenges, the popularity of street fast foods is rising exponentially.

History of fast food industry in India:-

The increase in the disposable income, changing consumer behaviour of the Great Indian Middle class has given a big fillip to the fast food industry in India. Mc Donald was the first company to open their outlet in India in the year 1996. Then as the process of globalization continued more and more outlets like Dominos, Pizza Huts, KFC etc. followed. Fast food business has grown at rate of 8% to 10% in the last decade and it will increase further with addition of outlets like Yo! MOMO, Subway, Burger King, Haldiram's, Mongini's, Café Coffee Day.

Some interesting figures about Fast food Industry in India:-

- Indian stands 10th position in the world as far as percapita spending on fast food is concerned.

- There may be a phenomenal rise of 18% to 20% in the growth of fast food sector by 2021-2022(excluding 2020 because of lockdowns and shot-downs in COVID-19)because of swift changes in consumer taste and buying behaviour.
- India ranks in the top three of the world as far as spending capacity of people aged between 25-49yrs is concerned.
- Kids constitute a major portion of the consumers who crave for the chicken recipes in these fast food restaurants.

Chicken as the preferred choice among Indian Youth

The preference and consumption of chicken meat can be considered as a universal phenomenon and chicken meat is greatly accepted by consumers throughout India as compared to the other meat consumption. The increase of chicken meat consumption is due to the versatility of the meat, the acceptance of the chicken meat to all religions and increase in the household income. The biggest argument for chicken as preferred food is because it is a white meat, lean and low fat protein. Doctors also advice to avoid mutton, chevon because of high cholesterol content (red meat). In a study, it is revealed that we get nearly 30 different nutritional substances from 100gm of chicken meat. The selenium component in chicken has anti-carcinogenic properties. Besides the health factor, chicken is affordable and many different recipes can be prepared with chicken easily and conveniently. India being a large country have people of many tastes and many regions. Chicken recipes can be customized according to region, food habit (spicy or non- spicy, continental), tradition, colour, history etc. Region-wise people cook chicken recipes by adding ingredients like cardamom, cayenne, tamarind and other flavours with different intoxicating aromas. Spices are the main ingredients, which make these chicken recipes, tasty and prevent them from spoilage, because bacteria's and other pathogens cannot survive in the hot environment provided by these spices.

Some of the best-known chicken recipes popular in Bhubaneswar are-

1. Bamboo Chicken
2. Curd Chicken
3. Chicken roast Masala
4. Chicken double egg roll
5. Chicken mixed roll
6. Chicken 65
7. Chicken chilly
8. Chicken pakoda
9. Chicken tandoori
10. Chicken Hariyali kebab

LITERATURE REVIEW

Minal Kashyap, Komal Kashyap, Dr Anil Sarda (2013), have found out in their research that western culture has a great influence on the fascination of Indian consumers to on the spending habits among the young consumers.

Ms. Pooja Goyal(2015)has inferred that factors like acceptability, competition, tastes have a lot of impact on the customer's frequent visit to theses outlets.

Brown K, McIlveen H, Strugnell C (2000), have opined that young people with independence traits have somewhat developed nutritional awareness behaviour might which might have drifted them towards this “fast-food style” of preference towards food consumption.

Nguyen Q, Nisar TM, Knox D, Prabhakar GP (2018), have found in their research that customer satisfaction through tangibles, responsiveness and assurance is very crucial for the survivability of a business and fast food industry is no exception.

PriyaKeshari, C. P. Mishra (16th march, 2016), in their investigation found that socio-cultural transformation of Indian consumer is the result of rising income level and economic growth through globalization. Cafeteria culture has dominated the food habit of youth and youngsters.

Dutta K, Parsa HG, Parsa RA, Bujisic M (2014), have inferred through their research that the two pillars of any business to thrive and develop are consumer patronage and consumer willingness.

Milos Bujisic, Joe Hutchin and H G Parsa (2014), viewed that people go to a particular fast food outlet repeatedly because of food quality and quick service. Optimum resource allocation is the key factor for the success of fast food joints.

FarzanaQ, Rozhan A, Sabarudin Z (2011), have found through their investigation that safe and hygienic preparation of food and suitability according to the taste of customers are the important trends and pattern of customer consumption.

Goyal A, Singh NP (2007), have suggested that fast food business would have a remarkable impact on the mind of the customers if they communicate the importance of nutritional values and hygienic food preparation to the customers during the time of serving food. That additional information would have acted as a big catalyst for the expansion of their own business.

T. Kalakumari*, Saed Adnan Mustafa, Randolph Von NarbaySalindo(2020), have found that customers are very emotionally attached to a product if it is innovative and qualitative. In case of recipes this trait is very intense and they never forget.

Islam N, Ullah S (2010), has given an interesting aspect through his research, the awareness of different food items, the outlets through communication network like television channels and print media. Information technology has advanced so fast that consumers are getting fast hand information in their electronic gadgets about the brand, quality, taste, shape, size, price of the item instantly. That has a great impact on the word of mouth publicity of the food and food joints.

OBJECTIVE

We have considered four different chicken dishes Chicken chilly, Chicken tandoori, Chicken pakoda and Chicken kebab that are being most preferred by the customers in most of these quick service restaurants in Bhubaneswar. We want to test which of the above mentioned chicken dishes is being preferred by the customers. In addition to the taste we have considered the location of the quick service restaurants. We have assumed that the location where these dishes are being offered may have an impact on the taste of these dishes. We have considered here four different major food hubs in Bhubaneswar i.e; KIIT square, Rupali square, Master canteen square and ITER square. The objective of the study is to assess:

- Whether there is a significant difference between the tastes of different chicken dishes in Bhubaneswar.
- Whether the location has any effect on the taste of these dishes.

RESEARCH METHODOLOGY

Samples of 80 respondents have been taken for this study. Convenience sampling method has been used to select the sampling units in Bhubaneswar. Descriptive analysis and ANOVA are used to know the most preferred chicken dish and the significance impact of location on the taste of these chicken dishes.

Null Hypotheses

1. There is no significant difference between the taste of the chicken dishes
2. There is no significant impact of location on the taste of chicken dishes

Alternate Hypotheses

1. The mean taste rating is significantly different for at least one pair of the chicken dishes
2. There is a significant impact of location on the taste of chicken dishes

ANALYSIS AND INTERPRETATION

Table 1, below indicates the number of respondents, from whom data is collected. The total number of respondents we have taken for this study is 80. For each type of dish we have asked 20 respondents and collected opinion from them regarding the taste of dish on a scale of 1 to 10. 1 indicates not liked at all and 10 refers mostly preferred dish. Table 2, indicates the descriptive statistics. The mean rating of taste for Chilly chicken is the highest among the ratings given to different dishes which is 7.4. The ratings of Chicken pakoda and Chicken kebab is the minimum i.e; 5.8. Hence from these tables it is clearly known that Chilly chicken is the most favorable dish among the different dishes.

TABLE – 1 BETWEEN-SUBJECTS FACTORS

| | Value Label | N |
|-------------|------------------|----|
| Dish_Type 1 | Chicken chilly | 20 |
| 2 | Chicken tandoori | 20 |
| 3 | Chicken pakoda | 20 |
| 4 | Chicken kebab | 20 |

TABLE – 2 DESCRIPTIVE STATISTICS

Dependent Variable: Taste

| Dish_Type | Mean | Std. Deviation | N |
|------------------|--------|----------------|----|
| Chicken chilly | 7.4500 | 1.23438 | 20 |
| Chicken tandoori | 5.9000 | 1.91669 | 20 |

| | | | |
|----------------|--------|---------|----|
| Chicken pakoda | 5.8000 | 2.09259 | 20 |
| Chicken kebab | 5.8500 | 2.25424 | 20 |
| Total | 6.2500 | 2.00316 | 80 |

Table – 3 shows the result of analysis of variance. We have tried to test here whether there is a significant difference between the tastes for the chicken dishes. From the result of ANOVA it is clearly seen that the p value for the dish type is 0.019 which is significant. This indicates that there is a significant difference between the mean ratings of the taste for at least one pair of the chicken dishes. In other words the ratings given by the respondents for the four chicken dishes are significantly different from each other. The mean rating for the four types of dishes are 7.45, 5.9, 5.8, 5.85 and 6.25 respectively for Chilly chicken, Chicken tandoori, Chicken pakoda and Chicken kebab. ANOVA on the mean values tells us that the differences shown above is statistically significant at 95% confidence level. So the null hypothesis is rejected and we conclude that in this case significant differences exist between the mean ratings given to the four types of popular chicken dishes.

TABLE – 3 TESTS OF BETWEEN-SUBJECTS EFFECTS

Dependent Variable: Taste

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|----|-------------|---------|------|
| Corrected Model | 38.500 ^a | 3 | 12.833 | 3.502 | .019 |
| Intercept | 3125.000 | 1 | 3125.000 | 852.783 | .000 |
| Dish_ Type | 38.500 | 3 | 12.833 | 3.502 | .019 |
| Error | 278.500 | 76 | 3.664 | | |
| Total | 3442.000 | 80 | | | |
| Corrected Total | 317.000 | 79 | | | |

a. R Squared = .121 (Adjusted R Squared = .087)

TABLE – 4 MULTIPLE COMPARISONS

Taste LSD

| (I) Dish_Type | (J) Dish_Type | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|------------------|------------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Chicken chilly | Chicken tandoori | 1.5500* | .60535 | .012 | .3443 | 2.7557 |
| | Chicken pakoda | 1.6500* | .60535 | .008 | .4443 | 2.8557 |
| | Chicken kebab | 1.6000* | .60535 | .010 | .3943 | 2.8057 |
| Chicken tandoori | Chicken chilly | -1.5500* | .60535 | .012 | -2.7557 | -.3443 |
| | Chicken pakoda | .1000 | .60535 | .869 | -1.1057 | 1.3057 |

| | | | | | | |
|----------------|------------------|----------|--------|------|---------|--------|
| | Chicken kebab | .0500 | .60535 | .934 | -1.1557 | 1.2557 |
| Chicken pakoda | Chicken chilly | -1.6500* | .60535 | .008 | -2.8557 | -.4443 |
| | Chicken tandoori | -.1000 | .60535 | .869 | -1.3057 | 1.1057 |
| | Chicken kebab | -.0500 | .60535 | .934 | -1.2557 | 1.1557 |
| Chicken kebab | Chicken chilly | -1.6000* | .60535 | .010 | -2.8057 | -.3943 |
| | Chicken tandoori | -.0500 | .60535 | .934 | -1.2557 | 1.1557 |
| | Chicken pakoda | .0500 | .60535 | .934 | -1.1557 | 1.2557 |

Based on observed means.

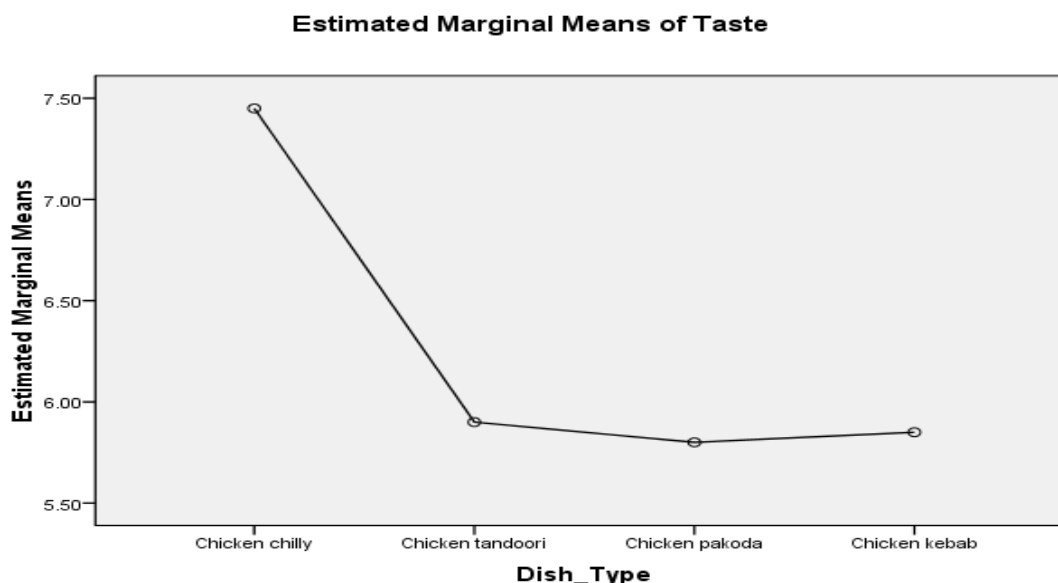
The error term is Mean Square(Error) = 3.664.

*. The mean difference is significant at the .05 level.

b.

Table 4, shows the least significance difference test which is a follow up to ANOVA. It shows multiple comparisons between the mean ratings of the four types of the chicken dishes. It can be seen that the mean ratings given to Chilly chicken is significantly different from rest all other dishes. The p values mentioned here are 0.012, 0.008 and 0.010 respectively for the difference between the mean ratings of chilly chicken and chicken tandoori, Chilly chicken and Chicken pakoda and Chilly chicken and Chicken kebab. Graph 1, below shows the estimated marginal means of taste. It is clearly seen from the following graph that the mean rating given to the dish Chilly chicken is significantly different from all other dish types. Mean ratings given to Chicken tandoori, Chicken pakoda and Chicken kebab are almost same.

Graph - 1



We have now focused on the same problem with an additional independent factor that is location. We have taken four different locations in Bhubaneswar which are known as food hubs. The locations are Master canteen square, Rupali square, KIIT square and ITER square. Out of 80 customers five customers from each location is picked who have tasted a particular type of chicken dish. So for each combination of location and a particular type of chicken dish we have chosen 5 respondents and a total of 20 respondents for all four types of chicken dishes in one location. Table 5, shows the number of respondents belong to each dish type which is 20 and number of respondents belong to each location which is also 20.

TABLE - 5
BETWEEN-SUBJECTS FACTORS

| | | Value Label | N |
|-----------|---|-----------------------|----|
| Dish_Type | 1 | Chicken chilly | 20 |
| | 2 | Chicken tandoori | 20 |
| | 3 | Chicken pakoda | 20 |
| | 4 | Chicken kebab | 20 |
| Location | 1 | Master canteen square | 20 |
| | 2 | Rupali square | 20 |
| | 3 | KIIT square | 20 |
| | 4 | ITER square | 20 |

Table 6, indicates the descriptive statistics of all possible combination of the dish type and the location. It can be seen in the following table that Chilly chicken at KIIT square has a mean rating of 8.8 which is the highest. Chicken tandoori at ITER square has a highest mean rating of 6.8. Chicken pakoda at KIIT square has a mean rating of 6.8 and is the highest rating given by the customers. Chicken kebab at Rupali square has a mean rating of 7.2 which is the highest. The overall highest mean rating is 7.15 at KIIT square. This indicates that when we consider location along with dishes it is KIIT square where all these four types of dishes are most preferred than other places. It is seen that there is a difference between the mean ratings given by the respondents at all these four locations. So as far as taste is concerned the location plays an important role. A particular type of dish has different mean ratings at different places. Like for example, Chilly chicken at Master canteen has a mean rating of 7.0 whereas same dish has a mean rating of 7.6 at Rupali square.

TABLE – 6 DESCRIPTIVE STATISTICS

Dependent Variable: Taste

| Dish_ Type | Location | Mean | Std. Deviation | N |
|------------------|-----------------------|--------|----------------|----|
| Chicken chilly | Master canteen square | 7.0000 | 1.22474 | 5 |
| | Rupali square | 7.6000 | 1.14018 | 5 |
| | KIIT square | 8.8000 | .44721 | 5 |
| | ITER square | 6.4000 | .54772 | 5 |
| | Total | 7.4500 | 1.23438 | 20 |
| Chicken tandoori | Master canteen square | 4.4000 | 1.51658 | 5 |
| | Rupali square | 6.0000 | 1.22474 | 5 |
| | KIIT square | 6.4000 | 2.07364 | 5 |
| | ITER square | 6.8000 | 2.28035 | 5 |
| | Total | 5.9000 | 1.91669 | 20 |
| Chicken pakoda | Master canteen square | 5.6000 | 2.70185 | 5 |
| | Rupali square | 5.0000 | 1.00000 | 5 |
| | KIIT square | 6.8000 | 1.64317 | 5 |
| | ITER square | 5.8000 | 2.77489 | 5 |
| | Total | 5.8000 | 2.09259 | 20 |
| Chicken kebab | Master canteen square | 5.6000 | 2.07364 | 5 |
| | Rupali square | 7.2000 | .83666 | 5 |
| | KIIT square | 6.6000 | 1.94936 | 5 |
| | ITER square | 4.0000 | 2.82843 | 5 |
| | Total | 5.8500 | 2.25424 | 20 |
| Total | Master canteen square | 5.6500 | 2.03328 | 20 |
| | Rupali square | 6.4500 | 1.43178 | 20 |
| | KIIT square | 7.1500 | 1.81442 | 20 |
| | ITER square | 5.7500 | 2.38140 | 20 |
| | Total | 6.2500 | 2.00316 | 80 |

Table 7, depicts the test of ANOVA. It shows that for dish type the p value is 0.014 and for location the p value is 0.043. This indicates that both these factors are significant. We can conclude that there is a significant difference between the mean rating of dishes and there is a significant impact of location on the mean ratings of the dishes given by the respondents. In other words location has a significant impact on the taste of these dishes.

TABLE – 7 TESTS OF BETWEEN-SUBJECTS EFFECTS

Dependent Variable: Taste

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|----|-------------|---------|------|
| Corrected Model | 67.700 ^a | 6 | 11.283 | 3.304 | .006 |
| Intercept | 3125.000 | 1 | 3125.000 | 915.062 | .000 |
| Dish_Type | 38.500 | 3 | 12.833 | 3.758 | .014 |
| Location | 29.200 | 3 | 9.733 | 2.850 | .043 |
| Error | 249.300 | 73 | 3.415 | | |
| Total | 3442.000 | 80 | | | |
| Corrected Total | 317.000 | 79 | | | |

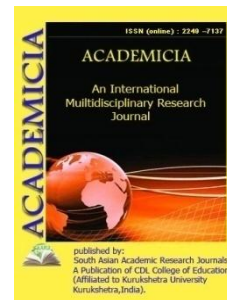
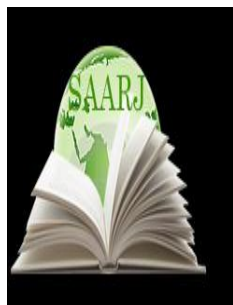
a. R Squared = .214 (Adjusted R Squared = .149)

CONCLUSION

We have considered four different chicken dishes Chicken chilly, Chicken tandoori, Chicken pakoda and Chicken kebab that are being most preferred by the customers in most of these quick service restaurants in Bhubaneswar. We have assumed that the location where these dishes are being offered may have an impact on the taste of these dishes. We have considered here four different major food hubs in Bhubaneswar i.e; KIIT square, Rupali square, Master canteen square and ITER square. It has been found that the mean rating of taste for Chilly chicken is the highest among the ratings given to different dishes. We conclude that in this case significant differences exist between the mean ratings given to the four types of popular chicken dishes. It is clearly seen from the analysis that the mean rating given to the dish Chilly chicken is significantly different from all other dish types. Mean ratings given to Chicken tandoori, Chicken pakoda and Chicken kebab are almost same. It is seen that there is a difference between the mean ratings given by the respondents at all these four locations. So as far as taste is concerned the location plays an important role. A particular type of dish has different mean ratings at different places. We can conclude that there is a significant difference between the mean rating of dishes and there is a significant impact of location on the mean ratings of the dishes given by the respondents. In other words location has also a significant impact on the taste of these dishes.

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FORMATION OF EVIDENCE SKILLS IN DEVELOPMENT IN STUDENTS OF COMPETENCIES OF MATHEMATICAL LITERACY

Abduqodirova Patmakhon Tursunboevna*

*Lecturer,

Department of Mathematics,
Andijan State University, UZBEKISTAN
Email id: fotimaabdukodirova@mail.ru

ABSTRACT

The article presents problematic learning and its methods of developing the mental abilities of students. It also describes the formation of proof skills when students develop mathematical literacy competencies. The advantages of this method of description are that when solving a problem, students learn to think, master the content of the subject carefully and consciously. Working on such errors brings students a demanding approach to the logical feedback sequence. If the proof is not clear to the reader, the statement must be made without proof.

KEYWORDS: *Cognition, Competence, Independent Thinking, Logical Thinking, Problem Education, Proof, Theorem, Understanding.*

INTRODUCTION

Today, when radical reforms are being implemented in the field of education, the demand for the form and content of education has completely changed.

In higher education institutions, there are specific problems in organizing and conducting mathematics lessons.

Therefore, a mathematics teacher should be able to form and develop pedagogical and psychological laws, skills and skills in mastering mathematical knowledge, knowing teaching methods from the theory and practice of mathematics, and teach students independent thinking.

The choice of the right examples and questions in the process of mathematics classes, as well as the selection of those that will help develop the competencies of mathematical literacy, depends on the skill of the professor. As you know, mathematical issues serve primarily for the in-depth and in-depth study of science, that is, the formation of mathematical culture, skills for the

independent study of mathematics, the development of independent cognitive activity and the preparation of students for practical activity by solving them. Indeed, experts note that a student who has mastered mathematics well will have a high level of analytical and logical thinking. It includes the skills of quick decision-making, discussion and negotiation, gradual implementation of tasks, not only in solving examples and issues but also in various life situations. In improving students' mathematical literacy, expanding their imagination, developing creative and design abilities, and teaching logical thinking, it is important to develop proof skills.

MATERIALS AND METHODS

Studying a school course in mathematics requires more reflection and reflection from students in its content, features. Because if a student dryly remembers mathematical knowledge without understanding its meaning, he will not have in his further educational activities a new source of knowledge, independent thinking about the knowledge obtained, based on this knowledge. Therefore, the main goal of developing the mental activity of students in mathematics lessons is to help them consciously accept the topic being studied, to enable them to be independent in finding ways to solve each theoretical question and problems. To do this, you need to show readers the deep and wide content and features of understanding that are enough in the course of the lesson.[1] Because independent thinking on issues, independent conclusions, exercises, the ability to find their way and ways in solving problems and proving theorems allow a student to gain deep and deep knowledge.

In the process of teaching mathematics, a problematic presentation of knowledge in the development of students' thinking activities is of great importance. Therefore, it is desirable that the teacher, if possible, begin with the production and solution of a problem containing the essence and content of the topic being studied.[2] Readers participate in solving and discussing the problem, revealing the internal contradictions that arise in it, putting forward hypotheses, discussing them and denying what is impossible, proving or not confirming the truth of a particular conclusion, prove the unreasonably of erroneous judgments. In other words, the teacher demonstrates the path of scientific thinking before students, thereby forcing them to observe the dialectical movement of the student's thought towards reality, making them the unconscious creators of scientific "discoveries."

Ҳозирги пайтда математика ўқитиш жараёнида муаммоли таълимнинг уч хил усули мавжуд:

- problem description;
- conversation in the search direction;
- Conducting a study.

Firstly, the teacher himself poses and solves the problem, while he orally discusses the problem and considers all the ways and methods that lead to solving the problem. This statement of knowledge denies meaningless conclusions, some of which are acceptable and evolving. The advantages of this method of description are that when solving a problem, students learn to think, master the content of the subject carefully and consciously. The essence of organizing a lesson in the form of a searching interview is that students are involved in solving proposed educational problems using a pre-prepared set of questions. This method can only be applied if students have a level of knowledge, which allows them to actively participate in solving problems that arise in

the lesson.[3]The main question is posed by the teacher in the process of describing the subject of study, which raises questions for students that require active participation in the independent search for a solution to a particular issue. Finally, the highest level of problem education is the research method. At the same time, students make a decision about the problem, make an independent search plan, put forward hypotheses, think through their testing methods, conduct experiments, observations, remember data, compare them, divide them into classes, generalize and draw conclusions. This method allows students to get acquainted with scientific methods of obtaining knowledge, to equip them with elements of scientific methods, to plan the discovery and demonstration of new links for themselves, to form skills of independent acquisition of knowledge. Since students participate in research using this method, they must be aware of the relationship between knowledge learned at different times, it is reasonable to use their source of knowledge when acquiring new knowledge.

Each of the three methods of problem education is of great importance in developing students' thinking skills in mathematics lessons.[4]

But it should be remembered that the success of the main work of the teacher in developing the thinking, creative activity of students depends on the students learning the knowledge, skills and skills studied in the lesson, increasing their interest. In educating students' creative activity, it is important to discuss the process of resolving issues and draw conclusions on this basis. Such works as discussing the solution method, finding its shortcomings, finding other solutions, memorizing the methods used and determining the conditions for their application are undoubtedly necessary to increase the level of knowledge of students, to form thinking. The formation of math proof skills in the student is successfully carried out in higher grades. The following should be taken into account.

- First, the level of development of thinking among students;
- secondly, to distinguish important signs from the material being studied, the availability of skills;
- thirdly, the amount and level of quality of knowledge gained;
- fourthly, awareness of the various means of proof, as well as the ability to express evidence in writing and verbal terms.

The proof is a logical action, which consists of justifying the truth of one sentence with the help of other related true judgments.

Teaching students the methods of proof is also important since mathematical feedback is one of the main components of the mathematical ability to think correctly logically, which arises when it is necessary to prove conclusions. The successful application of analysis and synthesis methods allows students to make additions and understand the purpose of choosing a specific theorem-proof plan. To know how to master the proof of a theorem, it is necessary to show where each condition of the theorem is applied, where the proof is located.

When solving the problem, the reader uses theorems that are inverse to the evidence, because he does not know that if the correct theorem is correct, the inverse theorem will not always be correct.[5]Therefore, the reader must know the difference between right and reverse theorems. Students should be able to determine the condition and conclusion of the theorem, build inverse and contradictory theorems. They need to formulate the need to prove every

statement that can be made when proving the theorem. You must also be able to write these statements using symbols. In school practice, there are cases when considerations arising from a proven rule are used for evidence.

Working on such errors brings students a demanding approach to the logical feedback sequence. If the proof is not clear to the reader, the statement must be made without proof. The demand for proof of the theorems of arithmetic and algebra at school is falling. Correct reasoning using specific examples is general, but these examples should be based on specific properties.

CONCLUSION

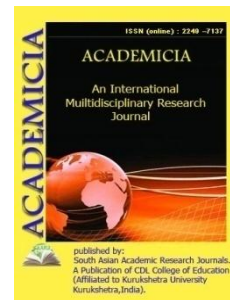
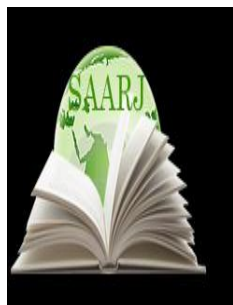
The second aspect of the need to educate students in proofreading skills is that many young graduates today find it difficult to think about the need to prove mathematical theorems and their inverse. Also, students face difficulties in independently expressing theoretical conclusions directly arising from the general mathematical considerations given, and in solving problems that are theoretical in nature and require proof.

For these reasons, special attention should be paid to the formation of problem-solving skills and proof of theorems, which are components of the development of student thinking, which requires the teacher to have sufficient scientific and methodological equipment, a level of knowledge that meets modern requirements.

In general, the multifaceted activities of the teacher and his abilities, creativity and determination, as well as the education of students as versatile people are one of the most pressing problems at the level of state policy. Therefore, modern teachers must conform to pedagogical competence.

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THE DESCRIPTION OF LANDSCAPE IN KHURSHID DAVRON'S LYRICS

Nusratilloeva Dilnoza Nusratillaevna*

*Teacher,

The department of Uzbek literature,
Navoi State Pedagogical Institute, Navoi,
UZBEKISTAN

ABSTRACT

The article describes the natural landscapes in the lyrics of Khurshid Davron. On the example of poems by the Uzbek poet Khurshid Davron, a description of natural landscapes, metaphorical images and their place in the artistic text are analyzed. The glory of motherland and nostalgia has played a key role in Khurshid Davron's poetry. His poems describing the socio-political situation during the years of stagnation and showing the imbalance of religious and cultural state of the society caused a lot of dissatisfaction among the intelligentsia. They even won't be absorbed into the baby's body by its blood. The charming cotton-picker has no breasts. They have dried up due to drugs and hard work. What can the poor child do? The innocent moon looks like his (her) mother.

KEYWORDS: *Khurshid Davron, Literature, Metaphorical Comparison, Natural Landscapes In The Lyrics, The Lyrics Of Nature.*

INTRODUCTION

As everyone is well aware during the years of independence, several reforms have been carried out in the field of literature as in all spheres of life. In particular, The Presidential decree dated 12 January 2017 "On establishing a commission for the popularization of reading and the raising of book-reading culture and the development of the system of the publication and distribution of books" is an important factor in this sphere. President Sh. Mirziyoev claims "I am convinced that without books, we cannot achieve any progress and high spirituality. There is no future for individuals and even the nation"[1]. At the initiative of the President of Uzbekistan, several measures have been taken to raise book-reading culture and to further increase the intellectual potential and morality of young people to read books. Specifically, as a result of special attention

to the field of literature, a magnificent building called the Alley of Writers has been recently opened in Tashkent. All these massive changes are directly the result of the effectiveness of the state policy aimed at the development of literature.

In the 1970s of the last century, a new generation was introduced to Uzbek poetry. The introduction of literary-aesthetic views united them as a literary generation of the same era. ShavkatRakhmon, Usmon Azim, MukhammadRakhmon and KhurshidDavron were among the mature representatives of that generation. Their interpretations of freedom of the motherland, the interests of the nation, the idea of independence, an open view of history, vast attention and respect for the nation and religious values have created a commonality that determined the style of a literary generation. Khurshid Davron, one of the great representatives of Uzbek literature, belongs to the generation of the 70s and stands out from his contemporaries with his unique talent and unrepeatable voice. He has created his literary works in a variety of genres: he has published several quatrains, universal poems, epics, dramatic epics, short stories, plays and badias (literary-publicist work of short size in honour of literary figures such as writers, poets etc.) during his literary career. The glory of motherland and nostalgia has played a key role in Khurshid Davron's poetry. His poems describing the socio-political situation during the years of stagnation and showing the imbalance of religious and cultural state of the society caused a lot of dissatisfaction among the intelligentsia. In such a difficult situation, as his fate willed KhurshidDavronfollowed the great Uzbek poets Chulpon and Oybek's literary approach by creating his landscape lyrics full of symbols and metaphorical language. It should be noted that the most important features of modern poetry have been reflected in the works of the poet. The poet, whose heart has burned in the desire to see his nation free, has spent all his mastery and talents in social lyricism. Historical and symbolic features are the main features of Khurshid Davron's style. The symbolic image and figurativeness played an important role in his works dedicated to transparency and democracy: however, in the early years of independence and the following years, we may observe in his poetic work the raise of the ability to turn historical truth into an artistic reality.

MATERIALS AND METHODS

There is no literary figure in the world of literature who has not enjoyed the national spirituality, and literature cannot be imagined without literary connections and descriptions. We can easily witness this interconnection in the literary works of KhurshidDavron. He was able to increase his literary skills as a literary translator by working on Tajik, Russian, Turkish, and Latin literature. As a result, the poet has managed to enrich the thematic content, poetic world, a system of images, as well as the diversity of contemporary Uzbek literature with the elements of world literature. KhurshidDavron's fictions(epics) on the historical and educational themes have had a noteworthy impact on the development of current literary thinking. The image of nature has a special place in his works. Therefore in his poems full of "nature - man, man - the symbol of nature" ideology the world is infinite and the breath of life is strong. Seeing and feeling the problems, dreams and aspirations of the people diversified with the images of nature, defines the leitmotif of Khurshid Davron's poetry.

Dilmurod Quronov et.al. give the following definition about the essence of the content of landscape lyrics, its purpose and objectives in the "Dictionary of Literary Studies": "Landscape lyrics describes the heart of the lyrical subject in the landscape. The scene passed through the

heart of the lyrical subject becomes an image of an instantaneous mood. In this sense, the depiction of nature in landscape lyrics serves not as the main goal, but just as a means ... In many cases, the landscape depicted in the poem becomes a symbolic image. The eternal problems of existence aim at figuratively revealing the essence of social life, human behavior, the meaning of life and forms"[2]. Izzat Sultan, the famous Uzbek literary critic and dramatist, wrote as follows: "The image of nature in a work of art is called *peyzaj* (landscape). The image of nature is one of the components of the plot, which enhances the ideological and aesthetic power of the work"[3]. Although the aforementioned views were expressed in relation to prose literary works, KhurshidDavron skillfully used them for his lyricism of nature-based on sociality.

In KhurshidDavron's lyrics, the image of nature is depicted as a place, but also an image that enriches the poet's feelings gives freedom to his feelings, and is a living being in the landscapes created by the poet.

KhurshidDavron's poem "Yozertagi" (A Summer's Tale)[4] is about a century-old grief - cotton monopoly written in 1976. The social tragedy is so sincerely portrayed in the lyrics of nature that the poetic discovery is more like the naturalness of the Uzbek way of life than the tragedy that befell men. It does not create an unpleasant mood in the reader. If the reader reads it carefully, he/she will witness the Uzbeks' tragedy of the 1970s.

Dalalarningqoqurtasida

Yerusmonarobirertak –

Yulduzlarningmayinsasidan

Tebranadioppoqbelanchak.

(In the middle of the fields

There is a fairy tale between heaven and earth -

A white cradle gently rocks

From the soft sound of the stars).

The following interpretation can be derived from the aforementioned verses: A white cradle is hung in the field and it's hard for anyone to believe that. The poet does the right thing by calling it a fairy tale. No human can rock the cradle. The twinkling stars caress the baby and it clings to them. The baby's movement creates a light vibration.

Ukhlabbqolarkhoriganota,

Ukhlabbqolarterimchi – suluv,

Ukhlabbqolarchorbogortida

Ariqchadajildiragansuv.

(Tired father falls asleep,

Falls asleep a charming cotton-picker,

Falls asleep in the backyard

Water gushing in the ditch).

In his poetry, Khurshid Davron expresses the enmity towards the former Soviet society through irony. The repetition of the combination *falls asleep* in each line is depicted in a different tone and meaning. The *father* is sleeping because he's really tired. There is no beautiful *cotton-picker* in the world, and that ironic accusation is an indictment of the dictatorship of the Soviet period. Neither her personality nor her beauty is charming, the only really beautiful thing is her hard work. The society needs more hard-working girls than beautiful girls. There is deep silence in the surrounding, even the *water*, a symbol of eternal awakening, falls asleep (stops). In the poet's view, life has stopped here. The whole society is falling asleep. But the baby is awake so there is still some hope for tomorrow's life and confidence in a bright future.

Faqatqorakuzlarinochib,

Khayratlargatuldiribquchoq.

Onasigaukhshatiboyni,

Tamshanadioydaychaqaloq.

(A baby opens its black eyes,

Having a feeling of amazement.

A moon-like baby tastes,

Comparing his mother to the moon).

The moon in Khurshid Davron's poetry is a symbol of confidence in the bright days, a sympathetic partner in the sorrowful days, and a confident companion who gives freedom to his thoughts. The baby hasn't heard the sad and miserable songs of the mother, which have become a dream of compassion and dreams. They even won't be absorbed into the baby's body by its blood. The charming cotton-picker has no breasts. They have dried up due to drugs and hard work. What can the poor child do? The innocent moon looks like his (her) mother. The baby, longing for its mother's bosom and embrace, tastes unconscious even without realizing it. The description presented by the poet raises the reader's feelings to infinite spaces with its cruelty and subtlety.

Vamekhrdaniyib, kuksini

Chaqaloqqatutar oy khushkhol.

Sung allalaraytib, uksinib,

Belanchaknitebratarshamol.

(The moon full of love

Holds the baby tenderly.

Then, the sighing wind sings a lullaby

And rocks the white cradle).

Ibrahim Khakkulov writes that "Nature is always on the move and continuously evolves. Even in poetry, nature must be in action. Only then a scene or colour will simply not freeze in our eyes. The vices of describing nature with words only and narrating its qualities will disappear forever.

Can we delight the reader with verses such as *flowers are blooming, swallows are flying, and streams are flowing*? Absolutely. All this can simply be recognized by the reader himself/herself. The poet must be able to describe the events that the reader cannot grasp the essence of real beauty[5]. In the next poem “An Autumn’s Tale” the reader can witness the scenes envisioned by the literary critic. The poem related to the seasons depicts a mixed state of natural phenomena. The poem in some cases functions as simulation and in other cases as a literary device – personification.

Terimchiqizlar

Shokhlardagiqushlardekyengil,

Qomatlari – khayol,

Quyoshisianqibturarchekhralaridan.

Ular

Tulibketganarmonlarkabi

Egatlargasochilgan

Orzularimezonlarkabi

Oppq-oppquchibyurguvchi

Oydinshamollargaosilgan.

(Harvest-picker girls

as light as birds on branches,

Their bodies are like a dream,

Their faces diffuse the scent of the sun

They are like overflowing dreams

Scattered on the patches

And flying pure dreams

Hanging in the clear winds).

The lightness of the girls, like the birds sitting on the tree branches, makes them look like young, fresh and cheerful adolescents between the ages of 15 and 16, while the scent of the sun on their faces shows that their faces are sunburned because of the constant presence in the fields. They also have their own discontentment. They are like pure dreams scattered on the patches. The cotton fields are full of young girls who have a lot of dreams which do not come true. That is why they are compared to *mezon* (hot autumn which passes very quickly). With the advent of autumn, it appears the thread-like everywhere. It sticks to the streets, trees, stalks, wire ropes etc. and remains there for a while. As a result, it disappears, unable to withstand natural phenomena such as sunlight, dust, wind and rain. The young girls’ dreams are so temporary like *mezon*. The sheds look white, but they are not in reality. Since no house in the village is whitewashed, it gives just a white look between the clay roofs. There is also a symbolic expression that those who live in such houses also have the right to be happy. Only the winds can kiss their faces

accustomed to the heat of the sun, which are worthy of love. The “beauties” dream of moonlit nights and bright sunshine because moonlit nights and bright suns are a symbol of happiness and delight. The poet claims that girls born in the cotton fields can be pleased only in their dreams.

It is not difficult to feel that Oybek, the master of KhurshidDavron, had a big influence on the creation of the poet's images through celestial bodies such as the moon, sun and stars in his depiction of natural landscapes as artists. Noticing this in time, NuriddinShukurov was right by saying that “KhurshidDavron's flower garden is unique in the garden of Uzbek poetry. At the beginning of this flower garden, we first come across the fragrant flowers of Oybek and KhamidOlimjon”[6]. The crises and stirs of the time tried to change the personality of the poet's master Oybek. In a sense, they achieved what they planned, but they could not modernize his essence and his ego. The pure spirit of originality did not allow him to do that. Oybek's attitude to the moon, the sun and the stars is the spiritual superiority of such transparent feelings.

In my humble opinion, the pursuit of resemblance to Oybek on all fronts -modesty, humility, dedication to the country etc. also defines the phenomenon of KhurshidDavron. This can be clearly seen in his poems such as “Oybek and the Moon”, “Oybek” and the verses “*Dimogimdashodmongullarningatri, tilimdaOybekningmukarramsatri*” (“*The scent of blissful flowers in my heart, and the sacred verses of Oybek are on my tongue*”). For instance, KhurshidDavron's poem “Oybek” is the result of harmony between nature and humanity. He was able to enliven every element of nature and create a landscape and a mood through metaphorical comparison. The poet's love for the lyrics of nature is the basis for “a deep understanding of it in harmony with human mental state, a clear restoration of poetic landscapes and a pure expression of the state of mind”. (A. Azam).

Tun. Shamollarkezarbetinim,

Goh ishqomda, gohderazada.

Chumiladibirtupyulduzjim

Jildiraganbirariqchada.[7]

(Night. The winds are continuously blowing,

Sometimes in the grapevines, sometimes near the windows.

A bunch of stars are swimming

Silently in a gurgling ditch).

(Oybek)

Oybekningshe'rinibedazoraro

Soy sasiaralashtinglamozarur,

Bilmayqolsinyuraksuvuzrami, yo

Oybekningshe'ridauynaydibunur?

(Listen to Oybek's poem in the clover fields

Feeling the sound of the stream.

*Let your heart know whether this beam
 Playing in the water or in Oybek's poem?)
 (KhurshidDavron)*

*Utiradishoirayvonda,
 Khayollaritushlardasarson.
 Qayguradiutgankharonga,
 Oqardaryo – oqadizamon.
 The poet is sitting on the porch,
 Poet's dreams wander in his sleep.
 Worries every moment of the past,
 A river flows and time flows.(Oybek)
 Oybek – buog'riqnigaritolkabi
 Yurakningtubidaasragansuzlar.
 Barchakhasratlarnijimturiblabi,
 Engyaqindustigasuzlagankuzlar.
 (Oybek preserves the pain in the depths of the heart
 The pain remains in the heart like an old willow
 His lips preserve all his sorrows,
 His eyes talk to his best friend).
 (KhurshidDavron)*

Although both verses differ sharply in form, both of them express the same state/situation. The rush of the winds on the banks of the river creates the sound of the river. The reflection of the star in the water is like the bright light which found its reflection in Oybek's poem. In the second quatrain, the sitting position of the poet on the porch is compared to an old willow tree. The words cherished in the depths of the heart is a sign of the state of a helpless and stuck poet, who cannot express his pains which exist only in his dreams. He cares for every second that passes from his life and passed time is precious as gold. The flowing river flows again, the poet, unfortunately, cannot express his inner anguish and troubles with words (lips), but his eyes can do it instead of him.

Oybek's style is also evident in his research on poetic exercises. In his poems in the genre of *musallas* (a smallest poetic genre consisting of triple lines), such features as the system of rhymes, the integration of meaning and form, the harmony of moods are very similar. They do not have a strict rhyming order. However, in Western (French, Italian etc.) literature, the order of rhymes exists more or less. In our view, Oybek's poems of this type may be a synthesized form of Western and Eastern poetry and this feature helped to make Oybek's poetry sound in a unique tone and rhythm. KhurshidDavron was able to create *naziras* (analogies) close to Oybek's poetry.

Gurubyonginiqoplar,

Samoyuzianordek,

Bulutlar atlas kabi.

(The sun is setting,

The sky's face is like a pomegranate,

Clouds are like atlas (national Uzbek colourful fabric)).

(Oybek)

Gurubningguldastasi

Uynoqlaydidengizda

Bamisoliatlasdek.

(A bouquet of sunsets

Plays as atlas

At the sea).

(KhurshidDavron)

Suvlarquyoshsochiga

Uralashibtinimsiz,

Uparqirgoqniasta.

(Waters wrap up

To the hair of the sun,

Slowly kissing the shore).

(Oybek)

Chumilgohtoshlarida

Qolganquyoshnafasi

Tavonimniilitar.

(There is the sun breath

In the river stones

It warms my heels).

(KhurshidDavron)

The poem "Poet, bird and winter" by KhurshidDavron gives the description of the call awakening hearts. Life and the sounds of nature do not allow emotions to fall asleep. KhurshidDavron in his poem "Oybek" writes that "... the poet was brought back to life by lush green grass". And the lyrical protagonist is brought back to live a joyful life by the sound of birds.

Kimsasiz bog,

Qorgachungan bog',

Derazadanqarasam – oppoq...

“Chirq-chirq” etar

Qaydadirbirqush –

Dilimbejoqilarbutovush.

(A deserted garden,

A snow-covered garden,

When I look out the window – white is everywhere ...

A bird somewhere screams

The sound that makes my heart feel bad...)

The poet's heart rejoices the pleasant sound and repeatedly goes out to be close to nature. Sometimes the cold winter intervenes him and sometimes an unknown bird disturbs him without being visible. The garden is empty, the sky is hollow, only the heart is full of emotions. These feelings are excessed with white- snow sensations which are restless from the pleasure of the soul.

“Chir-chir” etib

Yangrarma'yussas

Vakusimdanuygonartitroq.

Men sovuqdan

“Qalt-qalt” titrayman

Yopolmaymaneshiknibiroq...

(There comes

A sorrowful voice

Which wakes up a shiver in my chest.

I quake with cold

But I can't close the door ...)

The call of the future painting the poet's heart makes him tremble. The outside is cold, and the poet shakes with cold, his limbs also quake. But he can't even close the open door anymore. Soul purification is not easily achieved. Only when he can enjoy his hardship and rejoice in his sorrows, he might be greeted with peace of mind.

In the poem “Oybek and the Moon”, Khurshid Davron writes in the language of his teacher about the spiritual connection and the harmony of essence between earth and sky.[8] Oybek's loyal friend in social life is Oy (the Moon). Although humanity is unaware of it, the moon always shows its appearance to human beings. Even when every living being is preoccupied with all

their worries and troubles, the Moon throws light on the poet's eyes in order to see the past and the future. The reason for the closeness of Oybek and the Moon is that even if the poet leaves the physical world, it will remain stable in the sky and shine with gratitude. The lyrical character will be a lifelong safeguard for people who love and respect it.

O, kuzimnibosmoqdatuman,

Tuman,

Tuman,

Qaydaulchiroq?!

Khammaketsin, men khamketaman...

Faqatkukdamanguqolar oy.

(Oh, the mist that catches my eye,

The mist,

The mist,

Where is the beauty ?!

Let everyone go, I'll go too ...

Only the moon will remain

Forever in the sky).

The above-mentioned poem is spiritually very close to the following verses of Oybek's poem:

Quyoshnuringsochavermul-kul,

Bakhorketmabizningboshlardan.

Sun, spread your rays a lot

Spring, does not leave our heads.

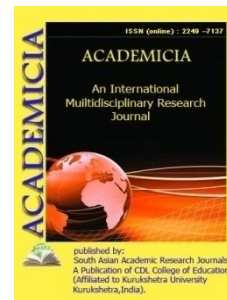
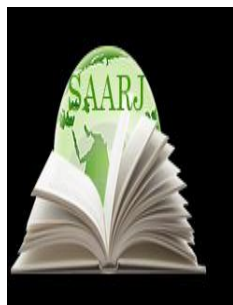
CONCLUSION

To sum up, in the poetry of Khurshid Davron the lyrics of nature is as beautiful and attractive as spring. He attracts the hearts of the people with his incomparable stylistic diversity. We believe that his poetic heritage will shine like the sun for all Uzbeks.

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ABOUT SAFETY TECHNIQUE AND ISSUES OF SUPPLYING ELECTRICITY OF THE TEXTILE INDUSTRY

Obidov Jamshidbek Gayratjon ogli*

*Assistant,
Department "Metrology,
Standardization and Product Quality Change",
Fergana Polytechnic Institute, UZBEKISTAN
Email id: jamshidobidov19@gmail.com

ABSTRACT

The textile industry is a complicated manufacturing industry because it is a fragmented and heterogeneous sector dominated by small and medium enterprises. Various energy-efficiency opportunities exist in every textile plant. However, even cost-effective options often are not implemented in textile plants mostly because of limited information on how to implement energy-efficiency measures. Know-how on energy-efficiency technologies and practices should, therefore, be prepared and disseminated to textile plants. This paper provides information on the energy use and the problems of electric supply and safety with electric engineering instructions textile enterprises.

KEYWORDS: *Textile, Steam Turbine, Engine Technology, Industry, Net, Creating Isolation, Supplied, Technological Process, Textile Industry, The Electric Motor, Electricity Network, Protection Of Insulator.*

I. INTRODUCTION

The power supply of the textile industry can be carried out through high-voltage power systems, power plants, private power plants. The power supply is provided through the high-voltage lines of the districts with minimal consumption. If high-voltage lines are far from the textile industry, private power plants are used. These power plants, whether steam turbines or internal combustion engines, are less reliable and cost more than power systems. The use of these in the early stages is effective. The capacity of petrol-powered power plants is $1-14 \text{ kV} \times \text{A}$, the capacity of diesel-powered power plants are up to $350 \text{ kV} \times \text{A}$. The portable power plant consists of a powerful device, an alternating current generator and its drive, control measuring and

driving devices.[1] They are mainly in a common frame and can be mounted on carts (trailers), trailers, trucks, rail cars.

II. MATERIALS AND METHODS

Electricity is used to run technological processes and increase the efficiency of production processes. Power supply schemes using centralized energy sources are divided into two types: 1) radial scheme; 2) trunk circuit.

In a radial scheme, each consumer or group of consumers is connected via separate lines to power plants, transformer substations, or distribution points. Radial networks are easy to operate and build, but they require a large amount of high-voltage equipment, distribution devices, and lines.

In a backbone circuit, multiple consumers consume from a single line (trunk). These circuits provide several high-power consumers that do not require high reliability.[2] With the increase in the volume of work, the construction of transformer substations of industrial enterprises will be expedient. It is designed not only for the intended time but also for the continuous supply of electricity to the facilities of the textile industry.

In the supply of electricity, power grids play an appropriate role and serve to deliver to consumers.[3] Electricity supply to the textile industry is carried out through permanent power grids. Permanent power grids provide energy to industrial enterprises that supply the textile industry. Depending on the value of the voltage, power lines are divided into networks up to 1000 V and above 1000 V. In the textile industry, lighting networks are mainly designed for 380 V and 220 V.

Power lines will be overhead and wired. Aerial networks are widely used because they are cheaper than cable networks, easy to identify damaged areas, and easy to repair.[4] But they have their drawbacks, i.e. it can be shown that failure due to external influences (wind, frost, lightning, etc.) can cause harm to people and animals.

It is necessary to choose a route as short as possible when passing overhead lines. Reinforced concrete-based timber and wooden supports (poles) are used in lines with voltage up to 1000 V. Cable networks provide high reliability in the power supply.[5] Cable networks eliminate the overcrowding of urban and industrial areas with excess supports and wires. The construction of cable lines depends on technical and economic calculations, the function and importance of the line, the nature of the route, the method of laying the cable, cable construction, etc. will depend. Laying a cable line is more labour-intensive and expensive than laying an overhead line, so in the textile industry, if the financial supply increases, it is advisable to use cable lines, taking into account safety.[6]

Exposure of a person to industrial frequency currents can lead to various reflex changes in the body: failure of the nervous system, fainting, paralysis of the respiratory centre, and others. The thermal effect of current passing through a person depends on the value of the current and the duration of exposure. The effects of an electric arc can cause severe burns. The main causes of electrical damage are low level of insulation, failure to take adequate measures against accidental contact with live parts, operation without adequate safety measures under-voltage, operation without protective equipment.

Electric shock occurs at small currents of 25-100 mA. A current of up to 10 mA is safe for human life and creates an unpleasant sensation. If the current exceeds 10-25 mA, the arm muscles may contract, resulting in the person not being able to separate himself independently from the current-carrying part. If such a current is applied for more than 15-20 seconds, the person may have difficulty breathing and stop completely.[7] If the current is 100 mA and more, it will kill the person immediately. The amount of current flowing through the human body depends on the contact voltage and current frequency as well as the electrical resistance of the human body. The resistance of the cell tissues of the human body does not exceed 800-1000 Ohms. When human skin is dry and undamaged, its electrical resistance is around 10-100 kOhm. The thickness of such skin is 0.05-0.2 mm.

A person's electrical resistance reaches its lowest value in a dusty, dusty environment and when the ambient temperature is high because the body is covered in sweat. So it's hard to talk about any amount of safe voltage. But many years of experience have shown that a voltage of less than 12 V in rooms with the worst conditions and less than 36 V in clean, dry rooms can be considered safe.

Electrical devices are not normally exposed to voltage, but pre-electrically grounding all parts that may be exposed to voltage in the event of damage to the insulation is called grounding.[8] The principle of operation of the protective earth connection is based on the reduction of the contact and step voltages to safe values due to the connection of the exposed conductive part of the electrical device to the housing and other reasons.

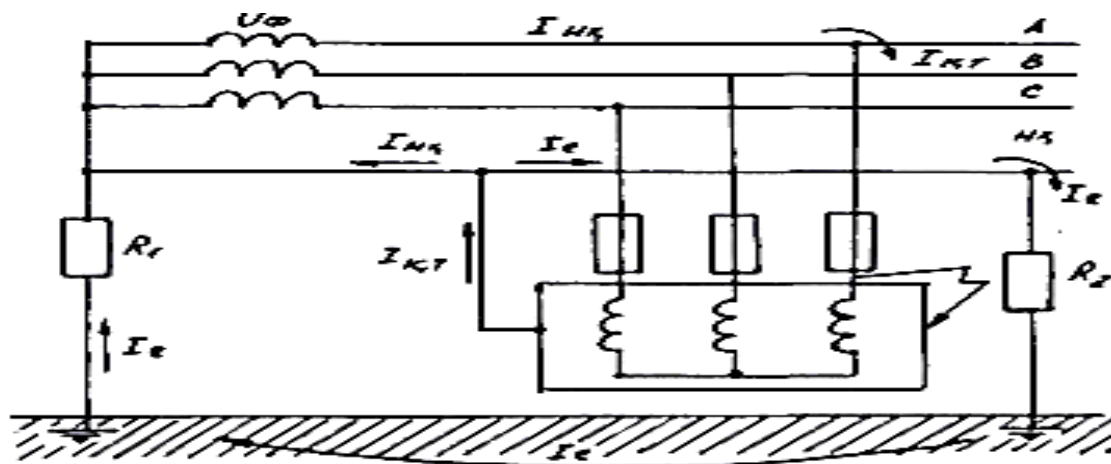


Figure 1.

Figure 1 shows a method of grounding metal conductive parts that may be under-voltage to zero by pre-electrically attaching them with a zero protective wire.

In this case, the neutral protective wire is connected to the neutral point of the current source, which is firmly connected to the ground.

The operating principle of the zero connection is based on converting the connection of one of the phases to the housing to a single-phase short circuit to quickly disconnect the damaged electrical device from the mains using disconnecting equipment. Because the body of the electrical device is connected to the NH by the neutral protective wire, the neutral protective wires are connected to the NH and a current is generated during the damage. A short-circuit

current is present from the time one of the phases is connected to the housing until the protection is activated and the device is disconnected from the mains.

III. CONCLUSION

In conclusion, we note that textile production, like a hundred years ago, does not exclude the possibility of fires and sunbathing. Their reasons are due to the peculiarities of technological processes and production equipment, and the specifics of production are associated with increased fire hazard in preparatory, weaving and finishing workshops. The introduction of modern technical systems of fire protection of enterprises is not always the guarantor of ensuring a sufficient level of security of the facility. For sustainable functioning and improving fire safety in the textile industry, it is necessary to carry out comprehensive targeted work, coordinating the social interaction of the control and supervisory bodies of the Ministry of Emergencies and the public. In electrical equipment supplied from three-wire networks, grounding in neutral (zero) insulated transformers for human protection is done through a local grounding device. Connecting the housings of electrical equipment to ground via a neutral wire reduces their voltage relative to ground during an injury. Zero connection is used in four-wire networks connected to neutral ground, as well as in AC mains connected to the midpoint of the source.

It is recommended to use protective equipment to ensure the safety of the personnel servicing the electrical equipment in operation. They are divided into insulating, barrier and protective means of protection.

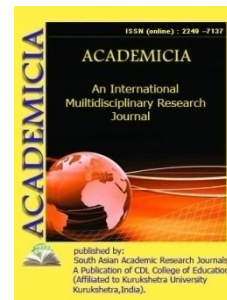
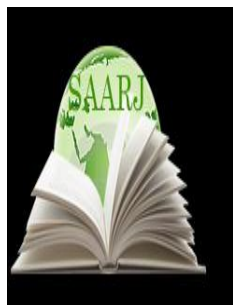
Insulating protective devices electrically insulate a person from live or grounded parts, as well as from the ground. Insulating protection devices are divided into basic and additional types. Basic insulating protection devices (for voltages up to 1000 V) include insulating hoses, insulating and electrical measuring reservoirs, dielectric gloves, insulating handle electrical installers voltage indicators.

In the textile industry, the use of dielectric mats, mats are recommended as additional insulating electrical protection of electrical equipment.

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A STUDY OF DECISION-MAKING STYLE OF THE EMPLOYEES IN DIVISIONAL SECRETARIAT (DS) IN JAFFNA DISTRICT

Kandasamy Gnanabasharan*; Soosaipillai Edward Reginold;
Sivapragasam Sivanenthira*****

*Deputy Registrar/ General Administration,
University of Jaffna, SRI LANKA
Email id: gnaniqn@gmail.com

** Deputy Registrar/ Admissions,
University of Jaffna, SRI LANKA
Email id: edreginold22@yahoo.com

***MBA Programme,
University of Jaffna, SRI LANKA
Email id: Nesan87@gmail.com

ABSTRACT

The main purpose of this study was to examine the Decision-Making Style of the employees in divisional secretariat (DS) in jaffna district. A sample of 75 employees was selected and primary data were collected through a specially designed questionnaire. The data collection was conducted in November 2019. In the data analysis a range of statistical techniques including descriptive statistics such as mean, standard deviation and as well as inferential statistical techniques such as independent samples t-test and ANOVA were used. The results reveal that Decision-Making Style of the employees is varied on Gender, and work experience. However, the result indicates that Decision-Making Style of the employees with higher educational background is relatively high when compared with others.

KEYWORDS: *Decision-Making Style, Divisional Secretariat, Jaffna, Sri Lanka*

INTRODUCTION

1.1 Background of the study

Leadership begins and ends with people; their aspirations, feelings, motivations and the way they communicate. Winston Churchill characterized leadership as intelligent use of force (Anderson

et al., 2001). Rowe (Rowe et al., 1989) states that the future requires leaders who have a vision as well as ability to inspire others, and who can turn their vision into reality that way. Making decisions is one of the main activities of a leader. Wren and Voich (Wren and Voich, 1994) believe that decision making is mandatory for successful execution of any managerial function. According to the Four Quadrant Model of the Brain of Ned Herman, Rowe (Rowe et al., 1989) defined four styles of decision making. The activity of each quadrant of the brain is the basis for a particular style of decision making. Rowe (1992) determined styles of decision making through combining cognitive complexity and value orientation. Cognitive complexity stems from the use of information to the conceptual ability of parallel information processing and generalization, i.e. determining strategy. Value orientation is based on the orientation of technical values (tasks) to the orientation of organizational values (people). The styles of decision making that Alan Rowe talks about are the following:- Directive - used by autocratic leaders who show tendency to behave aggressively. They make decisions on the basis of a relatively small amount of information and lack tolerance for vague information.- Analytical - managers with analytical style in cognitive terms are complex. They make decisions by researching extensive data and have increased tolerance for vague information.- Conceptual - is notable in managers with need for recognition and success. They make decisions based on extensive elaboration of data and tend to be creative and inventive. - Behavioural - characterizes managers with exaggerated need for acceptance (affiliation) and democratic relations with subordinates. They make decisions taking care to maintain good relations with other employees.

Early analyses of leadership, from 1900 to 1950, defined the features of the relation between a leader and their followers. The findings that not a single feature or combination of features can explain leadership abilities in entirety has prompted many researchers to begin studying the impact of situation on leadership skills and behavior (Day and Antonakis, 2012). Fiedler's contingency theory is an attempt to explain how the situation models the relation between the personality of the leader and effectiveness (Nikoloski, 2000). Fiedler attempted to predict leader effectiveness based on a personality trait called least preferred co-worker (LPC). This theory covers two management styles - relationship-oriented leadership and management by objectives. Managers motivated by objectives are primarily focused on achieving goals, while managers motivated by interpersonal relations aim to develop close interpersonal relationships with subordinates. These two styles are analogous, perhaps even completely identical with the styles oriented towards people and work.

The preferred management style reveals various aspects of organisational behaviour, in which the variables of personality have great importance because they are one of the major conditions that affect the behaviour and the person determines behaviour in a defined situation as per Catell (Peck, 1978). Or, "leadership is largely a phenomenon that stems from the personality of a leader" - Čizmič (Čizmič, 1995, p. 64). The discovery of the relation between management styles and personal traits enables strategic implementation of organisational goals, greater efficiency and higher performance (Yukl, 2010). Essence defines personality as "a whole set of actual and possible forms of reaction of an organism determined by heredity and environment, and accrued and developed through interaction of four main areas: cognitive (intelligence), conative (character), affective (temperament) and somatic (constitution)" - Eysenck (Eysenck, 1998perLojk, 1991). In his research and study of personality Eysenck (Eysenck, 1998perLojk, 1991), using a statistical technique factor analysis, extracted three basic dimensions or

personality traits that he believed to be most important in addition to intelligence: A) The trait extraversion (E) is a continuum whose ends are arranged in “clean”, extreme forms of extraversion and introversion, which include fewest people because most people are closer to one or to the other end of this continuum. Each individual occupies a different position in the same continuum. B) The trait neuroticism (N) is described by two extremes: emotional stability and emotional lability. C) The trait psychoticism (P) is defined by two extremes: hardness, rigidity, intransigence, aggression, indifference of the person as opposed to a person that is indulgent, sensitive, and empathic, cares for other people. These traits are normally distributed in the general population, which means they are present in all humans in varying degrees and only the extreme forms of the continuum of normality represent pathological abnormalities. The definition of the research problem and the postulation of the hypotheses in this study were determined by the: Theory of human nature, in particular the view of the complexity of human nature and its variability, Bojanović (Bojanović, 1988); Fiedler’s contingency theory, which is an attempt to explain how the situation models the relation between the personality of the leader and effectiveness, Fiedler (Fiedler, 1978); Eysenck’s theory of personality, which provides useful model for understanding individual behaviour and creation of verifiable predictions, Peck (Peck, 1978).

1.2 Objectives of the Study

The main objective of this study is to examine the Decision-Making Style of the employees in DS office in Jaffna district. In line with this main objective, following sub-objectives are also addressed by the study

- To examine the effect of gender on employee Decision-Making Style
- To evaluate the effect of job experience on the employee Decision-Making Style
- To identify the relationship between education background and Decision-Making Style of the employees

1.3 Population

The population refers to the group of people, events or things of interest that the researcher wishes to investigate, but the sample is a subset of the population, it comprises some members selected from the population. It is possible to choose the sample in such a way that it is representative of the population. There is always a slight probability, however, that sample values might fall outside the population parameters (Sekaran & Bougie, 2010). Therefore the research population is chosen according to the scope of study and the sample was selected to ensure representativeness of the population concern. As this study focused employees in *divisional secretariat (DS) in jaffna district* for examining the decision-making style, all the employees in the company belong to the population. According to the latest information, there are 75 employees in the *divisional secretariat (DS) in jaffna district*.

1.4 Sample and Sample Technique

A sampling is the collection of samples from the population in the area where the research has been done. The necessary requirement in the sample choice is selected samples must be reflection the whole population’s intentions. If it is not reflected, that may leads to biased or unreal results to the study (Sekaran & Bougie, 2010). The sampling method had been chosen to

select the respondents according to the sample size. A quota sampling plan is often the most efficient, and disproportionate sampling design has been shown to be more efficient than a proportionate sampling design in many cases (Sekaran & Bougie, 2010). However according to the population statistics explained in it has been found to be costly and time consuming to study the population, therefore it has been decided to implement quota sampling method for this study. Quota samples are basically stratified samples from which subjects are selected none randomly (Sekaran & Bougie, 2010).

1.5 Data Collection

Data collection was solely done using a self-administered structured questionnaire. The questionnaire contained two sections and section one gathers demographic information of the employees and second section contained 5 items on Likert type five scale to measure their decision-making style. The selected employees were given the questionnaire by explaining the main purpose of the survey and requested to return it just after two days. It could be able to collect duly completed questionnaire from all the respondents within the stipulated time period.

1.6 Methods of Data Analysis

After the collection of data using the printed questionnaire, the data had been entered to SPSS - 21 data analysis software. A range of data presentation tools including bar charts, tables, and pie charts were used to explore the data. Descriptive statistics were calculated to main variables to evaluate distribution of the data. Independent samples t-test and ANOVA test were also used to examine the effect of different demographic factors on the employee decision-making style.

1.7 Research Analysis

In this study, five statements on Likert Type five scales were used to measure the Rational Decision-Making.

Descriptive Statistics

| Descriptive Statistics | | | | |
|--|--------|----------------|-----------|------------|
| | Mean | Std. Deviation | Skewness | |
| | | | Statistic | Std. Error |
| I make decisions based more on facts than on my gut instincts | 4.3600 | .72857 | -.679 | .277 |
| I feel more comfortable making decisions in a logical and systematic way | 3.7200 | 1.14561 | -.810 | .277 |
| My decision making tends to involve careful analysis of facts and weighting of decision criteria | 3.6133 | 1.06407 | -1.792 | .277 |
| The best decisions I make are based on detailed analysis of factual information | 4.1733 | 1.21225 | -1.652 | .277 |
| When I make a decision, I trust facts rather my inner feelings and reactions | 3.6933 | .69697 | -2.697 | .277 |

Mean values reported for all the items are below the mid value (04) of the 1 to 5 scale. These values indicate that participants to the survey do show their agreement on these statements.

However, negative standard deviation reported for all items show that there is much consistency among the responses for all statements. For the further analysis, new variable was created taking average of these five statement and it was named as Decision-Making Style.

Descriptive statistics for Decision-Making Style

Descriptive Statistics

| Descriptive Statistics | Mean | Std. Deviation | Skewness | |
|------------------------|--------|----------------|-----------|------------|
| | | | Statistic | Std. Error |
| Decision-Making Style | 3.9120 | .68831 | -1.563 | .277 |

Statistics in Table 3.8 also indicate that Decision-Making Style of the elected employee is relatively high. Standard deviation and skewness also show the evidence that significant difference exist among the respondents on their Decision-Making Style.

Effect of Demographic Factors on Decision-Making Style

To identify whether job satisfaction is varied on demographic characteristics of the respondents, independent samples t-test and Analysis of Variance (ANOVA) were performed.

The effect of gender on job satisfaction

Group Statistics

| Group Statistics | | | | | |
|-----------------------|--------|----|--------|----------------|-----------------|
| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
| Decision-Making Style | Male | 28 | 4.2857 | .26904 | .05084 |
| | Female | 47 | 3.6894 | .76421 | .11147 |

Independent Samples Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Decision-Making Style | Equal variances assumed | 18.792 | .000 | 3.976 | 73 | .000 | .59635 | .15000 | .29741 | .89529 |
| | Equal variances not assumed | | | 4.867 | 62.520 | .000 | .59635 | .12252 | .35148 | .84122 |

According to Table, mean value reported for male (4.2857) is slightly different from the mean value for female (3.6894). Result of t-test ($t=4.467$, $p<0.01$) indicates that there is a significant difference between male and female on their Decision-Making Style. In fact, male employees are more satisfied about their Decision-Making Style than that of female.

The effect of age on Decision-Making Style

ANOVA test was performed to evaluate whether Decision-Making Style is varied on age of the employees.

Descriptive statistics for Decision-Making Style by Age

| Statistics | | |
|----------------|---------|--------|
| Age | | |
| N | Valid | 75 |
| | Missing | 0 |
| Mean | | 2.7067 |
| Std. Deviation | | .85065 |

Result of ANOVA

| ANOVA | | | | | |
|----------------|----------------|----|-------------|-------|------|
| Age | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 10.761 | 10 | 1.076 | 1.610 | .124 |
| Within Groups | 42.786 | 64 | .669 | | |
| Total | 53.547 | 74 | | | |

Although different age groups reported slightly different mean values ANOVA result indicates that there is no any significant difference between employees in different age groups on their Decision-Making Style ($F=1.610$, $p>0.05$).

The effect of education qualification on Decision-Making Style

Result of ANOVA for Education and Decision-Making Style

| ANOVA | | | | | |
|----------------|----------------|----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 2.977 | 10 | .298 | 1.700 | .100 |
| Within Groups | 11.210 | 64 | .175 | | |
| Total | 14.187 | 74 | | | |

ANOVA test was also used to examine the effect of educational qualification of the employees on their Decision-Making Style. The relevant result shown in Table indicates that there is significant difference between Decision-Making Style of the employees on their Decision-Making Style ($F=1.700$, $p<0.05$).

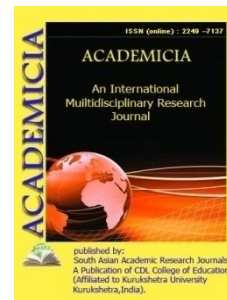
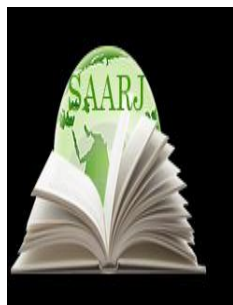
1.8 CONCLUSION

This study examined the Decision-Making Style of the employees in *divisional secretariat (DS)* in jaffna district the study also examined the effect of gender, age, marital status, position, work

experience in present organization and education qualification of the employees on their Decision-Making Style. The data collected from 75 employees reveal that employees have experienced relative moderate Decision-Making in the organization. The result also indicates that male employees have experienced relatively higher level of Decision-Making Style than that of female. However, age and education qualification were found as the factors which do not have any influence over Decision-Making Style of the selected employees.

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SOME ISSUES OF POPULATION DYNAMICS IN THE FERGANA VALLEY

Hayitboy Abduganievich Abduvaliev*; **Askarjon Narbatirovich Sattorov****;
Makhpora Adhamjonovna Mamajonova***; **Saidamir Ikromkhojaevich Isaev******

*PhD student,
 Department of Geography,
 Fergana State University, UZBEKISTAN

**Specialist,
 Tashkent State Pedagogical University named after Nizami,
 UZBEKISTAN

***Category 1st Geography Teacher,
 General Secondary School №7,
 Tashkent region, Chirchik city, UZBEKISTAN

****Methodist,
 Department of Public Education "Natural Sciences",
 Tashkent region, Angren city, UZBEKISTAN

ABSTRACT

From 1989 to the present, demographic processes in the Republic of Uzbekistan have acquired a significant character due to their territorial differences. In particular, the changes in the population of the Fergana Valley in 1989-2019, which is the largest region in terms of demographics, were radically different from the demographic processes in other regions of the country. This article analyzes the changes in the population of Andijan, Namangan and Fergana regions of the Fergana Valley in 1989-2019. Also, the average population growth rates, population density and density groups of administrative districts of the valley cities and administrative districts were shown. Based on the analysis of statistical data on the regions, the current demographic situation in the region was assessed.

KEYWORDS: *Andijan, Namangan and Fergana, Socio-Economic, Population Growth.*

INTRODUCTION

Population is a natural biological and socio-economic group that forms and develops in a certain historical period - time and a certain geographic environment - space. Although population growth is a biological process, generative in nature, its formation (social) takes place in a social environment and, of course, many factors are involved. Factors influencing the implementation of labor activity and generative function, life and leisure, formation and development as an individual determine the activity of the population in the social environment. Population development is primarily determined by the existing socio-economic laws of society and is manifested as an integral part of the system of laws of social development[9].

The location of a population in an area arises and develops on the basis of the laws of the natural landscape complex. It is necessary to take into account all the indicators of the landscape in order to fully and accurately describe the population. The amount of indicators to be taken into account may vary over different periods depending on natural conditions [1].

The study also has a number of indicators that are specific to all regions. They include relief, climate, soil and water regime (hydrography) [5]. For mountain range landscapes, other landscape-forming indicators also change as the elevation changes.[3. 67]. Therefore, on the basis of geographical study of population density, it is necessary to consider their division into landscape-based population densities.

MAIN PART

It should be noted that the boundaries of landscape units do not correspond to the boundaries of administrative-territorial units. This situation does not provide such a convenient statistical opportunity to use population density data in isolated landscape units. However, it is possible to develop specific recommendations by analyzing the location of the population, as well as its real density and regional differences. At the same time, as mentioned above, zoning requires adjusting the landscape boundaries to the administrative-territorial boundaries (in our study, to the boundaries of citizens' assemblies), ie the smallest administrative-territorial units are divided into groups according to natural-landscape conditions. This facilitates the use of statistical and economic indicators in the analysis of the use of the geographical potential of landscape types. At the same time, first of all, the connection of science with practice is strengthened, which allows to apply its recommendations in real life. Based on the purpose of this work, zoning is carried out on the basis of the distribution of the population on the basis of isolated landscape types[7].

RESULTS AND DISCUSSION

From 1989 to 2019, population growth in the Fergana Valley regions was somewhat moderate, but still above the national average. In particular, over the past period, the population has grown by an average of 179.5%. This figure is 181.4 percent for rural areas in the valley, including cities. Given that the country's population growth during the study period was 167.5 percent, it can be seen that the population of the valley regions is growing faster than the national average (Table 1).

TABLE 1 POPULATION DYNAMICS OF THE FERGANA VALLEY REGIONS IN 1989-2019

| № | Cities and rural areas ² | Area, (thousand km ²) | Population (thousand people) | | Growth (in%) ² | Population density (per capita per 1 km ²) | |
|-----|-------------------------------------|-----------------------------------|------------------------------|---------|---------------------------|--|---------|
| | | | 1989 y. | 2019 y. | | 1989 y. | 2019 y. |
| 1. | Andijan | 0,074 | 290,5 | 425,9 | 146,6 | 3925,7 | 5755,4 |
| 2. | Kokand | 0,037 | 179,6 | 252,7 | 140,7 | 4854,1 | 6829,7 |
| 3. | Quvasoy | 0,264 | 59,0 | 93,2 | 158 | 223,5 | 353,0 |
| 4. | Margilan | 0,041 | 146,8 | 235,0 | 160,1 | 3580,5 | 5731,7 |
| 5. | Namangan. | 0,15 | 304,2 | 626,2 | 205,9 | 2028 | 4174,7 |
| 6. | Fergana | 0,1003 | 198,4 | 288,9 | 145,6 | 1978,1 | 2880,4 |
| 7. | Andijon | 0,37 | 133,7 | 252,4 | 188,8 | 361,4 | 682,2 |
| 8. | Asaka | 0,26 | 168,9 | 313,3 | 185,5 | 649,6 | 1205,0 |
| 9. | Balikchi | 0,34 | 104,6 | 197,7 | 189,0 | 307,6 | 581,5 |
| 10. | Beshariq | 0,77 | 157,9 | 227,3 | 144 | 205,1 | 295,2 |
| 11. | Baghdad | 0,33 | 108,0 | 214,4 | 198,5 | 327,3 | 649,7 |
| 12. | Buvayda | 0,28 | 111,2 | 226,8 | 204 | 397,1 | 810,0 |
| 13. | Boz | 0,2 | 37,8 | 86,1 | 227,8 | 189,0 | 430,5 |
| 14. | Buloqboshi* | 0,18 | - | 150,1 | - | - | 833,9 |
| 15. | Dangara | 0,43 | 95,1 | 172,8 | 181,7 | 221,2 | 401,9 |
| 16. | Yozyavon | 0,41 | 53,1 | 110,0 | 207,2 | 129,5 | 268,3 |
| 17. | Jalalquduq | 0,37 | 103,2 | 191,7 | 185,8 | 278,9 | 518,1 |
| 18. | Izboskan | 0,28 | 130,6 | 238,4 | 182,5 | 466,4 | 851,4 |
| 19. | Kosonsoy | 0,52 | 98,6 | 208,4 | 211,4 | 189,6 | 400,8 |
| 20. | Quva | 0,44 | 131,1 | 257,1 | 196,1 | 298,0 | 584,3 |
| 21. | Qurghonteppea* | 0,47 | 290,5 | 219,0 | 75,4 | 618,1 | 466,0 |
| 22. | Qoshtepa | 0,37 | 111,5 | 189,2 | 169,7 | 301,4 | 511,4 |
| 23. | Marhamat | 0,32 | 92,9 | 180,6 | 194,4 | 290,3 | 564,4 |
| 24. | Mingbuloq | 0,74 | 65,3 | 125,7 | 192,5 | 88,2 | 169,9 |
| 25. | Namangan | 0,25 | 110,7 | 178,7 | 161,4 | 442,8 | 714,8 |
| 26. | Norin | 0,21 | 87,9 | 163,3 | 185,8 | 418,6 | 777,6 |
| 27. | Altariq | 0,63 | 116,4 | 210,5 | 180,8 | 184,8 | 334,1 |
| 28. | Oltinkol | 0,21 | 98,5 | 179,0 | 181,7 | 469,0 | 852,4 |
| 29. | Paxtaobod | 0,26 | 101,1 | 195,8 | 193,7 | 388,8 | 753,1 |
| 30. | Pop | 2,91 | 115,8 | 219,0 | 189,1 | 39,8 | 75,3 |
| 31. | Rishton | 0,31 | 142,7 | 201,1 | 140,9 | 460,3 | 648,7 |
| 32. | Sokh* | 0,31 | - | 77,7 | - | - | 250,6 |
| 33. | Toshloq | 0,24 | 100,2 | 201,0 | 200,6 | 417,5 | 837,5 |

| | | | | | | | |
|-----|--------------|-------------|---------------|---------------|--------------|--------------|--------------|
| 34. | Turakurgan | 0,28 | 115,0 | 225,3 | 195,9 | 410,7 | 804,6 |
| 35. | Uzbekistan | 0,69 | 160,4 | 237,7 | 148,2 | 232,5 | 344,5 |
| 36. | Uychi | 0,31 | 120,9 | 212,2 | 175,5 | 390 | 684,5 |
| 37. | Ulugnor | 0,42 | 32,7 | 75,4 | 230,6 | 77,9 | 179,5 |
| 38. | Uchkuprik | 0,28 | 113,9 | 227,4 | 199,6 | 406,8 | 812,1 |
| 39. | Uchkurgan | 0,3 | 96,1 | 171,6 | 178,6 | 320,3 | 572,0 |
| 40. | Fergana | 0,62 | 156,5 | 212,0 | 135,5 | 252,4 | 341,9 |
| 41. | Furqat | 0,31 | 91,0 | 117,3 | 128,9 | 293,5 | 378,4 |
| 42. | Khojaabad* | 0,23 | 135,6 | 120,8 | 89,1 | 589,6 | 525,2 |
| 43. | Chartak | 0,38 | 105,4 | 198,5 | 188,3 | 277,4 | 522,4 |
| 44. | Chust | 0,93 | 140,4 | 264,8 | 188,6 | 151,0 | 284,7 |
| 45. | Shahrixon | 0,29 | 145,1 | 283,9 | 195,7 | 500,3 | 979,0 |
| 46. | Yangikurgan | 0,53 | 110,5 | 217,2 | 196,6 | 208,5 | 409,8 |
| | Total | 18,5 | 5333,8 | 9673,1 | 181,4 | 288,3 | 522,9 |

* - Administrative districts that did not exist in 1989 or whose territory was changed. Source: [6. 10].

The average growth rate of the valley for 30 years was 181.4%, Andijan region - 180.7%, Fergana region - 175.2% and Namangan region - 191.1%. In terms of administrative rural districts, the highest growth rates (more than 200%) were observed in Ulugnor (230.6%), Boz (227.8%), Kosonsoy (211.4%), Yazyavon (207.2%), Buvayda (204), 0 percent) and Toshloq (200.6 percent) districts. In these rural areas, the growth is much higher than the valley average, and has doubled since 1989. Low growth rates were observed in Uzbekistan (148.2%), Besharik (144.0%), Rishtan (140.9%), Fergana (135.5%) and Furkat (128.9%) districts.

These are the districts that fall into the group of administrative districts whose population is growing in line with the valley average (an increase of about 180 percent), Izboskan (182.5 percent), Altynkul, (181.7 percent), Dangara (181.7 percent), Altiyarik (180.8 percent), Uchkurgan (178.6). Although the growth in these districts is normal, the fact that the population of the Fergana Valley, which covers only 4.1 percent of the country's territory, has almost doubled in 30 years does not mean that it is so good. When approached from the point of view of land supply, such rapid growth of the rural population in the valley districts may cause certain problems, as all the irrigable lands in the valley have already been developed.

Today in the Fergana Valley there are 5 cities with a population of more than 100 thousand people, of which Namangan is a very large city (626.2 thousand people), Andijan (425.9 thousand people), Fergana (288.9 thousand people), Kokand (252 , 7 thousand people) and the city of Margilan (235.0 thousand people) are included in the list of large cities. In the years seen in the big and large cities, the growth was not higher than the valley average. 146.6% in the city of Andijan, 145.6% in the city of Fergana, 140.7% in the city of Kokand and 160.1% in the city of Margilan. This does not mean that the demographic situation in the cities has slowed down, and this is explained by the fact that the mechanical movement of the population in the cities seen in the first years after independence was large. However, over the past years, the population of Namangan has grown by 205.9%. This is due to the expansion of the territory of Namangan, the addition of adjacent areas. Of course, from an urban point of view, urban population growth

can be positively assessed, but it cannot be said that increasing urban potential by increasing urban area is not so appropriate in the current context. This is due to the fact that in areas with limited land resources, their withdrawal from production and their inclusion in the list of landscapes will have an impact on employment, material income and agricultural production[8].

Also, the analysis of the total density of the valley as of October 1, 2019 is 522.9 people, the most densely populated city Kokand 6829.7 people, the most densely populated rural administrative district Asaka 1205.0 people. The least densely populated administrative district is Pop district, with 75.3 people per 1 km². In terms of density, if the valley administrative districts are divided into very high, high, above-average, average and low administrative districts using the arithmetic mean method, the following situation occurs:

TABLE 2 POPULATION DENSITY GROUPING OF RURAL ADMINISTRATIVE DISTRICTS OF FERGANA VALLEY

| № | Density level | Population density | Administrative districts |
|----|---------------|------------------------|---|
| 1. | Very high | More than 979.1 people | Asaka, Shahrixon |
| 2. | High | 753.2-979.0 people | Altynkol, Izboskan, Toshloq, Buloqboshi, Uchkuprik, Buvayda, Turakurgan, Norin |
| 3. | Above average | 527,2-753,1 people | Pakhtaabad, Namangan, Uychi, Andijan, Baghdad, Rishtan, Kuva, Balikchi, Uchkurgan, Marhamat |
| 4. | Average | 301,3-527,1 people | Khojaabad, Chartak, Jalal-Abad, Qoshtepa, Qurghontepa, Boz, Yangikurgan, Dangara, Kosonsoy, Furkat, Uzbekistan, Fergana, Altiariq, Quvasoy. |
| 5. | Low | Less than 301.2 people | Beshariq, Chust, Yazyavon, Sokh, Ulugnor, Mingbulak, Pop |

The table was developed by the author.

As can be seen from the table, Besharik (295.2), Chust (284.7), Yazyavon (268.3), Sokh (250.6), Ulugnor (179.5), Mingbulak (169.9), Pop (75, 3) districts have a low population density. However, almost all of these districts (except Pop district), which are classified as low in population density, are also above the national average (75.1 people) (Table 1).

Based on the gross coefficient of population density of the Fergana Valley, the analysis of the population density map of the administrative districts shows high manifestations of density divided into 4 regions. Also, administrative districts with relatively low population density are located in the central parts of the valley and in the north-west of Fergana.

These are Uchkuprik in Kokand natural-agricultural region, Buvayda, Toshloq in Margilan natural-agricultural region, Shahrikhan in Andijan-Shahrihan natural-agricultural region, Asaka, Turakurgan districts in Naryn-Namangan natural-agricultural region[2].

In addition, the study identified the differences between the 40 administrative districts of the Fergana Valley, as well as similarities with other administrative districts and changes in the density indicators based on the natural geography of the overall situation.

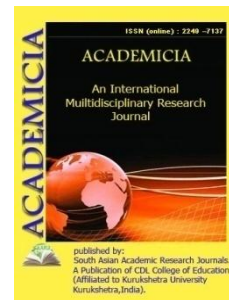
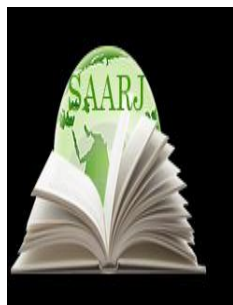
In the study of the territorial organization of the population, its use of land occupies a central place. Because, as a rule, the main objective unit of organization of production is land. The unique demographic situation in the Fergana Valley is comparable to any other region of the country. The study of the demographic characteristics of the Fergana Valley requires a direct study of the indicators of land supply of the population on an equal basis. The reason is that if the population creates a process of constant growth, the region will remain an unchanging factor. Population growth in a limited area requires maximum, intensive and rapid use of land (territory). This, in most cases, creates geodemographic and geoecological problems.

CONCLUSION

In general, the population of the administrative districts of the valley did not increase significantly compared to the population of other administrative regions of the republic, but due to the limited area and large population, a sharp increase in density was observed. This, in turn, leads to regional demographic problems and an oversupply of labor resources. Analysis of regional problems in small, densely populated areas, such as Andijan, Namangan and Fergana regions, is of scientific and practical importance.

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ART IN AFZALI'S WORK

Hilola Azizovna Gulomova*

*PhD Student,
Academy of Sciences,
Republic of Uzbekistan State Museum of Literature,
UZBEKISTAN

ABSTRACT

This article deals with the art of Afzali's work on jurisprudence, "Majma'u-l-masoyil", who lived and worked in the mid-seventeenth and early eighteenth centuries.[1] In writing the Majma'u-l-masoyil, written in 1700, Afzali, as a poet, paid great attention not only to content but also to art. In it we can see that the artist has a unique artistic skill and a broad outlook. It is one of the types of tajnis (tajnis-i-tomm, naqis tajnis, muzori tajnis, lohiq tajnis), tavzi', enot, tanosub, iltifot, tavshi', takrir, mutobaqa, nido, tardi aks, ishtiqaq, iqtibas, jam and tasil, which are part of the artistic means. resigned and served to make the work more attractive. The article illustrates these artistic tools through examples.

KEYWORDS: Afzali, "Majma'u-L-Masoyil", Artistic Medium, Tajnis, Nido, Mutobaqa,

INTRODUCTION

The rich heritage of our great ancestors, who made a great contribution to the development of world science, is preserved today in the world's funds and is being studied with great interest by scientists. It is a well-known fact that the worldview of our ancestors, the spiritual and aesthetic world, especially in manuscript sources, is one of the most influential and effective tools in such an important and very responsible work as educating a healthy person.

Almost all the masterpieces of Eastern classical literature emerged first as a result of healthy beliefs, then chastity, good manners, high human qualities, and in addition, as a result of mutual indifference, positive competition and influence of great talents. That is why the interest in our classical literature, its priceless works, has been attracting researchers for the last century. One of such writers, Afzali, as a poet, pays great attention to art as well as content in writing Majma'u-l-masoyil.

MAIN PART

In his “Majma’u-l-masoil”, Afzali used a wide range of artistic means to polish the form of the work of art, to make it pleasant and to make its meaning easy to understand.

One of the arts that serves to create melody in the pronunciation of a text is tajnis. Two words that are “similar in pronunciation and differ in meaning” constitute tajnis, which means “a combination of artistic means of expression based on paronyms and homonyms.”[2. 52]

Afzali rarely used the homonymous type of tajnis. For example:

Ko’rdi Afzal ham “Xulosa”, “Muxtasar”,

Qildi manzuma zi sharhi muxtasar(51a).

Afzal saw and also wrote “Summary”,

He made a brief comment on the poem

In this byte, one of the words “mahtasar” means the name of the work, the other means “short, concise” and forms tajnis-i-tomm. Because in tajnis-i-tomm, two words correspond in four respects, that is, according to the type, shape, number, and order of sounds, but differ in meaning.

The type of tajnis used in the play through paronyms is the majority. For example, in the example below, as in the words “reward”–“answer”:

So’rdilar bil Bu Hanifadin savob,

Aydi ul lo xayro fihi deb javob(51b).

This is the reward of Hanifadin,

He replied that he was surprised

Imperfect tajnis - varies according to the number of letters in the words. There are three types of such tajnis, and there are all kinds of them in the play.

- Examples of types with more than one or two letters at the beginning of a word: “بول”- “قبول” in the words of “ق” more than its mate.

Banda bo’lsang sidq ila toatda bo’l,

Toki qilg’ay toatingni Haq qabul.

If so, be honest

Accept your obedience as the Truth.

- there is more than one letter in the middle of the word. For example:

Har kishi bersa javob anda, o’g’ul,

Bas gunahkardin etakdin qoqti ul (48b).

When everyone answers, son,

He stomped his sins

In the example above “اغول” in the word “غ” letter “اول” characterized by a single letter excess between words in relation to the word.

Muzori ‘tajnis is the difference between one of the sounds in the words it forms, and the denominator of these different sounds must be close to each other. In this type of tajnis, the phenomenon of euphonia is observed. [3. 340]

San og ‘izni qil tahorat, ey navob,

Ul haromni yema topqaysan savob (54b).

Cleanse your mouth, O Nawab,

Do not eat that which is haram, you will find thawab (54b).

Lohiq. (اللاحق) – there is a difference between one of the sounds in the words that form tajnis like muzori. But the denominator of these sounds will not be close, for example:

Nazm etib toliblara, aydi masal,

Durru javhar to ‘kti og ‘zidin asal (88a).

Poetry told the Taliban, for example,

Honey from the mouth of a pearl

“عسل”-“مسلى” in “ع” and “ب” like letters

As is well known, the play uses many types of muzori and lohiq tajnis based on the difference between one of the sounds at the beginning of a word.

Tajnis-i muzdavaj - Consecutive words also form a mutual tajnis. Tajnis-i muzdavaj is formed between both complete and incomplete tajnis. Afzali used the incomplete tajnis only with the words “افضل” and “افضلي”:

Afzaliy chunki kamina bandadur,

Barcha afzal, Afzaliy ko ‘b kandadur.

Afzali is just a man

Everyone is perfect, Afzali is a lot of.

In the art of tarsi, each word in one part of a word in a poem or prose is equal in weight to the word alternative to it in the second part, and corresponds to or close to the last letter. For example:

Man arab lafzi bila ko ‘rdum masal,

Nazm etib turkiy tila to ‘ktum asal (49a).

I saw the Arabic word for example,

I poured Turkish honey into the poem (49a).

Afzali also used the art of tawzi in his work. “Tawzi is an art in which the poet or the speaker in general uses words that have the same sound, that is, the same sound”. [4] For example:

Bog ‘ini bog ‘lab, belni bo ‘sh o ‘tkarsa ul,

Ul namozidur ravo aylab qabul (82b).

If he ties his garden and loosens his loins,

He accepted the prayer

Lafziy arts include rhyme related to e'not, it "the poet in rhyme quotes words whose sounds do not have to be repeated before the narrator" [5. 87]. Enot can be seen in the words "shahid"- "vahid" in the rhyme of the following verse of Afzali:

Gar urushub o 'lsa bo 'lg'ay ul shahid,

Amniya Zohiriy ko 'rdi, ey vahid (174a).

If he dies fighting, he will be a martyr,

Amniya saw Zahiri, O unit

Another of the arts that composed the work "Majma'u-l-masoil" is Ishtiqoq. Ishtiqoq – quoting words from a single stem.

Bil Muhammad, Mahmud-u Homid erur,

Ahmad-u Sa'd-u Sa'id, So'id erur (49a).

Know Muhammad, Mahmud-u Homid,

Ahmad-u Sa'd-u Sa'id, So'id

In these bytes, the poet skillfully used the hour of Ishtiqoq, that is, the use of cognate words. In the first byte "hmd" (حمد) made of core "Muhammad", "Mahmud", "Homid", "Ahmad" and "s'd" (سعد) made of core Sa'd, Sa'id, So'id words made Ishtiqoq.

Like all other works of art, Majma'u-l-masoil was influenced by the use of a number of spiritual arts in its artistic development.

In Majma'u-l-masoil, the art of modification based on the combination of horses is also widely used in prose or poetry. For example:

San ikkinchi nafs 'iboratini bil,

Bahl, hirs, jahl, kibr, azob asil (136a).

Afzali used the art of tavshi in his work. The interpretation of a noun in the plural or plural in Tawshi is given at the end of the word with nouns connected to each other [6].

O'shal to 'rtiki bo 'ldi havola,

Ki qor yomg'uru shabnamu jola.

Yana to 'rtiki yerdin bo 'ldi paydo,

Quduqu chashma birla ul xavzi daryo.

Yana ikki suyi digarni bilsang,

Biri makruh, biri mashkuk eshitsang (55b).

That was the four links,

That snow, rain, dew
 Four more lands appeared,
 It is a river with a well and a spring.
 If you know the other two,
 If you hear one is bad and one is suspicious

It can be seen that Afzali also used the art of quotation in his work. The quotation is that the prose or poem is quoted from the Qur'an or a hadith without indicating where it came from. It may have changed a bit. In some places, Afzali used the quotation in a peculiar way without change, that is, he does not compose the verse, but introduces it without change in the form of saj. This can be seen, for example, in the subject of "The narration of another kind of prayer":

Man deyin nav'i digarni, san eshit,
Ikki rak'at o'qug'il bo'lma basit.
Rak'at avvalida ba'd az Fotiha,
Uch karat san vazzuhoni qil qura.
So'ngra san ikkinchida Fotihadin,
Uch "alam nashroh" o'qug'il, ey amin.
Bas salomdin so'ngra de yuz martaba,
Bu duoni, qolmag'ay hech haq sanga.
 I'll tell you what, listen to me,
 Don't be a two rak'ah boy.
 Fatiha at the beginning of the rak'ah,
 Three carats you make vazzuho.
 Then the second Fatihadin,
 Read the three "alam nashroh", a men
 So salomdin then de hundred career
 This prayer is no longer true for you.
"Robbano zallamno anfusano va in lam tag'firlano va tarhamno lanakunanno minal
xosiriyina"
Yuz karat ayg'il durudi Mustafo,
Ko'b savob ul murgag'a bo'lg'ay ato.
Afzaliy nazm ayladi "Koshoniy" din,
Toliba berdi sabaq osonidin(81a).
 One hundred carats, Mustafa,

Many rewards are bestowed on the one who dies.

The Afzali poem is “Kashani” religion,

The student gave the lesson was easy

In the example given, verse 23 of Surat al-A'raf “ قَالَا رَبَّنَا ظَلَمْنَا أَنْفُسَنَا وَإِنْ لَمْ تَغْفِرْ لَنَا وَتَرْحَمْنَا لَنَكُونَنَّ مِنَ الْخَاسِرِينَ They said, “O Allah, we have wronged ourselves.” If you do not forgive us and have mercy on us, we will surely be among the losers.” [7. 153]) “قَالَا” (both said) the word is omitted. Both the original text and the meaning of the verse have been preserved.

Majma'u-l-masoil uses forms that are semantically identical to the original, the same or modified in form.

One of the most popular of the arts used in classical works is word-based repetition. Afzali has used this art to express the expressiveness of meaning, emphasis and excitement. For example:

Gar qazo-yi niyat qilib qilsang ravo,

Yo ado niyat bilan qilsang qazo (132b).

If you intend to die,

Or if you do it with intent, you will die

In this verse, the words “death” and “intention” are also used. In this art, the meanings of a compound or sentence are repeated in reverse order. For example:

Burqa quffazayn aydim man sanga,

Bor amal qil munda ayma san manga(62a).

Afzali made appropriate use of mutabaqa, which is one of the most widely used arts in classical literature. “Mutabaqa - the coming of two opposite (contradictory) meanings in one word: such as length-brevity, life-death, laughter-weeping, black-and-white, knowledge-delusion, greatness-lowliness. [8] Such words are called antonyms in linguistics. Hence, antonyms form a type of mutabaqa. For example:

Gar kishi jahd aylasa tun, kun agar,

Bas qiroat qilmoqa doim pesar (72b).

If a person strives, night, day,

So it is always pesar to recite

The two contradictory words that art forms can belong to different categories. For example:

Bil tahorat birla g'usl bo'lsa, falon,

Botil etmas qahqaha yaxshi-yamon (53b).

If you perform ghusl with ablution,

False laughter is good and bad (53b).

This byte is expressed by the quality of the match.

Ketsa bir vasf ikkisi qolsa agar,

Chun vuzu 'qilsang ravodur, ey pesar (51b).

If one character goes away and two remain,

If you do vuzu, it is good, O pesar (51b).

Here it is expressed by a verb.

Gathering and Distribution - The following words are written about this art in Atoullah Husseini's Badoyi us-sanoyi: "It gathers a few in one sentence, and then they divide a few, that is, they attribute something to each of the several." [9]. For example:

O'shal to 'rtiki bo 'ldi havola,

Ki qor yomg 'uru shabnamu jola.

Yana to 'rtiki yerdin bo 'ldi paydo,

Quduqu chashma birla ul xavzi daryo.

Yana ikki suyi digarni bilsang,

Biri makruh, biri mashkuk eshitsang (55b).

That was the four links,

That snow, rain, dew

Four more lands appeared,

It is a river with a well and a spring.

If you know the other two,

If you hear one is bad and one is suspicious

One of the most widely used arts in Majma'u-l-masoil is nido. More reference to this art is because it was written for the youth, the Taliban.

In the play, : "O God," "O, habib," "O son," "O pesar," "O Javon," "O Falon," and many other cries are used.

Afzaliyga rahmat ayla, ey Xudo,

Dar dam-i oxirda qil iymon ato(49a).

Afzaliy, have mercy, O God,

Always believe in the end

Kimki insof qilmas ani, ey falon,

Beshak aslo dini bo 'lmas san bilon.

Manda yo 'q qadr-i majol, ey xushliqo,

Bori o 'z fahmimcha aydim, ey oqo.

Har xatoye manda bo 'lsa, ey fasih[10. 293],

San qalam uchi bila qilg 'il sahih (48a).

O'n karomat aylagay anga Xudo,

Bir-bir etay san eshit, ey muqtado!(99b)

There are many means of creating the art of Nido, including words in the sense of command. For example, in the last byte of the 53-byte "Dar Bayone Ramazan", it is Nido:

Yo Ilohi, san ba Haq ul Rasul,

Xotirim jam' aylag'il, ishim qabul (135b).

O Allah, you and the true Messenger,

Calm down, accept my job

Afzaliy sargashtani san, ey Xudo,

Lutf etib qilma imondin judo (136a).

O God, you are the best of adventures.

Please don't lose faith

Afzali also used the art of tanosub. For example, in the following verses, he used the art of tanosub using the words lip, eye, and ear, which represent semantically close facial organs.

Ikki lab birla ado qil zammani,

Ko'z bilib quloq eshitsun muni (72b).

Finish the century with two lips,

Let the eye know and the ear hear

Aylasun har rak'atayna, ey kirom,

Tasmiya har, bil namozidur tamom (72b).

Let every rak'atayna, O kiram,

Tasmiya is the end of every prayer

In this example, the words rak'atayn, tasmiya, namaz, ibadat, are used.

In Majma'u-l-masoil, the art of talmih is skillfully used. Expresses his opinion in the art of Talmih by referring to famous historical and legendary heroes, stories and legends, verses and hadiths[11. 302]. For example:

Aylasun har rak'atayna, ey kirom,

To'rt ersa bil bitiklik sarbasar,

Ul a'soyi Musoda aydim xabar.

Avvalan sultonga odiliy yo'q ani,

Masal(i) Fir'avn ul eshit qilma mani.

Bil ikkinchi olama yo'qtur amal,

Ul barobar iblisa bo'lg'ay masal.

*Ag'niyoda kim saxovat bo'lmasa,
 Ul barobar Qoruna bo'lg'ay basa (157a).*
 If four, one letter sarbasar,
 It is a message from Moses.
 First of all, there is no justice for the sultan,
 The parable is that Pharaoh should not listen to me.
 Know that there is no second job,
 He is a parable of the devil.
 Whoever is not generous in Agnia
 It is equal to Koruna.

CONCLUSION

In Majma'u-l-masoiil, Afzali fully demonstrated his poetic skills by applying the classical arts in their place, in accordance with the content of the text.

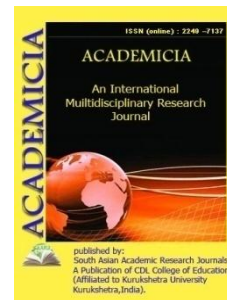
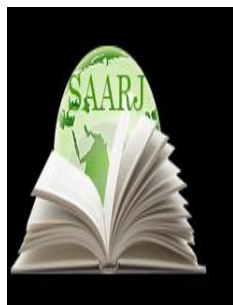
Afzali's aim is to make the work easy to read, understand, and memorize, showing that he is content with very uncomplicated types of rhyme.

The rhetorical arts used in Majma'u-l-masoiil, such as tajnis, tavze, tarse, ishtiqaq and enot, served to make the language of the work fluent, the melody of the thought sound attractive, to give emotional pleasure to the reader and listener, and to make the information easier to remember.

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INNOVATIVE METHODS OF DIGITAL HOLOGRAPHIC INTERFEROMETRY FOR NON-DESTRUCTIVE TESTING OF MICROELECTRONICS PRODUCTS

Zakirjan Taxiurovich Azamatov*; **Nigora Alimdjanovna Akbarova****;
Mira Ruzimovna Bekchanova***; **M. A. Yoldoshev******;
Sanabar Rejepbaevna Reymbaeva*****

* Professor,

Doctor of Physical and Mathematical Sciences,
 Head of Laboratory "Quantum Electronics and Laser Technology",
 Research Institute of Semiconductor Physics and Microelectronics at NUUz,
 UZBEKISTAN

** Lecturer,

Candidate of Technical Sciences,
 Department of Photography, Faculty of Physics,
 National University of Uzbekistan named after MirzoUlugbek,
 UZBEKISTAN

***PhD Student,

Research Institute of Semiconductor Physics and Microelectronics at NUUz,
 UZBEKISTAN

****Research Institute of Semiconductor Physics and Microelectronics at NUUz,
 UZBEKISTAN

*****Lecturer,

Department of Photonics, Faculty of Physics,
 National University of Uzbekistan named after MirzoUlugbek,
 UZBEKISTAN

ABSTRACT

It is shown that digital holographic interferometry methods allow carrying out the measurements with nanometric precision and can be fixed in a basis of technology of standardization for measurements of nanometric shifting.

KEYWORDS: *Digital Holographic Interferometry, Interferogram, Sensitivity, Fourier Conversion, The Software, Defectoscopy, Nanotechnology*

INTRODUCTION

One of the tasks of increasing the country's economy is to improve the quality of the raw materials, materials and products used, which allows to increase the service life of machines and mechanisms and reduce their energy intensity materials. An important role in improving product quality is played by methods and means of non-destructive testing. About NDT method is based on the analysis of interaction of optical radiation with the object of control.

The main information parameters of optical control objects are their spectral and integral photometric characteristics, which in the general case depend on the structure of the substance, its temperature, physical (aggregate) state, microrelief, angle of incidence of the radiation, degree of its polarization, wavelength.

Defects detected by non-destructive optical methods include voids (discontinuities), delaminations, pores, cracks, inclusions of foreign bodies, internal stresses, changes in the structure of materials and their physicochemical properties, deviations from a given geometric shape, etc.

RESULTS AND DISCUSSIONS

Using optical methods, internal defects are detected only in products made of materials transparent in the optical region of the spectrum.

The use of optical radiation as a storage medium is promising. The electromagnetic field is multidimensional in nature, which allows multichannel (multidimensional) processing of information by one device at a high speed, determined by the speed of light in a given environment.

In microelectronics used to control PCB quality control I geometry photomasks control birefringence and other characteristics of semiconductor materials, control I geometry semiconductors Ikov structures (ellipsometry), and others.

The use of lasers significantly expands the boundaries of traditional optical control methods and create fundamentally new methods of optical non-destructive testing. High monochromaticity (narrow frequency spectrum) of laser radiation makes it possible to widely use methods of spectral selection of objects. The sharp focus of radiation ensures the effectiveness of scanning systems for monitoring remote objects.

The high power of laser radiation makes it possible to use nonlinear optical phenomena in optical non-destructive testing, including parametric tuning of the radiation frequency, self-focusing of light, active spectroscopy of coherent scattering, etc. Active optical monitoring becomes possible when defective areas of the object (defects in the topology of the IC, etc. .) can be locally removed by evaporation under the action of a laser beam.

The possibility of generating laser pulses of extremely short duration (up to 10^{-14} s) allows the implementation of effective methods for monitoring the dynamic characteristics of objects.

High coherence and monochromaticity of laser radiation allows you to get a record of the volumetric image (holograms) of any object.

The hologram is obtained as a result of interference of the laser optical radiation divided into two parts of a monochromatic stream: scattered by a holographic object and a direct (reference) beam, fall on a photographic plate, bypassing the object. The hologram contains all the necessary information about the object. To restore the image recorded on the photographic plate, the hologram is highlighted only by the reference beam. As a result, two visible volumetric images of the holographic object arise - real and imaginary. Schematic diagrams of holographic recording and image restoration are shown in Fig. 1 [1].

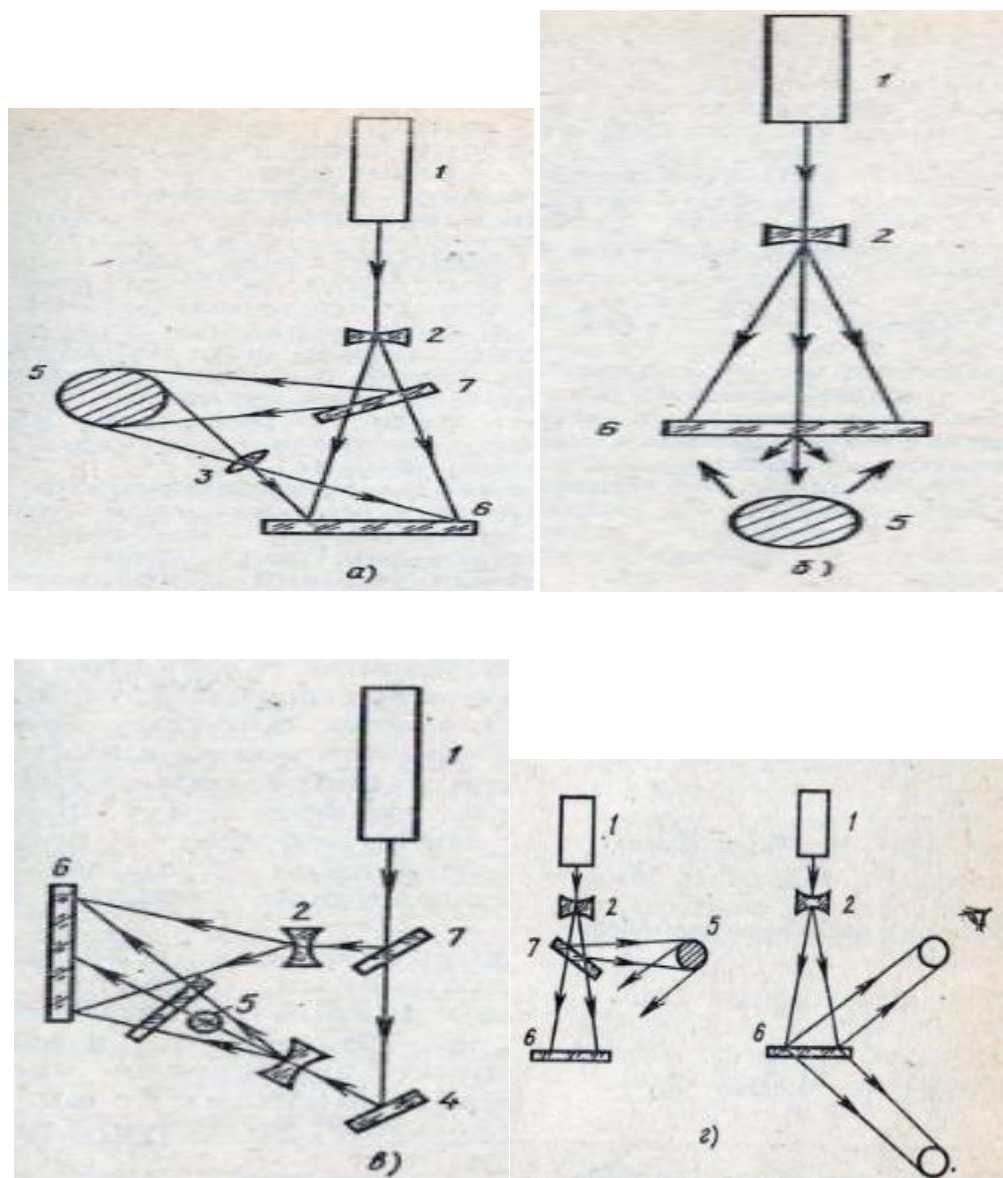


Figure 1: Schematic diagrams of holographic recording: a - in a focused image; b-in oncoming beams; in phase objects; g-scheme of recording and restoration of the hologram; 1-laser; 2-micro lens; 3-collimator; 4-mirror; 5-object; 6-hologram; 7-beam splitter

In real holographic flaw detection, holographic schemes in counterpropagating beams (a scheme of Yu.N. Denisyuk. Fig. 1, b) and holograms of a focused image (Fig. 1, a) were used.

The holograms produced by these circuits have the property of selectivity with respect to the length of the reconstructing radiation and of WILL observe an object image in the source rays having a continuous spectrum of radiation (sun, incandescent lamp). The holographic diagram of transparent (phase) objects is shown in Fig. 1, c.

Holography of phase objects is especially convenient when using a diffuser (diffusers) placed behind (or in front of) the object (along the beam). This eliminates the loss of visibility of the interference pattern when restoring over a large area of the hologram.

It should also be noted a unique feature of the holographic method, which makes it possible to obtain images of objects through turbid media, for example frosted glasses, due to a posteriori spatial filtering of an image masking an object.

Most applications of holography in non-destructive testing are associated with recording phase distortions introduced by an object into a signal beam due to local changes in the refractive index in transparent objects or when reflected from the surface relief of an object.

When a beam passes through a transparent phase volume, a phase shift

$$\Delta\varphi = \frac{2\pi}{\lambda} \int [n(x, y, z) - n_0] dl \quad (1)$$

where x, y, z are Cartesian coordinates; $n(x, y, z)$ and n_0 are the real and reference distribution of the refractive index; l is the optical beam length.

For a symmetric object (cylinder) of radius R illuminated by a plane beam, $n = n(x, r)$ where $r = \sqrt{y^2 + z^2}$

Then

$$\Delta\varphi(x, y) = \frac{4\pi}{\lambda} \int_r^R [n(x, y, z) - n_0] \frac{r dr}{\sqrt{r^2 - y^2}} \quad (2)$$

This Abel integral equation has a solution

$$n(x, y) - n_0 = \frac{\lambda}{2\pi^2} \int_r^R \frac{\Delta\varphi(x, y)}{\sqrt{y^2 - r^2}} dy \quad (3)$$

Thus, having determined the function using a holographic device $\Delta\varphi(x, y)$, it is possible to calculate the profile of the refractive index or any value determining it using a numerical method, for example, on a computer.

Similarly, you can find the three-dimensional distribution of $n(x, y, z)$ for any object, but at the same time it is necessary to illuminate it at different angles within 180° and apply computational procedures similar to those used in conventional tomography based on the Radon transform.

The expression for the phase shift on reflection from the deformable surface generally (three-dimensional) case, has the form $\Delta\varphi = \frac{2\pi}{\lambda}$, $\Delta\varphi = \frac{2\pi}{\lambda}\Delta r(n_0 - n_s)$ where Δr - displacement vector of the surface portion of the diffusion object; n_0 and n_s are unit vectors characterizing the illuminating and scattered waves, respectively.

Currently with the intensity the development its nanotechnology, microelectronics, biology, medicine, increases the importance of measuring in the nanometer range and at the same time the need to standardize methods for providing nanometer accuracy. Traditionally, the measurement process is reduced to comparing the measured value with another, accepted as a standard. For example, the adopted meter standard is based on the optical quantum standard of the frequency and wavelength of a gas laser. It allows you to reproduce the meter with an accuracy of 10^{-9} m [2]. The existing method for comparing lengths using optical - mechanical devices, in particular, comparators, gives the standard deviation of the measurement results of the difference in lengths of 0.05 nm. Moreover, the greatest accuracy in the measurement of small displacements is given by measurements using interferometric methods, the measurement accuracy, in which is determined by the accuracy of control of the structure and position of the bands.

The possibility of measuring small displacements using digital holographic interferometry was substantiated and experimentally shown in [3]. In this work, it was shown that the accuracy of measuring displacements in the direction of observation is determined by the step of digitizing the radiation intensity in a pixel of a digital matrix, and with 16-bit digitization and a radiation wavelength of 530 nm, measurements can be performed with a theoretical accuracy of 0.05 nm.

The purpose of this work is to create the foundations of a technology for standardizing measurements of nanometer displacements using digital holographic interferometry.

II. Principal basis of the method of digital holographic interferometry

In fig. 2 shows a schematic optical diagram of a digital holographic interferometry measuring system. Laser radiation is divided into an object beam that illuminates the object and the reference beam, which directly arrives at the receiving sensor of a digital video camera. The object beam illuminates the object in the direction \mathbf{k}_i . The part of the light reflected by the object in the direction \mathbf{k}_v , called the "observation direction", passes through the optical focusing system and forms an image of the object on the receiving sensor of the digital video camera. A hologram of the focused image is formed on the CCD matrix of a digital camera as a result of interference between the reference and object beams. The diaphragm serves to limit the spatial frequencies of the resulting interference structure and bring it into line with the resolution of the receiving sensor. In this case, the superposition of the reference and object beams on the receiving CCD matrix of the camera is carried out using a beam splitter, which is set so that the reference beam comes in the direction of the camera sensor from an imaginary point source located near the diaphragm.

Let $R(x, y)$ be a smooth reference wave, and $U(x, y)$ be the object wave emanating from the object. Then the intensity recorded on the CCD matrix of the receiving video camera is described by the expression [4]:

$$I_H(x, y) = |R_H(x, y)|^2 + |U_H(x, y)|^2 + R_H(x, y) U_H^*(x, y) + R_H^*(x, y) U_H(x, y) \quad (4)$$

where H is the index denoting the plane of the hologram, and the index $*$ denotes complex conjugation. The intensity described by equation (4) is recorded on a two-dimensional electronic device consisting of rows of sensitive pixel cells ($M \times N$ cells) with dimensions $\Delta x \times \Delta y$, which allows us to write the intensity value as a function $I(m\Delta x, n\Delta y)$ where m and n are whole numbers. The last two members of equation (4) contain information about the amplitude and phase of the object wave.

The software developed by the authors was used to process digital holograms and obtain measurement information. Information about the amplitude and phase of the wave field of a digital hologram is extracted using spatial filtering using the Fourier transform method [5]. By applying the Fourier transform to the registered array, it is possible to select and filter information on one of the last two terms of equation (6). Both of these terms are separated in the Fourier plane by spatial filtering.

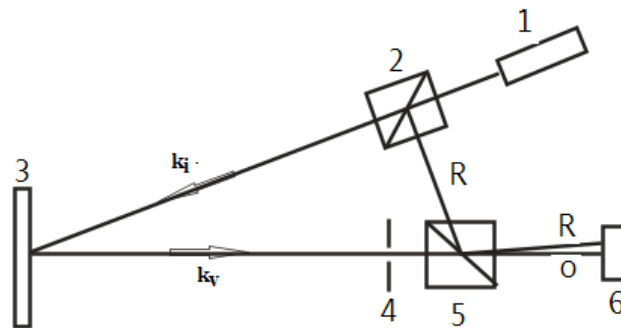


Figure 2: Optical design of a digital holographic interferometer: 1 - laser, 2,5 - beam splitter, 3 - object, 4 - diaphragm, 6 - CCD . R is the reference beam, O is the object beam . \mathbf{k}_l and \mathbf{k}_v are unit lighting and observation vectors, respectively.

After filtering and the inverse Fourier transform, information on the complex amplitude of the object wavefront is extracted. From the complex amplitude $U_H(m\Delta x, n\Delta y)$ obtained in digital form, the phase of the wavefront of the object wave is calculated:

$$U_H(m\Delta x, n\Delta y) = \arctan \frac{\text{Im}[U_H(m\Delta x, n\Delta y)]}{\text{Re}[U_H(m\Delta x, n\Delta y)]}$$

where Re and Im denote the real and imaginary parts of the complex number, respectively.

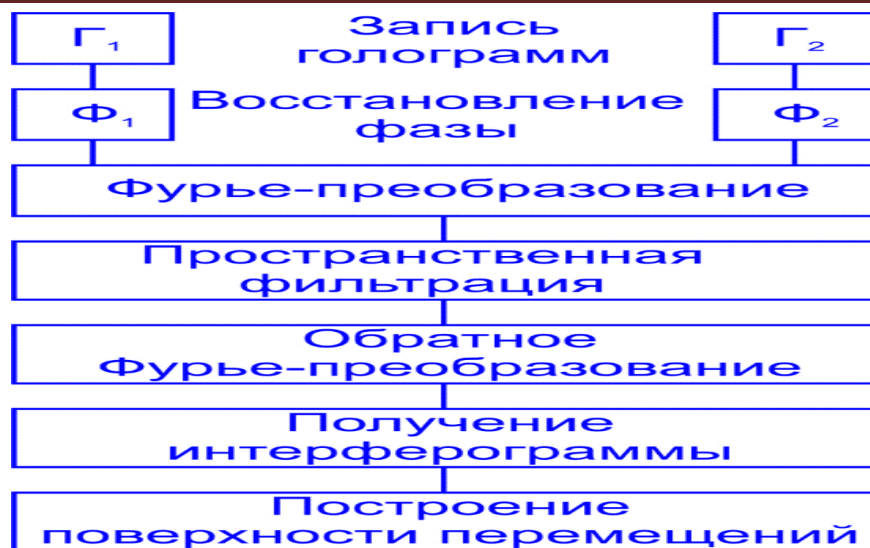


Figure 3: The algorithm of the principle.

To obtain measuring information about small displacements of the surface points of the object under study, two object holograms are taken (for example, before the load is applied and after). Then, the phase of the object wave on the surface of the object for each hologram is calculated. By subtracting the phase values of the object field calculated for the two states of the object, we can obtain the value of the phase difference, which allows us to calculate the displacement **d** of the points of the object as a result of applying the load in the direction **s** by the formula:

$$d = \frac{\Delta\phi}{2\pi} \lambda \quad (1)$$

where λ is the laser radiation wavelength, s is the sensitivity vector of the interferometer, defined by the expression $s = k_i - k_v$, k_i and k_v are unit illumination and observation vectors, respectively. It should be noted that the difference in phase $\Delta\phi$ calculated as a result of interference between wavefields reconstructed from two holograms and the result is represented as an interference pattern with the intensity distribution $I = 4I_0 \cos^2(\Delta\phi / 0.5\lambda)$, where I_0 - intensity of the interfering rays, $\Delta = 2d$ is the path difference of the rays, λ is the radiation wavelength. If the beams are aligned at a small angle α , then the resulting intensity is interference fringes of width $B = \lambda / (2\alpha)$. Dark stripes are formed where the geometric path difference between the rays is an odd number of half-wavelengths. Moreover, each band on the interferogram has a price of $\lambda / 2$. For example, for a laser wavelength $\lambda = 0.532 \mu\text{m}$, the basic sensitivity of the interferometer is $0.266 \mu\text{m}$ per band. If the maximum surface displacements do not exceed $\lambda / 2$, no bands are formed on the digital interferogram, but, despite this, the phase distribution in the object waves for two digital holograms and their difference can be calculated from the gray brightness in the interference pattern. Quantitative information about the movement of the points of the object is obtained by unfolding the phase of the computing program.

To measure the complete displacement vector, a scheme with three different sensitivity vectors is used, which allows one to obtain three linearly independent equations of the form (6) and calculate the projections of the full vector on the coordinate axis [6].

III. Sensitivity of digital holographic interferometry to movements

Experiments were carried out to measure the nanodisplacements of diffuse-reflecting test objects under standard mechanical loading. To record holograms, an interferometer (Fig. 1) with a cw laser was used. As a test object, a steel plate was used, fixed at the corners loaded with static force in the center. The plate was 4×4 cm in size and was illuminated by a cw laser at an angle of 1° to the direction of observation. The image of the plate using the lens was built on a CCD matrix interfering with the reference beam. Thus, a hologram of the object was recorded on the matrix. The matrix had a size of 1×1 cm and fixed an image of the object reduced by 10 times. Two digital holograms were taken to measure the movement of the surface of the plate. The first is an unloaded plate and the second is a plate loaded in the center. After processing digital holograms and computer interference of wave fronts, a field of displacements of the plate surface was obtained (Fig. 4).

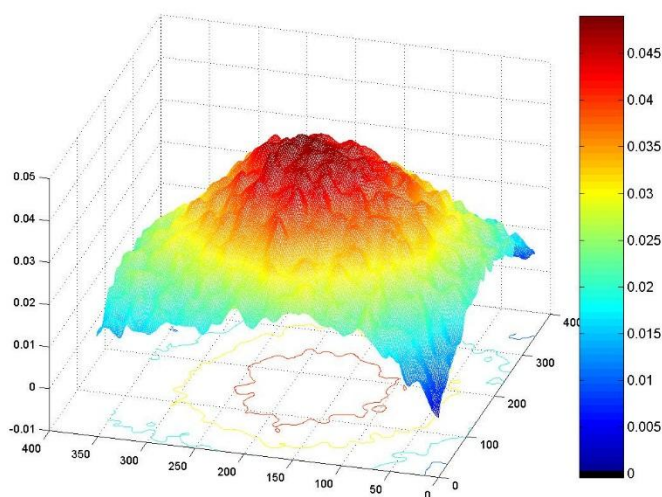


Figure 4: The field of movement of the test object (a steel plate fixed at the corners and loaded with a static force in the center). On the X and Y axes, the size is given in pixels of the CCD matrix. The Z axis indicates the amount of displacement under the action of a static force in microns.

As can be seen from Fig. 2, the displacement field contains a noise structure caused by the speckle structure arising from the reflection of radiation from a diffusely reflecting surface. The indicated speckle structure limits the accuracy of measuring the displacements of the diffuse surface for a given object to 5 nm. Experiments with measuring the displacements of a mirror surface showed the possibility of measurements with an accuracy of 0.5 nm [7].

IV. Limit sensitivity of the measuring system

The ultimate sensitivity in this case is determined by the value of the minimum surface displacement in the direction of the sensitivity vector of the interferometer, which leads to the reaction of the measuring system.

As shown above, the sensitivity of the holographic method itself is inversely proportional to the wavelength of the laser radiation used to record holograms, which is known with great accuracy.

However, knowledge of this fact alone does not allow one to judge the minimum size of measured displacements. For a specific technical implementation of a holographic measuring system, the main factor determining the ultimate sensitivity is the resolution of the measuring system, which includes a number of components - a recording CCD matrix, computer electronics boards, and software.

In the above experiments used the 8-bit digital camera and suitable software, which ultimately provides a partition of a maximum value of displacement surface W_{\max} , calculated from the interferogram, 256 gradations, and therefore, the price of each gradation is:

$$\Delta W = \frac{W_{\max}}{256} \quad (7)$$

Further the initial measuring information (a field of relocation) is presented in the form discretely of the given function of two $W = F(x, y)$, variables where x, y the pixel sizes on the image, and m and n – sequence number of pixel in the direction of the appropriate axes. At the same time function value W is invariable within the area of each pixel and is multiple on value of λ . From (4) follows that in case of reduction of value of summary offset of an object the price of gradation of ΔW also decreases and reaches the minimum in case on the interferogram one band is formed. As it was shown in section 1, when using the optical circuit of the interferometer with the coinciding directions of lighting and observation the price of one interference fringe makes $\lambda/2$ where λ - laser emission wavelength. Proceeding from it the price of gradation or value of the minimum offset of a surface which leads to response of system (transition to adjacent gradation) for this case can be calculated from a formula:

$$\Delta W_{\min} = \frac{0,5 \cdot \lambda}{256} \quad (8)$$

For the laser wavelength used in the experiments mentioned values calculated by formula (8) constitute $\Delta W_{\min} = 0,69 \text{ nm}$ for $\lambda = 532 \text{ nm}$ and $\Delta W_{\min} = 0,69 \text{ nm}$ to $\lambda = 532 \text{ nm}$.

Due to the peculiarities of the operation of the data digitization system used in the experimental setup, with a further decrease in the total amount of displacements on the interferogram (fraction of the band), the gradation price calculated from expression (8) remains unchanged. Thus, displacements that are smaller in magnitude than these calculated values do not, under any circumstances, lead to a reaction of the measuring system. Therefore, these values can be considered as the maximum limit sensitivity of a particular measuring system for a given laser radiation wavelength.

Increasing the maximum sensitivity of the system can be achieved by using a camera and software that allows for formatting to get a greater number of gradations (for example, 10-bit format, 1024 gradations).

CONCLUSION

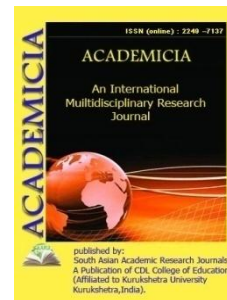
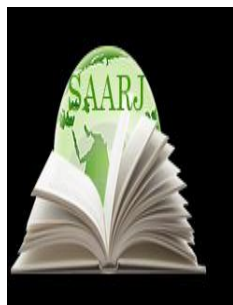
Thus, based on the foregoing, it can be argued that digital holographic interferometry is by far the most promising coherent-optical method for measuring small displacements. The obtained results can be used as the basis for the standardization technology for measuring nanometer displacements by digital holographic interferometry, as well as for the creation of industrial technology and a number of measuring instruments that will provide unique capabilities for

solving a wide range of problems in the field of experimental mechanics, microelectronics, nanotechnology, diagnostics, and flaw detection.

Laser precision measuring systems (measurement accuracy up to one nanometer) are divided into two main classes. The first class is laser interferometric devices designed for accurate automatic measurement of spatial movements of objects in real time. Such systems are widely used in precision engineering and electronic engineering, aircraft and shipbuilding, engineering geodesy and geophysics. Increased accuracy of positioning of the working tool is required, in particular, when developing precision devices in computer technology, in micro- and nanoelectronics, in precision seismometer. The second class is laser holographic interferometric devices. The principle of operation of these systems is based on the registration of the hologram of the object under study and its further study. Currently, holographic interferometry has already become an integral and reliable tool not only in scientific research. The unique capabilities of this method are used to control the quality of products in turbine construction, in the production of car tires, in the design of dams, supporting structures of bridges and buildings, to adjust the crystal growth process and in many other cases. Due to the unique capabilities of the method, a wide class of diffusely reflecting objects became available for optical measurements. This class applies speckle -interferometry that developed largely under the influence of ideas and methodology of holographic interferometry.

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HISTORICAL-SOURCE ANALYSIS OF PROCEDURE DOCUMENTS FOR THE OPENING OF THE FIRST RUSSIAN-NATIVE SCHOOL IN TURKESTAN

Tulqin Olimjonovich Akhmedov*

*PhD student,
Department of “Historiography and source study”,
Samarkand State University, UZBEKISTAN
Email id: tolkinahmedov2015@gmail.com

ABSTRACT

The article analyzes the literature and works on the subject, including incomplete information about the Russian school for native children in Samarkand, and in some cases contradict each other, prompted us to refer to official documents related to the establishment and operation of a Russian school for native children in Samarkand. It shows the Russian-native school established in Samarkand in 1870 served as a model for Russian-native schools established in other parts of the country In the first half of the 1880s.

KEYWORDS: *Russian-Native, Procedure Documents, Office Of Head, Native Populations, Younger Generation*

INTRODUCTION

Herman Vamberi, a famous orientalist of the 19th century, said that “from the moment the Russian flag was hoisted on the Samarkand fortress, these ancient and distant lands of Asia entered the path of a new world and new ideas”[5:197]. Considering itself a “Europe” on the borders of Asia, the Russian administration, which decided to start with pure paper, saw the creation of a system of Russian schools in the country as one of the important aspects of Turkestan's cultural development. One of the main results of this policy is the creation of a system of schools for the native population called “russian-native”.

Primary Russian schools for the native population in the steppe regions of Central Asia were opened in the 1860s, and in 1868-1896 there were 24 Russian-Kazakh schools in the Ural region of the Steppe region alone[16:161]. However, much of the research on the history of Russian colonialism in Turkestan has been limited to fragmentary information on when and where the

first Russian school was opened for the native population in Turkestan, and what types of schools were commonly referred to as “russian-native” schools.

THE MAIN FINDINGS AND RESULTS

Special literature, research and monographs on the history of Turkestan in the second half of the 19th - early 20th centuries, as well as textbooks and school textbooks note that the first “russian-native” school for the native population was opened in 1884 in Tashkent[7:329, 8:162-163, 10:35, 14:253, 15:68, 17:230, 18:135, 19:330, 20:134]. Modern Russian historiography also states that the first russian-native school in Turkestan was established on December 19, 1884 in Tashkent in the house of the merchant Saidgani Azimbaev [16:165].

Only a special literature on the history of Uzbekistan, published in 1956, states that two years after the country became part of Russian empire, Governor Abramov opened a “russian school for the natives” in Samarkand to teach children the Russian language [8:162]. If we count from the date of incorporation of the Zarafshan Valley into Russian property (1868 - T.A.), the opening of this school dates back to 1870. The literature also states that in addition to a Russian teacher who taught general subjects, a Muslim teacher who taught students basic Islamic teachings was also included in the school staff.

According to T.Saidkulov, who conducted research on the history of colonial Samarkand, the first Russian school for the native population was established in Samarkand. For the first time in the history of Turkestan, a school for the native population was opened on January 14, 1870 in Samarkand [12:157]. There is also information about the appointment of Captain Grebenkin, who is fluent in native script and languages, as a special representative of the Russian administration in the Russian-native school, the main goals and objectives of the school, the school's budget, the number of students and their national composition.

In particular, in the year of the school's opening, 900 roubles were allocated for its expenses and the number of students was 20-30. In 1876, the Russian-native school in Samarkand was first inspected by Russian officials, and according to their report, in 1876 the number of students in the school was 111. As for the ethnic composition of the students, Uzbeks, Tajiks, Jews and Indians were educated here [12:158].

We can see that the above information is exactly repeated in the special literature on the history of Samarkand, published in 1969 and 1971 [11:341, 13:344]. The establishment of the first Russian-native school for the native population in the Turkistan region on January 14, 1870 in Samarkand by the order of General A. Abramov is also reflected in the research conducted during the years of independence.

According to the British historian A. Morrison, the school was established on the personal initiative of Sultanov, a former military man who served as a translator in the office of the head of the Zarafshan district, to train translators for the Russian administration in the district. Although, Morrison did not say exactly when the school opened, he notes that in 1871, 10 Muslims, 7 Jews, and 3 Indians were educated at the school [15:66].

Historical analysis of the literature and works on the subject, including incomplete information about the Russian school for native children in Samarkand, and in some cases contradict each other, prompted us to refer to official documents related to the establishment and operation of a Russian school for native children in Samarkand.

Historical and source analysis of such cases as “On the establishment of a school for teaching Russian to native children in Samarkand” [1], “Orders on the personnel of the district” [2], “On the Russian-language school under construction in Samarkand and personal donations for the hospital” [3] and “On the provision of information about all persons serving in the military-people's administration in the Zarafshan district” [4], a comprehensive study of the procedural documents cited in them provides accurate and detailed information about the school.

In the 11th list of the 1st Fund (Office of the Governor-General of Turkistan), in the 3rd case, the head of the Zarafshan province, Major-General A.K.Abramov, in August 1869 (date not specified - T.A.) addressed to the Governor-General of Turkestan. It expressed the desire of the governor to educate his children in Russian by the population and even prominent people, the interest of the native population in learning Russian will serve to increase Russia's influence in Central Asia and the administration's support for their initiative, its implementation and further development had expressed his views on the need to find. Based on the above arguments, Abramov proposes to open a school in Samarkand that would teach Russian to native children in a practical, partly theoretical way[1:1].

The document provides an estimate of the cost of a Russian school for native children in Samarkand, which will cost 950 roubles a year for building rent, current repairs, desks and chairs, stationery and books, teacher salaries, school lighting and heating, and rewarding gifted students[1:2].

The report does not say whether Sultanov's initiative was to open a Russian school for native children in Samarkand. In our opinion, this is a personal initiative of the head of the district, who said in a statement that “... through this school the younger generation and their parents will begin to approach us, the school will be the basis for the spread of European thinking among them. ... at first it may not be so big, but this is just the beginning” [1:1].

Turkistan Governor-General K.P. von Kaufmann responded to the information of the head of the Zarafshan district on August 19, 1869, saying, “Let it be delayed until I come to Samarkand”.

We can see that in the petition No.186 sent on October 25, 1869 from the office of the Governor-General of Turkestan to the head of the Zarafshan district, the head of the region allowed the opening of a Russian school for local children in Samarkand. The presentation also instructed to cover the expenses for the school at the expense of the general income of Zarafshan district in the manner proposed by the head of the province and asked to inform about the opening of the school and provide information about the students attending school every month[1:3].

According to the statement of the head of the Zarafshan district No.511 dated on February 25, 1870 to the Governor-General of Turkestan, a Russian school for native children was opened in Samarkand on January 14, 1870[1:4]. This information can be supplemented with information provided in other office documents obtained from the 5th Fund of the National Archive of the Republic of Uzbekistan. In particular, the 18th work of the 5th Fund “Orders on the personnel of the district” contains the order No.12 of the head of the Zarafshan district on January 28, 1870 on military-people's administration, which opened a Russian school for children of natives in Samarkand from January 14, 1870 published. The order instructed the head of the Samarkand department to demand from January 14, 1870, all supplies for the school in the sizes approved by the head of the region and to inform the public about the opening of the school through a separate announcement[2:13]. At the time of the school's opening, the number of students was 9.

According to the head of the district, 2 of them can read fluently in Russian, 6 are learning phrases and 1 is learning the alphabet[1:4].

The available written sources allow us to analyze the information about the appointment of Captain Grebenkin as a special representative of the Russian administration at the Russian-language school in Samarkand, as noted in Saidkulov's case, with the help of office documents of the head of Zarafshan district.

By order No.28 of the head of the Zarafshan district on March 24, 1870, in order to ensure the success of the Russian-native school in Samarkand, to establish direct control over the school, a senior officer under the head of the district was appointed Captain Grebenkin[2:30]. This document is also an original, and its internal analysis shows that the head of the district recommendations to Captain Grebenkin on the implementation of the following measures:

- 1) attracting native students to school;
- 2) development of a more convenient and rational system of education;
- 3) provide the school with textbooks and everything necessary for educational work in general;
- 4) timely submission of reports on school expenses to the office of the head of the district;
- 5) strengthening the material resources of the school to acquaint students with the methods of Russian agriculture;
- 6) write down their comments in detail about everything related to the school and submit them to the head of the department[2:30].

According to the No.1996 statement of the head of the Zarafshan district to the head of the region on June 23, 1870, as of June 15, 1870, 10 Muslim and 10 Jewish children were educated in a Russian school in Samarkand[1:6]. If the school was originally located far from the city center and started its activities in a narrow building, as the number of students increases, there will be a need to build a new building. In July 1870, head of district ordered the demolition of the houses of the residents in the city center, near the Jewish neighborhood, which in 1868 were forced to leave the city, and build a new building for the Russian school in their place. The construction work was estimated at 800 rubles and handed over to Samarkand master Muminjon Mullaboev[1:7]. As a result of acquaintance with the official correspondence contained in the work, we can see that the construction costs were covered not only by the city and district revenues, but also by donations made by private individuals.

In particular, Mr. Adam, a trustee of the Stuken and Spis Trading House, which sells silkworms in the district, donated 200 rubles for the construction of a school and 100 rubles to a hospital for natives in Samarkand by order of the district chief[1:9]. Samarkand judge Kamoliddin Mulla Muhammedov also donated 60 rubles for the construction work[3:4]. Both of them were thanked on behalf of the head of region and will be reported in the upcoming issues of "Turkestanskije Vedomosti".

Procedure documents also provide an opportunity to analyze the data provided by the British historian Morrison. In particular, as a result of the study of the case No.111 "On the provision of information about all persons serving in the military-people's administration of Zarafshan

district” from the 5th Fund, we see that in the military-people's administration of the district indeed served the proprietor Sultanov.

The information about Sultanov was compiled in 1873, which states that he had served in the district administration since 1868[4:3]. According to Morrison, the proponent Sultanov belonged to the Tatar nation[15:66]. However, the case file on the opening of a Russian school for native children in Samarkand does not mention Sultanov's name or whether it was his initiative to open a Russian school for natives. Also, the need to train translators for the Russian administration in the district was not cited as the reason for the opening of the school.

N.P.Ostroumov, who served as the inspector of public schools of Turkistan region in 1877-1879, notes that Governor-General of Turkistan K.P. von Kaufman did not react positively to the Abramov's experience of opening a Russian school for children of the native population. According to him, von Kaufman was in favor of educating native children not separately, but together with the Russians[6:21].

However, the office documents of the head of Zarafshan district confirm that the school was established on the basis of the letter of consent of the head of the region dated October 25, 1869, No.186[2:13]. Ostroumov quotes von Kaufman as saying: “... General Abramov organized a separate training of natives in Samarkand. According to him, the natives should first be accustomed to a foreign school, and then they can be added to the Russians ... But this is difficult to do: what is lost can not be corrected later. We wanted to open a separate school for natives in Tashkent, but we couldn't do it” [6:21-22].

According to Ostroumov, von Kaufman remained adamant that native children should be educated together with Russian children for the rest of his life. After his death, this view lost its validity and separate Russian schools for the children of the natives began to appear in various parts of the country[6:22]. In this regard, the first Russian-native school opened in Samarkand served as a model for the Russian-style school established on December 19, 1884 in Tashkent in the house of Saidgani Azimbaev.

A. Morrison notes that the first Russian school for natives in Samarkand was closed after five years of operation[15:66]. If we pay attention to the above information by N.P.Ostroumov, the Russian school for native children opened in Samarkand after 1877. Written sources from the first half of the 1880s also state that a significant number of students were educated at the Samarkand Russian-language school.

CONCLUSIONS

The following conclusions and recommendations can be made as a result of the above-mentioned office-work documents, published written sources and historical-source analysis of special literature, a comprehensive study of office-work documents on the subject:

- The first Russian-language school for native children in the history of Turkestan region was opened on January 14, 1870 in Samarkand. This fact is confirmed by a comprehensive study of several written sources.
- Although not mentioned in official correspondence, the need to train translators for the Russian administration is one of the main reasons for the establishment of this school. Arguments such as the interest of the native population in learning the Russian language and bringing them closer to

Russian administration and culture through this school are nothing but Abramov's personal views.

- The establishment of the school was a personal initiative of Abramov, which was also recognized by the head of the region. Despite the fact that the head of the region opposes the separate education of local children from the Russians, the establishment of this school in Samarkand shows that in Zarafshan district, the rules of public education in the field of public education are also violated.

The Russian-language school established in Samarkand, as noted in some publications, did not close after a short period of activity. In the first half of the 1880s, a significant number of students were educated at this school, and the Samarkand school served as a model for Russian-native schools established in other parts of the country.

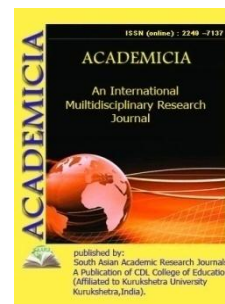
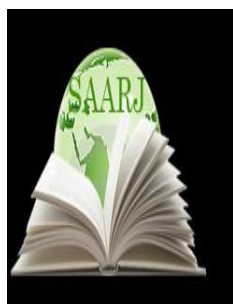
- The study of the records of the first Russian-native school in Samarkand shows that the main task of the Russian administration in the district was not only to subjugate the land militarily, but also to bring the native population closer to Russian rule morally and culturally.

- In research on the history of Uzbekistan in the colonial period, published special literature, monographs, textbooks and manuals, it is necessary to confirm the fact that the first Russian-native school in the history of Turkistan was opened in Samarkand.

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EDUCATIONAL DEVELOPMENT AMONG MUSLIM WOMEN IN INDIA A COMPARATIVE STUDY

Dr. Nasima Munshi*

*Assistant Professor

Department of Mathematics

K. K. Das College, Baishnabghata Patuli Township,
Kolkata, INDIA

Email id-emailtonmunshi@gmail.com

ABSTRACT

The role of education and particularly education on Science and Mathematics is very important for development of Human Society. In every sense it is one of the fundamental factors of development. Every child whoever he/she maybe, have the right to acquire quality education so that he/she can have better chances in life including employment opportunities and better health care. But it has been observed that the Muslims are the lowest educated section among all religious communities in India. In this regard Muslim women are in most disadvantageous position. In the present scenario the backwardness among the Muslim women compared to the other women is very obvious. In this paper, a comparative study about educational development among Muslim women with respect to total women population in India has been attempted. The work is done on the basis of data obtained from Census India (2001 & 2011), U-DISE Flash Statistics 2015-16 and AISHE Final Report 2015-16. The data obtained are analyzed and the actual educational levels of women of different communities are calculated. The objective of this paper is to understand the educational status of Muslim women in India and also to find the reasons behind the backwardness through literature survey.

KEYWORDS: Education Level, Indian Muslims, Islam, Muslim Minority, Muslim Women, Women Education,

INTRODUCTION

Education is the backbone of a society. Sustainable development of economy and society is closely related to education. Unfortunately the Muslim people in our country, the majorest minority, is an exception. The undeniable truth is that Muslim people in our country are educationally the most backward and as such they are destined to experience manifold ills in its community life. According to Sachar Committee Report (2006) Muslim women are among the poorest, educationally disenfranchised, economically vulnerable, politically marginalized group in the country. Educating women is pivotal to the development of the society. According to Mahatma Gandhi, “If you educate a man, you educate an individual, but if you educate a woman, you educate an entire family” which means women empowerment is very necessary for the empowerment of a society.

In spite of the fact that the Government of India has provided girls with equal opportunity for education with boys and has given special considerations for the backward classes in the form of fee concessions, scholarships, seat reservation etc. the number of educated Muslim women is still less when compared with women belonging to other communities.

Kazi, S.(1999) in her report stated that in time of partition a larger section of Muslims moved to Pakistan. This incident builds a sense of insecurity and uncertainty among the Muslim community left in the country. Moreover they are the victims of most of the communal riots occurred in India (Habib, I., Alam, I. & Singh, K. P. 1974). This situation affects their social conditions. A negative psychology continues to work on them which prevents them from joining the national mainstream (Shakir, M. 1972).

According to Menon, M. I. (1979) the traditional attitude of Muslim community is the most important reason for the low level of education among Muslim women. But Islam does not stand against acquisition of knowledge. According to Islam a society cannot flourish, unless its human resources are properly utilized through education (Abdalati, H. 1975). In fact Islam gives great importance to education and prescribes it as the duty for both men and women to acquire knowledge. In spite of this Islamic view a large number of Muslims girls are absent from formal system of education whereas religious education is an essential part of education among them. There is a misinterpretation in the community that formal education is not necessary for girls. This indicates that the Muslim community is still holding orthodox mentality for not sending their girl children to school and colleges for formal education. This orthodox thinking towards the education of girls, together with the practice of purdah interrupted the educational progress of Muslim women. Moreover in the Indian society which is patriarchal, girls have fewer privileges and lower status than boys. They are considered as second class citizens. Unless girls bought into the formal system of education they could not be able to take the advantages of modern development.

Poverty is another reason among Muslims for not studying. According to census-2011, Muslims have the lowest share of employed people among all religions. Amin, S. (2013) stated that in economically backward Muslim community, families' young male member has to give up his study and has to engage himself in earning, which has an indirect effect upon the education of girls. Parents stopped the study of their girl child and marry them off at an early age. Also due to poverty the lower class of the society send their male child to school but not girl child.

Another very peculiar reason behind not continuing higher study is suitable groom will not found for highly qualified girls. According to Hassan, Z. & Menon, R. (2005), Muslims impose a ceiling on girls education, so as not to render them unmarriedable.

It can be said that illiteracy is a basic characteristic of the Muslim society in India. In this paper, a comparative study about educational development among Muslim women with respect to total women population in India has been attempted. The work is done on the basis of data obtained from Census India (2001 & 2011), U-DISE Flash Statistics (2015-16) and AISHE Final Report (2015-16). The data obtained are analyzed and the actual educational levels of women of different communities are calculated. The objective of this paper is to understand the educational status of Muslim women in India and also to find the reasons behind the backwardness.

THE SCENARIO OF EDUCATION AMONG MUSLIM WOMEN

Literacy in India is crucial for socio-economic progress. 2011 census data says that India's average literacy rate is 73% which is six times greater than what it was in 1947 at the end of British rule. At that time the rate was just 12%. But still the level is below the world average literacy rate of 84%.

Islam is the second largest religion in India, with 14.23% of the country's population or roughly 172 million people identifying as adherents of Islam (2011 census). India's Muslim population is the world's third largest and the world's largest Muslim-minority population.

But when the question of literacy arises, the Muslim population stands far behind with 69% of literacy rate. One point should be noted here that the majority of Indian Society i.e. Hindus are also lagging behind just touching the national average. Religion wise effective literacy rate is given in Table-1. It indicates that the literacy rates among all other communities are much better in comparison to Muslims.

TABLE 1 EFFECTIVE LITERACY RATE: RELIGION WISE

| Religion | All | Hindu | Muslim | Christian | Sikh | Buddhist | Jain |
|---|-----|-------|--------|-----------|------|----------|------|
| Effective Literacy rate (in percentage) | 73 | 73 | 69 | 85 | 75 | 81 | 95 |

Source: Census 2011 Table C-9

It is very discouraging that the Muslims are lagging far behind in the field of education as compared to other communities in India. Jains are the most literate community in India with 95% literacy rate which is quite high compared to world average literacy rate. In Christian, Buddhist and Sikh communities the literacy rates are above the national average rate.

Now if we consider the female literacy rate in India then it is far behind the national average. Female literacy rate in India is 64.64% according to census 2011. The study between last two censuses of India reveals that here also Muslim females occupy the last position with only 62.04% of literacy according to 2011 census which is significantly below the national average rate (73%). The maximum literacy is found among the Jain females with 92.91%. However from this investigation it is seen that increase in literacy rate from 2001 to 2011 is quite appreciable for Muslim females. They are in second position with 11.95% rate of increase.

TABLE 2 EFFECTIVE LITERACY RATE(FEMALE) AND INCREASE IN RATE

| | | All | Hindu | Muslim | Christian | Sikh | Buddhist | Jain |
|---------------------------------|------|-------|-------|--------|-----------|-------|----------|-------|
| Effective Literacy rate(Female) | 2001 | 53.67 | 53.21 | 50.09 | 76.19 | 63.09 | 61.69 | 90.58 |
| | 2011 | 64.64 | 64.34 | 62.04 | 81.47 | 70.31 | 74.04 | 92.91 |
| Increase in Rate | | 10.97 | 11.13 | 11.95 | 5.28 | 7.22 | 12.35 | 2.33 |

Source: Census 2011 Table C-9

Literacy does not mean educational development. Many so-called literate people did not have the ability to apply their reading and writing skill to real life situation (Sachar Committee Report 2006). An important source of data for measuring educational achievements is Census. A rigorous analysis was done on the data given by Census-2001 and Census-2011 to find the actual educational level of Muslim females compared to other females.

The following table is prepared on the basis of the data given in table C-9 of Census-2001 and Census-2011. The percentages of the female population of different religious community with respect to the corresponding total female population were calculated for different educational level. The results are presented in a tabular form.

TABLE 3 EDUCATIONAL LEVEL OF FEMALE IN INDIA (IN PERCENTAGE) ACCORDING TO CENSUS-2001 & CENSUS-2011

| | | All | Hindu | Muslim | Christian | Sikh | Buddhist | Jain |
|------------------------------------|------|-------|-------|--------|-----------|-------|----------|-------|
| Literate without Educational Level | 2001 | 2.07 | 2.04 | 2.40 | 2.52 | 1.27 | 1.45 | 1.22 |
| | 2011 | 3.12 | 3.08 | 3.16 | 4.01 | 2.37 | 3.93 | 3.75 |
| Below Primary | 2001 | 15.25 | 15.00 | 17.28 | 15.56 | 11.93 | 18.39 | 12.69 |
| | 2011 | 13.45 | 13.10 | 16.18 | 13.37 | 8.06 | 15.55 | 8.79 |
| Primary | 2001 | 15.14 | 15.00 | 15.25 | 17.16 | 18.30 | 17.10 | 17.10 |
| | 2011 | 16.68 | 16.48 | 18.10 | 16.04 | 17.55 | 16.25 | 13.18 |
| Upper Primary | 2001 | 8.21 | 8.18 | 7.11 | 12.65 | 10.18 | 10.71 | 11.92 |
| | 2011 | 11.06 | 11.13 | 10.29 | 12.98 | 11.37 | 13.31 | 10.06 |
| Secondary | 2001 | 6.71 | 6.66 | 4.77 | 13.10 | 11.83 | 7.74 | 18.77 |
| | 2011 | 8.29 | 8.36 | 6.52 | 10.70 | 14.12 | 10.74 | 16.20 |
| H.S or diploma | 2001 | 3.38 | 3.35 | 2.04 | 8.65 | 5.16 | 3.97 | 11.98 |
| | 2011 | 6.62 | 6.58 | 5.01 | 14.26 | 9.18 | 8.41 | 14.95 |
| Graduate and above | 2001 | 2.91 | 2.97 | 1.21 | 6.54 | 4.42 | 2.34 | 16.88 |
| | 2011 | 5.14 | 5.33 | 2.48 | 9.88 | 7.48 | 5.42 | 25.77 |

Source: Census 2011 Table C-9 (author's calculation)

From the above table it is seen that number of female who are literate but have no educational level is increased in the year 2011 than it was in the year 2001 for all the religious community whereas the number is decreased in case of persons with educational level below primary. The numbers of Muslim female are increased in all other educational levels with maximum increase in upper primary level in the year 2011 compared to the Census-2001. It indicates that the

community is trying to improve its socio-economic condition by means of education. But still in all most all the educational levels Muslim women occupied the last position except the below primary and primary level. In fact most of the literate females in Muslim community have the educational level up to upper primary. 44.57% of total Muslim female population i.e., more than 70% of literate Muslim females have the educational level within below primary to upper primary. 6.52% Muslim women have passed Secondary examination and only 5.01% have H.S or technical or nontechnical diploma degree according to the Census-2011 which are very low compared to the other communities. It indicates that the dropout rate is highest among the Muslim females after completing upper primary.

In case of higher education the picture is measurable. The rate is less than half of the national female average rate. Only 2.48% female graduates are in the community which is slightly increased with respect to the year 2001 whereas among Jains 25.77% of the female population have the educational level graduation and above. All other communities are in better position compared to the national average rate. Muslims are the only community who lag behind the national averages in case of secondary to higher studies.

So analyzing the table-3 it can be said that though Muslim females are trying to get rid of the curse of illiteracy, they are still reluctant to continue higher studies or rather said that higher education is still beyond their reach.

PRESENT ENROLMENT OF MUSLIM FEMALE IN EDUCATION

National University of Educational Planning and Administration published the flash statistics every year on School Education in India. The flash Statistics of the year 2015-16 was based on the data collected over 1.52 million schools spread over 680 districts across 36 States and UTs. From the flash statistics of the year 2015-16 the following table is prepared.

TABLE 4 PERCENTAGE ENROLMENT OF MUSLIM, SC & ST TO TOTAL ENROLMENT IN SCHOOL IN THE YEAR 2015-16 (FEMALE)

| | Muslim | SC | ST |
|--------------------------|--------|-------|-------|
| Primary(I-V) | 14.68 | 20.03 | 10.66 |
| Upper Primary(VI-VIII) | 13.30 | 19.55 | 9.78 |
| Secondary(IX-X) | 11.23 | 18.75 | 8.68 |
| Higher Secondary(XI-XII) | 8.77 | 17.45 | 6.81 |

Source: U-DISE Flash Statistics 2015-16

The above table gives the percentage enrolment of Muslim, SC and ST girls to total girls' enrolment in school in different level. From the table it is seen that in all stages percentage of ST enrolment are least. According to Census-2011 ST population is only 8.6% of total population. In comparison to their share in total population the enrolment in primary, upper primary and secondary is quite good and in H.S it is satisfactory. But in case of Muslim girls enrolment in primary and upper primary is satisfactory though it is low compared to SC enrolment. According to census-2011 we have seen earlier that more than 70% of literate Muslim female have the educational level up to upper primary. Here we see that in secondary the enrolment is 11.23% of total girls' enrolment which is very low compared to the SC enrolment but it can be said that the

situation is slightly improved compared to 2011. But enrolment percentage in H.S is still very low.

Now let us discuss about the dropout rates among Muslim girls and other social community. The following table is prepared from the data given by the flash statistics 2015-2016. The dropout rate is considered for the year 2014-15.

TABLE 5 DROPOUT RATE IN THE YEAR 2014-15(GIRLS)

| | All | Muslim | SC | ST |
|--------------------------|-------|--------|-------|------|
| Primary(I-V) | 3.88 | 5.68 | 4.2 | 6.84 |
| Upper Primary(VI-VIII) | 4.6 | 9.98 | 6.03 | 8.48 |
| Secondary(IX-X) | 16.88 | 23.58 | 19.05 | 24.4 |
| Higher Secondary(XI-XII) | - | 6.29 | 3.09 | - |

Source: U-DISE Flash Statistics 2015-16

From the above table it can be seen that the dropout rate is very high among the Muslim girls. The Sachar Committee report (2006) says that the dropout rate is highest among the Muslims next to SCs/STs. But here it is seen dropout rate among Muslim girls is much higher than SCs also. The rate is very high in secondary level compared to all girls' dropout rate. This indicates that dropout increased after upper primary education. So it can be concluded that Muslims are moving very slowly towards quality education for their girl child.

Now let us take a look at the picture of higher education. The estimate population in the year 2015 of the age group 18-23 is 141291 thousand according to the Educational Statistics at a Glance 2016 by Ministry of Human Resource Development (ESG 2016). According to the final report of All India Survey on Higher Education (2015-16) total enrolment in Higher Education is 34584781 i.e., 24.5% of the estimated population of the age group 18-23. Number of girls enrolled for higher education is 15990058 and the Gross Enrolment Ratio for girls is 23.5%. From the data given by the final report of AISHE 2015-16 the following table is prepared.

TABLE 6 PERCENTAGE OF FEMALE ENROLMENT OF DIFFERENT RELIGIOUS COMMUNITY TO TOTAL FEMALE ENROLMENT IN HIGHER EDUCATION ACCORDING TO AISHE 2015-16

| | Hindu | Muslim | Other Minorities |
|---|-------|--------|------------------|
| % of Female Population According to Census-2011 | 79.64 | 14.29 | 5.15 |
| % of Enrolment Higher Education | 92.98 | 4.73 | 2.29 |

Source: AISHE Final Report 2015-16

From the above table it is seen that according to census-2011 percentage of Muslim female population is 14.29% of total female population but the percentage enrolment of the Muslim female in higher education is only 4.73% of total female enrolment in the year 2015-16. The other minorities' enrolment is 2.29% whereas their share to the total female population is only 5.15%. So the number of college going girls is quite high with respect to total female minorities. But number of Muslim college going girls is very few compared to total female population of their community.

RESULTS AND DISCUSSION

In this paper I have tried to find out the educational level of Muslim women and their position among other religious community. In the above study it is seen that

- i) Muslim females are lagging behind educationally in every level then the females of other community.
- ii) They are lagging behind the SCs also and in some levels STs also.
- iii) 2011 census data shows that 62.04% of Muslim females are literate. Rate of increase in literacy is quite good among the Muslim women.
- iv) The number of literate female is increased but 44.57% have the educational level up to upper primary. Only 14.01% have crossed the Secondary level which indicates that the dropout rate is high after upper primary level.
- v) The situation is slightly improved as indicated by the enrolment statistics of the year 2015-16.
- vi) But the enrolment in Higher Education is still negligible.

From the above study it is clear that most of the Muslim literate women have the educational qualification up to upper primary and number of college going girls are very few. This indicates that the community is trying to come out from the orthodox mentality of not sending their girl child to school for formal education but still not interested to send them to college for higher studies.

There are number of reasons behind educational backwardness among Muslim women. Among all, poverty is the primary reason for not studying. Due to poverty parents stop the education of their girl child at early stage and marry off them early. But education is needed to eradicate poverty. So the Muslim parents have to change their mindset that early marriage to their girl child is a solution to cope up with poverty. Also they have to come out from thinking that their daughters will remain unmarriageable due to high educational qualification.

Muslim people even today are in a dilemma as to what kind of education is acceptable for the development of this community. The influence of so-called Madrasahs has been pushing them further behind in the field of scientific education, although quest for knowledge inclusive of Science and Mathematics has been commanded obligatory in the Holy Quran, the Book of Islam. By denial of accommodation to Science Education in the arena of Madrasah system of education, supposed to be the foster child of Islamic Education, Muslim people perpetrated a mistake which proved fatal in its community life.

Government has taken number of initiatives towards female education. Muslims have to take the advantages of the schemes provided by government. So awareness and counseling is needed among the society to get rid of the curse of educational backwardness. This is possible only when the educated people from their own society will come forward and guide them in proper way.

Minority Muslims are fortunate enough for enjoying educational right as under Article 30 of the Constitution of India which runs as follows:

30(1) All Minorities whether based on religion or language shall have the right to establish and administer educational institution of their choice.

30(2) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

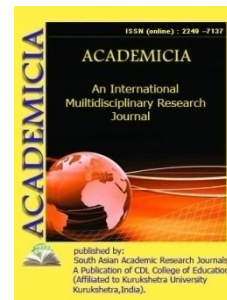
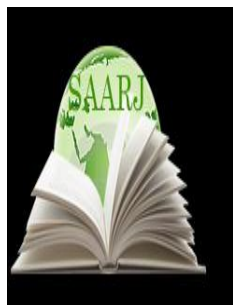
Backwardness in education of Muslim girls cannot be redeemed unless community itself and Government come forward with more minority girls schools and colleges.

CONCLUSION

In conclusion of this paper it can be said that the educational backwardness of Muslim women is a serious matter of concern. Despite number of initiatives taken by Government Muslim women are still far away from the quality education. In this twenty first century when women of different community are going ahead and giving leadership in different sectors, Muslim women are lagging far behind in every field due to educational backwardness. Modern education is essential need to eradicate poverty and other social ills and as such the Muslim people should come forward of their own to redress their own problem by establishing schools and colleges giving preference for minority female students.

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DESIGN AS A MEANS OF AESTHETIC EDUCATION

Makhmudova Darmonjon Bozorboevna*

*PhD Researcher,
UZBEKISTAN

ABSTRACT

The article considers design as a means of aesthetic education. Due to the design, products and the environment become adapted to Psychology, Physiology, anthropometric data, socio-cultural needs and preferences of a person. All this is enriched by life experience and the development of various strategies of thinking. The features of design thinking are stable activity, intellectual initiative, flexibility, originality, striving for completeness of form, and the realization of ideas. No matter what age the design study begins, the teacher of additional education will first always face the first level of thinking. The earlier the student begins to receive targeted design training, the faster he will get out of the stage of spontaneous thinking.

KEYWORDS: *Design, Definiti, Adaptation Function Of Design, The Hedonistic Function Of Design*

INTRODUCTION

In ancient times, the topic of the relationship between the benefits and beauty of what was created was touched upon, and the greatest geniuses of the Renaissance (the Great Leonardo, Michelangelo), creating their masterpieces of painting, sculpture and engineering and architectural calculations, based their projects on the formula of a harmonious synthesis of aesthetics and manufacturability.

In the English-Russian dictionary, the word "design" is translated as a creative concept, goal, intention, and as intent, plan, project, and as a drawing, calculation, design, and as design, construction, and as a sketch, drawing, pattern, and as the art of composition and even a work of art [11]. The concept of design reflects both everyday and scientific, and technical, and artistic aspects and others; a real synthesis of science and practice, technology and art in versatile design activities [6].

Design as an object of human activity can be carried out from various positions: as a cultural phenomenon, as a manifestation of the social nature of society, as a field of art, as a philosophical concept, as a product of technical creativity, as a part of the environment that forms a personality; as a subject studied in the course of the educational process.

The designers themselves assess it as a service that covers the material and spiritual spheres of public life and performs a broad communicative function. The essence of design is revealed in a consistent and interrelated analysis of the system of its key concepts (*definitio*—limit, boundary, logical operation of establishing the meaning of a term), including the main categories; purpose, functions and tasks; design principles and patterns.

The history of design dates back to the 19th and 20th centuries, when conditions for the emergence and development of a new sphere of artistic forming of mass industrial products were created in many European countries. The unfamiliar business attracted by its unusualness and novelty. By the second half of the 20th century, the field of activity of architects and applied artists were reduced due to the massive spread of design: interiors were no longer developed by architects, but by designers (furniture design, transport and "landscape design", "architecture of small forms") events and mass celebrations, design of exhibitions, clothes, shoes, hats; lamps; dishes; decorations and many other things have become objects of design creativity [13]. Design began to influence the formation of aesthetic ideals, norms and preferences on the mechanisms of social and cultural development of society.

The purpose of design determines the structure of socially significant design functions. The functions of design are mediated by the essence of its nature, reflecting the unity of the utilitarian, technical and aesthetic principles in the works of design. In the implementation of design functions, its socio-cultural, functional-consumer and communicative-aesthetic values are manifested.

Adaptation function of design manifests itself connection with the solution of the problems of human adaptation to products, the objective environment by creating humanized things and a humanized environment for human life. Due to the design, products and the environment become adapted to Psychology, Physiology, anthropometric data, socio-cultural needs and preferences of a person. The principle of harmonization of the objective environment has been implemented; the content-aesthetic unity of the objective environment and its components in the human world has been understood.

Up bringing function is implemented in the process of solving a socially significant design problem that improves culture, develops aesthetic taste and form humanistic relations that contribute to the versatile development of the individual. The manifestation of this function is possible due to the symbolic and communicative essence of things (works of design).

Artistic function of design- more than others makes him related to the art world. It is characterized by the ability to reflect the essence of other functions of design. In the form of a thing (product of design), the professional language of composition "encodes" artistically significant information about the aesthetic values of an object.

The artistic image of a thing reflects both sides of its essence - socio-cultural (spiritually valuable) and utilitarian and technical. The first forms in the subject the impression of the beauty of the figurativeness of the thing; the second - the beauty of rationality, the expediency of its form. Thus, the culture of production acquires a special aesthetic value, forming the impression of the beauty of the object [9]. It is the manifestation of the artistic function of design that influences the development of the spiritual culture of society [9].

The hedonistic function of design - the function of aesthetic pleasure is expressed in the ability of the form of a design piece to evoke positive emotions in the subject who perceives it, a feeling of enjoying the beauty of the thing. A positive aesthetic attitude has a different degree of expression of emotions, from simply "like" to admiration and delight.

You can aesthetically enjoy a thing with a sufficiently high degree of admiration. The degree of aesthetic satisfaction depends on the characteristics of the subject's attitude to this object, due to a specific life situation and the meaning that this thing has for the subject, on the degree of conformity of the object to a generally recognized and individual aesthetic value ideal, due to aesthetic taste, aesthetic preferences and the general level of human culture.

Thinking is an active purposeful activity, in the process of which the existing and newly received information is processed, its external, random, secondary elements are separated from the main, internal ones, reflecting the essence of the studied situations. This is a generalized and mediated cognition of reality, in the process of which a person's thought infinitely deepens into the essence of the surrounding reality, revealing its regularities [7].

Research into the development of design thinking has shown that this is a very complex process associated with the formation of a growing personality, therefore, a certain method of teaching the basics of artistic design corresponds to each age period.

Design thinking is one of the main professional qualities in the field of design. In the scientific and methodological literature, it is considered as a special type of productive thinking, which can be developed to a high level of production of ideas, images, technologies that are distinguished by fundamental novelty and social significance. Design thinking develops on the basis of an organic fusion of emotions, imagination and intuition. All this is enriched by life experience and the development of various strategies of thinking. The features of design thinking are stable activity, intellectual initiative, flexibility, originality, striving for completeness of form, and the realization of ideas. The process of its formation should be considered as a gradual complication, improvement of individual features of intelligence, which gradually turn into stable properties of creative thinking [2].

People are divided into two large categories - "generators" and "critics" of ideas [14]. Some mainly propose new solutions, while others quite accurately determine the advantages and disadvantages of each option. In the system of additional education, it is not advisable for a teacher-designer to act as a critic, since with his authority he can suppress the timid attempts of students to express their own point of view. Therefore, the analysis of proposals can be entrusted to the most competent and correct "assistants" of the students.

In design, spatial representations play an important role, which must accumulate and develop throughout the entire design training period. Spatial representations are inherent in any person, but they have their own characteristics for a designer. Memory images should store both the shape and size, and the material, and the color, and texture of the objects around us, as well as their spatial characteristics associated with the location and operation of the products. When formalizing the result of his work, the student must think not only about whether a given thing is convenient, but also about how it looks. Therefore, one of the most important tasks of teaching design in the system of additional education is to teach not only the skills of conscientious work, but also the sense of form, the combination of color, composition, and symmetry. Such skills contribute to the development of the student's aesthetic taste during specially oriented design classes.

An analysis of the professional activities of designers allows us to determine the main features of design thinking: 1) systemic knowledge of logical operations; 2) the presence of variability, flexibility and constructiveness; 3) understanding of expediency and rationality; 4) knowledge of ways to create an aesthetically competent thing and a harmonious environment.

On the basis of this, we can single out the qualitative characteristics of the design thinking of students: consistency; variability; rationality and expediency; a sense of style, understanding of the basic criteria for a harmonious thing, an aesthetic attitude to the world of things. Thinking relies on the student's ability to design. According to the degree of implementation of the main characteristics of design thinking, three levels of its development can be distinguished: spontaneous, elementary and systemic. [12]

The first level - spontaneous, uncontrollably formed thinking is formed before the start of systematic design training and depends on the social conditions of development, the individual abilities of the student and his life experience. No matter what age the design study begins, the teacher of additional education will first always face the first level of thinking. The earlier the student begins to receive targeted design training, the faster he will get out of the stage of spontaneous thinking.

Spontaneous design thinking is characterized by: randomness and lack of desire for variability; unconsciousness and chaos of mental and physical actions. It is these traits that the teacher-designer has to eliminate, since they hinder the development of the student and significantly impoverish his intellectual and practical capabilities.

To work with students of primary school age, it is necessary to determine the range of theoretical information that they must master: 1) have a general idea of the role and significance of artistic design in the modern world; 2) know the basic compositional means of artistic design; 3) know that any complex form can be conditionally divided into simple geometric shapes; 4) have general information about the purpose of the color; 5) to know that all objects of the environment are made of a certain material using special technology.

The listed information should be introduced into the learning process and supported by exercises that require the practical application of the theoretical knowledge gained.

The very initial stage of training should include the analysis of the form of the subject, which is one of the components of the systematic thinking. These are all kinds of exercises for the formation of the ability to break down the general configuration of an object into elementary geometric shapes; exercises for composing complex forms from simpler ones. The work aimed at developing associative thinking by selecting images for certain forms (spots), etc. is especially effective.

The second level is elementary design thinking. This level has the same structural components, but in the form that corresponds to the age capabilities of students of primary and secondary school age. It is realized through special information, setting tasks for the creation of individual objects and the search for a harmonious, expedient environment.

To work with students of middle school age, you should enter additional information: 1) to expand knowledge about the types of modern design creativity; 2) give a general idea of the stages of artistic design; 3) to deepen the knowledge about the basic laws of compositional construction of the object form; 4) give an idea of the relationship between the shape and material of the object.

The level of elementary design thinking has features of professional thinking, but only at their initial stage of development. So, the ability to perform logical actions testifies to the desire for consistency (the presence of variability, flexibility, constructiveness) - as the ability to accept more than one learned option.

The third level - systemic design thinking presupposes a fairly high level of design education, formed from the age of 14-15. This age period makes it possible to expand the amount of information, significantly deepen it and establish integrated links between knowledge obtained in different fields of science and simply from life. It is not necessary to talk about systemic design thinking in relation to primary school age, since it presupposes a sufficiently high level of special education, which can be achieved only against the background of a deeper general development.

Students of senior school age should know: 1) the most significant areas of activity of designers; 2) methods of artistic design; 3) the dependence of the shape of objects on the technology of their production; 4) the cultural significance of a thing in human life; 5) have an idea of the stylistic features of individual objects and the subject-spatial environment.

During this period, against the background of all the knowledge gained, special attention should be paid to the development of a sense of style and the formation of artistic design abilities.

The transition from one level of thinking to another is ensured due to: 1) the accumulation of sufficient theoretical knowledge about the laws of development of the subject-spatial environment of human existence; 2) the formation and actualization of a variety of knowledge that underlie design activities; 3) the transition from subject-specific images to abstract ones and vice versa; 4) the possibility of analyzing and fixing spatial, structural and functional connections in the image of an object; 5) mastering various ways of creating an image, their variability depending on the goals and objectives of the activity in specific conditions of implementation; 6) awareness of the importance of design activities in the modern world.

The formation of design thinking in the system of additional education proceeds most successfully if certain pedagogical conditions are observed, which include: 1) the unity of the emotional, intellectual and design-practical activities of students in the learning process; 2) setting and solving design problem situations based on special knowledge; 3) familiarizing students with active independent observations of nature and surrounding objects.

You can start to form design thinking at any school age, but early learning has several benefits.

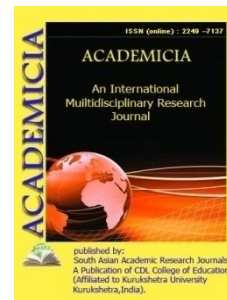
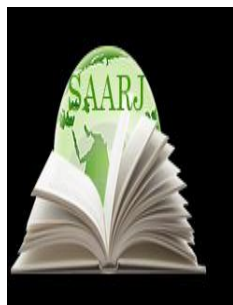
In our research, we form only elements of design thinking, therefore, we will focus only on the following: 1) expediency - the ability to interconnect the task with our own intention; 2) rationality - the choice of the most profitable, economical, reasonable means to achieve the goal, convenience of the invention; 3) novelty and originality - non-standard, the use of non-standard forms, methods, ways of solving the problem, productive ways of activity; 4) stylistic flair - understanding of the artistic characteristics of the general group of objects connected by the ensemble; 5) color harmony - the ability to create color combinations that give the impression of coloristic poise, integrity, unity; 6) flexibility - the ability to express a variety of ideas.

Thus, design tools, when properly organized and presented to the student, really contribute to his aesthetic, intellectual and spiritual development.

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FORMING STUDENTS' ARTISTIC THINKING SKILLS IN LITERATURE LESSONS

Sabirova Nasiba Ergashevna*

*Head of the Department,
Language Teaching Methods Khorezm Regional Center for Retraining and,
Advanced Training of Public Educators,
UZBEKISTAN

ABSTRACT

The following article deals with the formation of artistic skills of students in Literature sessions, the role of the subject in upbringing mature and evaluative youth. Today's philosophical, literary, and methodological sciences recognize that personal qualities in a person are very diverse and sometimes unique. Everyone in life has infinite and complex qualities, which is sometimes a problem that cannot be solved. The teacher needs to know exactly what opportunities and resources he or she has in shaping students' thinking. At the same time, it is necessary to develop plans for teachers to work on thinking with students. Role-playing and expressive reading of works of art also play an important role in the formation of students' assessment skills. In doing so, students learn to distinguish between positive and negative characters in a text and describe them.

KEYWORDS: Literature Sessions, Mature Youth, Protagonists, Human Character, Educational Process.

INTRODUCTION

The development of our society, the future of our lives first of all depends on a harmoniously developed generation that can interact with the people around them, understand them, and be able to distinguish positive from negative. Literature lessons are important in the development of spiritually mature and evaluative youth. In the same lessons, students have the opportunity to understand the protagonists of the work, to evaluate their behavior, to enrich and develop their artistic thinking. On this basis, they learn the experience of treating members of society in the right, fair way.

Recently (during the years of former Soviet governance), students were required to be taught the experience of evaluating the protagonists of a work in a positive (good) or negative (bad) way. It is well known that not every person, including the heroes of a work of art, can have a completely positive or negative quality. In human character, positive and negative are mutually exclusive. In particular, evaluating each person based on his or her existing qualities allows for a realistic understanding of reality. To this end, literature classes have great didactic opportunities in the field of teaching students to evaluate the protagonists of the work on the basis of the development of artistic thinking.

Analysis and observations show that, the formation of artistic thinking in students, and teaching them to evaluate the heroes of the work have not been identified as a priority in the literature classes held in schools of the republic. Therefore, it is important to organize the educational process, to determine its types and types, to identify the methodological tools, methods, techniques, technologies and strategies used in this process, as well as didactic analysis.

In modern times, a new artistic thinking demands that literary symbols, as well as people in life, should be viewed as rigorously one-sided, because the same behavior of one person in a situation may seem good to one and bad to another. Today's philosophical, literary, and methodological sciences recognize that personal qualities in a person are very diverse and sometimes unique. Everyone in life has infinite and complex qualities, which is sometimes a problem that cannot be solved. Accordingly, it is necessary to be able to see the specific qualities of each character in the work of art, as well as the universal qualities, to understand the people in life in this context, to evaluate them correctly.

A student is unable to learn the hundreds of personal qualities that are present in people in familiar and unfamiliar life situations for themselves. It will be necessary to be able to distinguish and name many qualities, to compare them with vital signs, relationships between people. As a result of regular educational activities in grades 5-9, students' speech is rapidly enriched with words that express new qualities, with the help of which students have the ability to evaluate the heroes of the work of art, and develop artistic thinking.

The study of concepts such as loyalty, kindness, purity, justice, generosity, and others, and their use in identifying and distinguishing the qualities of the protagonists of a work, in turn, affects the heart and consciousness of the student.

Today, students are required to express their opinions about the heroes of the work independently, but they also need to be informed about where to get the concepts that express the personal qualities of a person. The students themselves do not know most of such words. Knowing them does not happen by itself. Usually, such words are known by the teacher or they are reflected in the questions and assignments of the textbook on the work. This situation prevents the acquisition of ready-made views in the study of literature, the blind assessment of the protagonists of the work.

Observations show that students know a narrow range of concepts about moral qualities. In literature lessons, such concepts are mentioned in relation to the analysis of the work. However, it is not enough to bring them into the speech on the basis of informing them. It is also required to be able to interpret such words and use them to evaluate the behavior of the protagonists. In describing the protagonist of a work, the teacher or the author of the textbook does not explain where this or that concept, which expresses moral qualities, is derived. In fact, the author also

emphasizes the personal qualities of the protagonist in his statement. Sometimes there may be no such emphasis. So, first of all, students should be accustomed to distinguishing words from the work that express moral quality, to use them independently in the analysis of the work, in observing the behavior of the protagonists.

It is expedient for the teacher to teach students to think, to pay attention to the points of the hero's behavior, which are almost imperceptible in the spiritual world, to observe personal qualities on the basis of these points, to form people correctly, to evaluate objectively, and to develop artistic thinking.

In order to acquaint students in grades 5-9 with hundreds of concepts of certain moral qualities in the process of teaching literature, the part of such words used in the school literature course should be in the teacher's hand in the form of a list. To compile such a list, to prepare explanations of concepts that students do not understand, to find these words in the text of the work in the analysis of works based on the list, to explain their meaning, to teach them to use in interpreting the actions of the protagonist, to inform young people more about spiritual and moral concepts. The use of optimal methods, techniques, strategies and technologies in the process of assessing the personality of the heroes of the work of art is especially relevant.

Assessing the identity of the protagonists of a work of art begins with the study of the work itself, the actions performed by them, and their character traits. This process requires a comprehensive analysis of the work of art that needs to be studied. Only then does the selection of the evidence described in the events of the work of art and the analysis of the various options of reasoning begin. At the end of the process, the students' attention is drawn to the facts that form the basis for evaluating the heroes of the work of art. Then they compare the identified evidence and the judgments made. In this way, a set of ideas is formed, which is the basis for assessing the personality of the protagonists. In this case, the teacher must clearly define the aim of the lesson.

The teacher should plan in advance what to teach students and which characters to evaluate. This process must be clearly designed by the teacher. In order to teach students to evaluate the heroes of a work of art, the teacher must design a lesson on this topic; clearly define the questions and assignments for students, before presenting a particular work to their attention. These questions and assignments should serve to identify the character and personality traits of the protagonists of the work being studied. For example, the differences between the protagonists of the work, the contradictory aspects of their character, the similarities should be revealed using the same questions.

The teacher should have a clear idea of how the students will evaluate the protagonists. This teacher's imagination ensures the effective organization of lessons aimed at assessing the heroes of the work of art. The correct definition of the object selected for assessment is also important in the formation of students' thinking skills. The teacher needs to know exactly what opportunities and resources he or she has in shaping students' thinking. At the same time, it is necessary to develop plans for teachers to work on thinking with students. To develop these plans, teachers need to gather the necessary information and be well-equipped with relevant information.

The teacher should listen carefully to all the students' opinions about the protagonists of the work, compare them, and not rush to make a final judgment. It should also pay special attention to random, misconceptions and situations. As the teacher works on each piece, it is important for

the student to be able to ask how the evaluative idea about the protagonists of the piece came about and on what basis they are making such an assessment. In addition, to ensure consistency in students' thinking activities, they are required to organize regular conversations, roundtables, question and answer minutes on a particular work, to collect and summarize the necessary information. As a result of conversations, the teacher should create a favorable pedagogical environment for the student to demonstrate the knowledge, skills and abilities acquired about the heroes of a particular work. Giving students assignments to create written texts, essays, essays on each topic studied is important in developing their ability to evaluate the heroes of the work. This process requires educators to move from simple to complex. As a result, the process of teaching students to evaluate the protagonists of a work becomes more complex.

Students who do not read or feel the original literature, do not feel the experiences of artistic images, and they are not affected by the charm of artistic expression can become insensitive, heartless people when they grow up. However, as P.F.Kaptarev said: "Literature, after language, is a whole that can reflect the heart of the people in a very vivid and vivid way. In language, the heart of the people is manifested in the form of the heart of the masses, the community, because language is the product of national creativity; and in literature it is seen as a lonely, separate heart, a peculiar heart of this or that writer"¹. Students also need to have a certain presence in order to feel the feelings of a particular heart.

K.Husanboevanoted that "...placing the requirement of independent comparison of different literary symbols in front of students in adolescence has a good effect on the formation in them of the ability to make firm decisions. In order to develop such a skill in a student, it is first necessary to direct him to observe a specific person or event, to compare, to see similarities and differences, to distinguish between general and specific aspects, secondary things.

Speaking about the shortcomings in the literature lessons of Uzbek schools, O. Musurmanova said: "Students are taught different concepts in the teaching process, but *duty, honor, love, friendship, goodness, evil, justice, individualism, pride, shame, selfishness. "Humanity, freedom, liberty, happiness and unhappiness* are seldom talked about."

P.Ravshanov, N.Mirkurbanov havepaid attention to the following moral concepts that are important in the formation of a harmoniously developed generation: "*Justice, patriotism, homeland, science, labor, profession, parents, attitude to women, teacher, student, humility, equality, generosity, truthfulness, honesty, love, fidelity, generosity, fruitfulness, friendship, mood, kindness, hospitality, modesty, decency, purity, remembrance, pessimism, cruelty, arrogance, fame, drinking, drunkenness, old age, state of mind, career, lust, greed, taste, and selfishness*".

The moral concepts are mentioned by O.Musurmanova, P.Ravshanov, N.Mirkurbanov cannot be considered as completed. We have convinced that hundreds of such concepts can be distinguished based on the analysis of the works. Although a complete list of them is available in the pedagogical literature, a list of classes, sections of works in methodological sources has not yet been compiled. For example, in addition to the above, there *are loyalty to friend, friend-enemy identity, intelligence, goodness and evil, the struggle between them, beauty, nobility, naturalness and sincerity in conversation, kindness, tolerance* and many other moral concepts.

There is no attempt at completeness in the description of moral qualities in the existing methodological literature. Methods of introducing students to words that express the personal qualities of the protagonists of the work are also not developed in detail. In particular, finding such words in the work, explaining them to students, distinguishing them in the process of analysis in the example of the behavior of the protagonists, the use of these words is not reflected in questions and assignments, there is no thought of activating in students' speech. There are no methodological guidelines in this regard. All this complicates the development of students' artistic thinking, the ability to evaluate the personalities of the protagonists.

At the end of each session, the teacher is required to summarize and analyze the results achieved, the written and oral assessments of students to the heroes of the work. In the process:

- Take into account the evidence presented by students, which plays an important role in their evaluative opinions;
- Designing a lesson on a new topic based on students' thinking skills;
- Systematize information and evidence that is convenient for students to master;
- Abandon criteria and conclusions that prevent students from teaching to evaluate the heroes of the work;
- The teacher, within the limits of the experience, the point of view and the point of view, creates new educational conditions directed on improvement of skills of assessment of protagonists of works, development of artistic thinking.

By the way, in the process of developing artistic thinking, the evaluation of the protagonists of the work is understood as a clear statement of shortcomings, shortcomings. In fact, evaluation is objective thinking. Such a thinking person evaluates beings, events, and happenings as they are.

When we think about giving to the protagonists of a work, we need to consider instilling in students the ability to approach their personalities fairly. To do this, the reader must have approached the character of the protagonist in the same way as he or she was portrayed, and mastered the experience of evaluating him or her with respect for his or her naturalness. Accordingly, teaching assessment is interpreted from a pedagogical point of view as teaching students to think at a high level in the learning process. The process of person-centered learning itself requires that not only the teacher but also the students agree in the learning process, because only an individual with advanced thinking and evaluation skills can accurately analyze social situations.

The technological approach is important in developing students' artistic thinking, teaching them to evaluate the heroes of the work. The peculiarities of educational technologies that develop students' artistic thinking, teach them to evaluate the heroes of the work are:

- The process of teaching literature is organized on the basis of didactic principles;
- Interaction, cooperation and business relationship between the personality of the student and the heroes of the studied work of art;
- Directions, parts of this technology encourage students to think analytically about the work of art;

- In each learning situation, at the moment of learning, the teacher manifests himself as a subject who manages the assessment process of students and encourages them to communicate with the heroes of the work of art;
- Work on the text of the work of art in order to determine the ability of students to assess the personality of the protagonists of the work, for this purpose, various audio-visual forms and strategies of working on the text of the work of art are recommended;
- The organization of discussions, roundtables and design situations for the formation of students' ability to evaluate the heroes of the work has an important methodological value;
- Technologies that help to teach students to appreciate the heroes of fiction allow carrying out the process of teaching literature on the basis of cooperation, joint design, independent thinking.

Teaching technologies serve to develop students' artistic thinking, to teach them to evaluate the heroes of the work of art is systems of open strategies are aimed at a specific didactic goal. With the help of these technologies, students develop independent, thinking skills. First of all, students' assessment skills are formed as a result of mutual comparison of the personality traits of the heroes of the work of art. In order to develop students' assessment skills, literature lessons can be given assignments on writing plot texts, short stories and fairy tales. Tasks about writing stories are especially important. Such assignments are not only fun for students, but also very useful in terms of developing their assessment skills. At the same time, such assignments make most students interested in reading works of art, analyzing them.

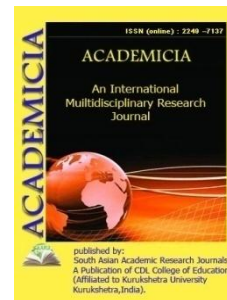
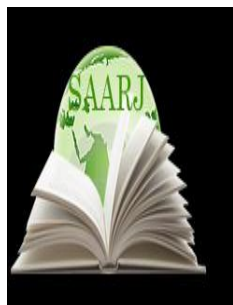
When students are asked to rate the protagonists, teachers should use questions to determine their impressions. To do this, they are asked the following questions: What kind of person is a person who does not suffer from anything, are there such heroes in the works you read, tell them their names? What kind of people can be called people who can only see someone's shortcomings in life, and in what works do you know such people are described? In which works are people depicted who give up their self and fight for the happiness of others, and what aspects of them do you envy? What qualities do you value in the characters in the works you read?

Students who are able to analyze the texts of a work of art will turn to various sources in the process of searching for answers to these questions. Role-playing and expressive reading of works of art also play an important role in the formation of students' assessment skills. In doing so, students learn to distinguish between positive and negative characters in a text and describe them. The places described for each protagonist are read in a separate tone, and their attitude towards the protagonists of the work becomes clear from the reading tone. In the same situation, students' communication skills begin to form.

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SELECTING THE OPTIMAL OPTION

Saipnazarov Shaylozbek Aktamovich*; **Musayeva Ziyoda Allayarovna****;
Omonov Alisher Toshpo'lat o'g'li***

*Associate Professor,
Candidate of Pedagogical Sciences,
Tashkent University of economics,
UZBEKISTAN
Email id: shaylozbek.s.a@gmail.com

**Tashkent University of Economics,
UZBEKISTAN
Email id: ziyodaallayarovna@gmail.com

**Tashkent University of Economics,
UZBEKISTAN
Email id: alisher.omonov1992@mail.ru

ABSTRACT

The article deals with problems that describe some kind of situation and require other data to be determined based on one specified data. It is shown how important it is to solve such problems, since in industrial and economic practice, to summarize, analyze the work of enterprises and be able to draw up a plan – a program of further actions. According to the meaning of a significant part of economic problems, the solution components must – be expressed in integers, that is, be integer. A number of methods are used to solve linear integer programming problems. Integer optimization methods can be divided into three main groups:

- 1) *cut – off methods;* 2) *combinatorial methods;*
- 2) *Approximate methods. We settled on clipping methods.*

KEYWORDS: *Optimal, Optimal Option, Type, Condition, Step, Constraint, Optimal Integer Solution.*

INTRODUCTION

It is important to be able to solve such problems. Since in industrial and economic practice it is often necessary to summarize, recalculate and summarize various indicators, analyze the work of enterprises, etc. the result of this current situation. After that it is natural to take the next step – to draw up a plan – a program of further actions. Here, of course, many options arise and I want to choose the best of them, that is, the optimal.

The formulation and solution of such problems, are the subject of mathematical programming.

In real planning and control problems, one has to deal with a very large number of variables simultaneously. We will walk through a few simple examples with a small number of variables.

Example 1. Village *A* has 100 inhabitants and village *B* has 50 inhabitants. Where on the highway connecting these villages should a bathhouse be built so that the total distance that all 150 residents have to walk along the highway to the bathhouse is the shortest?

Solution. Lets translate the problem statement into mathematical language. Suppose that the distance along the highway between the villages is “ l ” km and the bathhouse is located between the villages “ x ” km from *A*, thus $0 \leq x \leq l$.

Then all 100 inhabitants of this village will walk $100x$ km to the bathhouse, and all 50 inhabitants of the village *B* – $50(l - x)$ km. In total $s = 100x + 50(l - x) = 50x + 50l$.

So, we have received the following a mathematical task: find the lowest value of $s = 50x + 50l$ provided that $0 \leq x \leq l$, where l – a fixed number. Suffice it to note that the value of s decreases with decreasing x , therefore, the smallest value of s will be at the smallest possible value of x , that is at $x = 0$, and thus a bath should be built in village *B*.

Probably, they had such a physical model: imagines a swing, at one of the board sits a person twice as heavy as the one sitting at the other end.

It bath will be at a distance $l/3$ from *A*, then all of its people together will be held up to baths the same way as the residents of *B*: $100 \cdot \frac{l}{3} = 50 \cdot \frac{2l}{3}$. I guess that seem to over just if keep in mind not all residents, and contract one village of the other and look for the point of equilibrium.

But this will be a solution to a completely different mathematical problem: at what of x , where $0 \leq x \leq l$, will the value of $f = |100x - 50(l - x)|$ be the smallest?

Example 2. 100 dollars decided to bay Christmas toys. Christmas toys are sold sets. Set consisting 20 toys does it cost to 4 of dollars, set consisting 35 toys, it is worth 6 dollars, set consisting 50 toys, it is worth 9 dollars. How much and what kind of sets need to buy, so that it was purchased the most toys?

Solution. One toy in the first set costs $1/5$ dollars, in the second set $6/35$ dollars, in the third set $9/50$ dollars. Lets arrange these numbers: $6/35 < 9/50 < 1/5$. So, the cheapest toys are in the second set, and the most expensive ones are in the first.

To buy 100 dollars as much as possible toys, it is necessary, of course, buy more cheap toys. The largest, we can buy 16 sets of 6 dollars and spend on this 96 dollars.

Remain 4 dollars for which you can only buy the first set. All we buy in such a way to $16 \cdot 35 + 20 = 580$ toys.

This is most likely the best option. Lets check again this: if you buy 15 six dollar sets, then 10 dollars remain. We can then buy another nine-dollar set or two four-dollar sets, and in lither case, the number of toys is less than in the first option.

So, you need to buy 16 sets 6 dollars and 1 set for 4 dollars. At the same time, 580 toys will be fixed. Our reasoning is plausible, but, generally speaking, we have moved all possible options. Let us give a more severe decision. Let x – the number of sets of type 1, y – 2 type, z – 3 type. To find such non-negative numbers x , y and z , to condition $4x + 6y + 9z \leq 100$ and that the value $S = 20x + 35y + 50z$ is the greatest.

Therefore

$$4x + 6y + 9z \leq 100$$

x, y, z – natural numbers

$$S = 20x + 35y + 50z \rightarrow \max$$

It is easy to understand that the function S can be increased due to an increase in any of the main values that are part of the expression for S with a positive coefficient. In this example, to increase S , you can translate into the main all three x , y and z variables, since these variables are included in the expression for S with a plus sign. For definiteness, in such a situation, we will choose a variable with a larger coefficient, i.e. in this case z . using additional non-negative variables, we turn to equations.

$$4x + 6y + 9z \leq 100, \quad t \geq 0$$

$$z = \frac{100}{9} - \frac{4}{9}x - \frac{2}{3}y$$

$$S_1 = 20x + 35y + 50\left(\frac{100}{9} - \frac{4}{9}x - \frac{2}{3}y\right) = \frac{5000}{9} - \frac{20}{9}x + \frac{5}{3}y$$

However, the value of S_1 is not the maximum, since we find the possibility of further increasing the linear function due to the variable y included in the expression for S with a positive coefficient

$$y = \frac{50}{3} - \frac{2}{3}x - \frac{3}{2}z$$

$$S_2 = \frac{5000}{9} - \frac{20}{9}x + \frac{5}{3}\left(\frac{50}{3} - \frac{2}{3}x - \frac{3}{2}z\right) = 583\frac{1}{3} - \frac{10}{3}x - \frac{5}{2}z$$

$S_{\max} = S_2 = 583\frac{1}{3}$ the solution is optimal, but the solution does not satisfy the integer condition. With the cut-off method, the following inequality

$$\left\{\frac{50}{3}\right\} - \left\{\frac{2}{3}\right\}x - \left\{\frac{3}{2}\right\}z \leq 0, \text{ where } \{a\} - \text{means fractional part of number "a" from here}$$

$$\frac{2}{3} - \frac{2}{3}x - \frac{1}{2}z \leq 0, \quad n \geq 0$$

$$\frac{2}{3} - \frac{2}{3}x - \frac{1}{2}z + u = 0$$

$$x = 1 - \frac{3}{4}z + \frac{3}{2}u$$

$$S_3 = 583\frac{1}{3} - \frac{10}{3}\left(1 - \frac{3}{4}z + \frac{3}{2}u\right) - \frac{5}{2}z = 580 - 5u$$

$$S_{\max} = 580, \quad x = 1, z = 0, u = 0$$

$$y = \frac{50}{3} - \frac{2}{3} \cdot 1 = 16$$

The best option $M^* = (1, 16, 0)$

That is, it is necessary to buy 1 set from the first type, 16 sets of the second type, and the third type not to buy.

Example 3. The farmer allocates 34 currency units to purchase equipment for sorting grain. The equipment should be located on an area not exceeding 60 square meters. A farmer can order two types of equipment: less powerful machines of type A costing 3 currency units, requiring a production area of 3 square meters and providing a productivity per shift of 2 tons of grain, and more powerful machines of type B costing 4 currency units, occupying an area of 5 square meters and providing a productivity per shift of 3 tons of honeycomb grain.

An optimal equipment procurement plan is required to ensure maximum overall productivity, provided the farmer can purchase no more than 8 type machines.

Solution. Let us denote by x, y the number of machines of type A and B, respectively, by Z – the total productivity. Then the mathematical will take the form:

$$Z = 2x + 3y \rightarrow \max \quad (1)$$

with restrictions:

$$\begin{cases} 3x + 5y \leq 60, \\ 3x + 4y \leq 34 \\ y \leq 8 \end{cases} \quad (2)$$

$$x, y \geq 0 \quad (3)$$

$$x, y - \text{whole numbers} \quad (4)$$

We reduce the problem to the canonical form by introducing additional non-negative variables u_1, u_2, u_3 . We obtain a system of constraints:

$$\begin{cases} 3x + 5y + u_1 = 60, \\ 3x + 4y + u_2 = 34, \\ y + u_3 = 8, \end{cases} \quad (5)$$

$$Z = 2x + 3y$$

$$x, y, u_1, u_2, u_3 \geq 0$$

Step 1.

$$\begin{cases} u_1 = 60 - 3x - 5y \\ u_2 = 34 - 3x - 4y \\ u_3 = 8 - y \end{cases}$$

$$Z = 2x + 3y$$

$$y = \min \left\{ \frac{60}{5}; \frac{34}{4}; \frac{8}{1} \right\} = 8$$

Step 2.

$$\begin{cases} y = 8 - u_3, \\ u_2 = 20 - 3x - 5u_3 \\ u_1 = 2 - 3x - 3u_3 \end{cases}$$

$$Z = 24 + 3x - 3u_3$$

Step 3.

$$x = \frac{2}{3} - \frac{1}{3}u_2 + \frac{4}{3}u_3$$

$$y = 8 - u_3$$

$$u_1 = 18 + u_2 + u_3$$

$$Z = 25\frac{1}{3} - \frac{2}{3}u_2 - \frac{1}{3}u_3$$

$Z_{\max} = Z_3 = 25\frac{1}{3}$. However, the solution x does not satisfy the integer condition. By the first equation with the variable x , which received a non-integer value in the optimal solution $2/3$, we compose an additional constraint

$$\left\{\frac{2}{3}\right\} - \left\{\frac{1}{3}\right\}u_2 - \left\{-\frac{4}{3}\right\}u_3 \leq 0$$

$$\frac{2}{3} - \frac{1}{3}u_2 - \frac{2}{3}u_3 \leq 0 \quad (6)$$

Introducing an additional integer variable $u_4 \geq 0$, we obtain, equivalent to inequality (6), the equation.

$$\frac{2}{3} - \frac{1}{3}u_2 - \frac{2}{3}u_3 + u_4 = 0 \quad \text{or}$$

$$u_3 = 1 - \frac{1}{2}u_2 + \frac{3}{2}u_4$$

Step 4.

$$x = 2 - u_2 + 2u_4,$$

$$y = 7 + \frac{1}{2}u_2 - \frac{3}{2}u_4,$$

$$u_1 = 19 + \frac{1}{2}u_2 + \frac{3}{2}u_4,$$

$$u_3 = 1 - \frac{1}{2}u_2 + \frac{3}{2}u_4$$

$$Z = 25 - \frac{1}{3}u_2 - \frac{1}{2}u_4$$

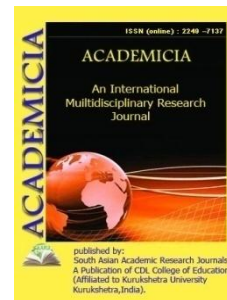
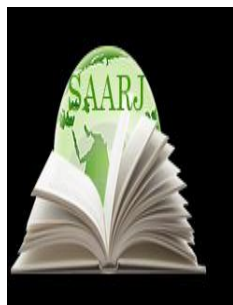
Since in the expression of the linear function there are no main variables with positive coefficients, then X^* is the optimal solution.

$$X^* = (2; 7; 19; 0; 1; 0); \quad Z_{\max} = 25$$

So, $z_{MZX} = 25$, for an optimal integer solution $X^* = (2; 7; 19; 0; 1; 0)$, i.e. the maximum productivity of 25 tons of high-quality grain per shift can be obtained by purchasing 2 machines of type A and 7 machines of type B, while the unoccupied area of the premises will be square meters, the remaining funds from the allocated ones area equal to 0, in the reserve for the purchase of 1 machine of type B.

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APPLICATION OF INTERACTIVE METHODS IN TEACHING PSYCHOLOGY

Kasimova Zebo Khamidovna*

*Associate Professor,
Candidate of Pedagogical Sciences,
Department of Psychology of Religion and,
Pedagogy of the International, Islamic Academy of UZBEKISTAN
Email id: Zebo-1972@mail.ru

ABSTRACT

The following article deals with the overview of interactive teaching methods and educational technologies. The possibilities and practical significance of using these methods in teaching psychology in the system of higher professional education are considered. The central place in the article is devoted to the analysis of Case technologies in the process of teaching Psychology.

KEYWORDS: *Interactive Methods, Teaching, Case Technologies, Psychology, Discussion.*

INTRODUCTION

State educational standards of secondary and higher professional education have radically changed the guidelines of the education system. Instead of the traditional knowledge, skills and abilities familiar to all teachers, competences were brought to the fore. *Competence* is "the ability to do something well or effectively", "the ability to perform special labor functions" [4].

The change in the educational process from a knowledge-based approach to a practice-oriented approach to the results of the educational process inevitably led to the formulation of the problem of technologies and teaching methods by which this orient practice will be achieved. Active and interactive forms and methods of teaching play a primary role in achieving these goals.

With active learning, the student is more a subject of educational activity than with passive learning, enters into a dialogue with the teacher, actively participates in the cognitive process, performing creative, search, problematic tasks [].

Active teaching methods allow you to successfully form:

- The ability to adapt in a group;
- The ability to establish personal contacts, exchange information;
- Willingness to take responsibility for the activities of the group;
- The ability to put forward and formulate ideas, projects;
- Willingness to take reasonable risks and take non-standard decisions;
- Ability to avoid repetition of mistakes and calculations;
- The ability to clearly and convincingly express your thoughts is laconic, but understandable;
- The ability to foresee the consequences of the steps taken;
- The ability to effectively manage their activities and time.

Interactive methods (from the English *interaction* - impact on each other) - teaching methods based on the interaction of students with each other. Interactive learning is:

- ✓ “Learning based on the interaction of the student with the learning environment, the learning environment that serves as an area of learning experience”;
- ✓ “Training that is based on the psychology of human relationships and interactions”;
- ✓ “Learning, understood as a joint cognition process, where knowledge is obtained in joint activity through dialogue”.

Interactive methods of teaching the subject of Psychology are most consistent with a person-centered approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The teacher often acts only as an organizer of the learning process, a group leader, a facilitator, a creator of conditions for student initiative. Interactive learning is based on the students' own experience, their direct interaction with the area of mastered professional experience.

Learning using interactive educational technologies presupposes logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application.

When teaching Psychology in an interactive form, both practical (seminar) classes and lectures can be conducted, among the latter, for example, the following can be distinguished: *Problem lecture. Lecture with planned mistakes (lecture-provocation) Lecture for two. Visual lecture. Lecture "press conference". Lecture-dialogue.*

The variety of forms and methods of interactive learning does not allow in the review article to give a detailed description of each of them. Therefore, below we will consider only the most common and frequently used interactive methods and technologies in teaching Psychology.

DISCUSSION (lat. *discussion* — survey, research, investigation).

It is a public discussion or free verbal exchange of knowledge, judgments, ideas or opinions on any controversial issue, problem. It's essential features are a combination of complementary dialogue and discussion-dispute, a clash of different points of view and positions.

In comparison with the lecture-seminar form of teaching, which is widespread in teaching, the discussion has a number of advantages:

1. Discussion provides active, deep, personal assimilation of knowledge. While lecture is a more cost-effective way to transfer knowledge, discussion can have a much longer lasting effect. An active, interested, emotional discussion leads to a meaningful assimilation of new knowledge, can make a person think, change or revise their attitudes.
2. During the discussion, students actively interact.
3. Feedback from students. Discussion provides a view of how well the group understands the issues under discussion and does not require more formal assessment methods.

The discussion method helps to solve the following tasks:

- Training participants in the analysis of real situations, as well as the formation of skills in separating the important from the secondary and formulating a problem;
- Modeling especially difficult situations when even the most talented student is not able to single-handedly cover all aspects of the problem;
- Developing the ability to critically assess and defend their beliefs.

Brainstorming is the most free form of discussion, a good way to quickly involve all group members in the work based on the free expression of their thoughts on the issue in question. It is used for collective problem solving in the development of specific projects, where a variety of ideas are supposed to be generated in a group, their selection and critical evaluation.

Case technology. “Case” is an English word and it means— “happening” or “event”. It was borrowed from Latin word. “*casus*” — the form of Latin verb “*cadere*”, that means “falling”. Happening is what falls or drops to us [7].

Casde technologies are:

- Situational analysis method;
- Situational tasks and exercises;
- Analysis of specific situations (case studies);
- Case method;
- Incident method;
- Method of parsing business correspondence;
- Game design;
- Method of situational role-playing games.

Case Analysis Method (CAM). Under the definite situation which includes a contradiction (conflict) or appears in contradiction with the environment, these situations are characterized by uncertainty, unpredictability of appearance and represent an undesirable violation or deviation in social, economic, organizational, pedagogical, production and technological processes. However, the CAM method can also include situations in which there is a positive example or experience,

the study and borrowing of which leads to an increase in the quality of production and social activities.

In the methodological context, the case method can be presented as a complex system into which various methods of cognition are integrated. It includes modeling, systems analysis, problem method, thought experiment, methods of description, classification, game methods that perform their functions in the case method [12], (Table 1).

TABLE 1 STRUCTURE OF CASE METHOD

| Method integrated into the Case method | Characterization of its function in the Case method |
|--|--|
| Modeling | Building a model of the situation |
| Systematic analysis | System presentation and analysis of the situation |
| Mental experiment | A way to gain knowledge of the situation through her mental transformation |
| Description methods | Create a description of the situation Create a description of the situation |
| Problematic method | Understanding the underlying problem situations |
| Method of classification | Creation of ordered lists of properties, parties to the situation |
| Game methods | Representing heroes' behaviors situations |
| Brainstorming | Generating ideas for a situation |
| Discussion | Exchange of views on a problem and a solution |

In the process of solving a specific situation, students use their experience and acquired knowledge; apply in the classroom those methods, means and criteria of analysis that were acquired by them in the process of previous education.

The following types of situations can be suggested for analysis:

- 1) The situation is an illustration (demonstrates patterns, mechanisms, consequences);
- 2) Situation - a problem (a description of a real problem situation, a solution to which must be found, or draw a conclusion about its absence)
- 3) Situation - assessment (description of the situation, the way out of which is found, it is necessary to critically analyze the decision);
- 4) Situation - exercise (referring to special sources of information, literature, reference books).

Conditions that must be taken into account when compiling a description of a specific situation or case [11]:

- The situation should correspond to the content of the theoretical course and the professional needs of the students;

- It is desirable that the situation reflects a real, and not a fictional professional plot, it should reflect “as is”, and not “as can be”;
- Case studies should be developed based on local material and “built in” them into the current educational process;
- The situation should be problematic, contain the necessary and sufficient amount of information;
- It is necessary that the situation shows both positive (the path to the success of a firm, organization) and negative examples (reasons for failure);
- The situation should be within the capabilities of the learners, but at the same time not very simple;
- The situation should be described in an interesting, simple, intelligible language (it is advisable to quote statements, dialogues of participants in the situation);
- The text of the situational exercise should not contain hints regarding the solution of the problem;
- A well-written case should provide examples of highly commendable decisions that could serve as a precedent for future decisions;
- It is desirable that the text of the situational exercise (case) requires decision-making, and not a simple assessment of decisions previously made by others;
- A good case instills the skills needed in later professional life, giving the student a model that he can take as a model in real life.
- The situation (case) must be accompanied by clear instructions for working with it.

Options for organizing classes using the CAM method:

First option. In the process of preparatory work before the CAM, the student must eliminate the gaps in knowledge by preliminary studying the description of the situation. The analysis of the situation is carried out frontally with the participation of the teacher.

Second option. CAM is conducted in the classroom, but students receive additional information from specially selected literature or cases prepared by the teacher. The form of work of students is group (microgroups of 4-6 people). Decision-making is carried out after the general group discussion.

Third option. Each micro-group works independently on different (but typical) real-life situations. The analysis of a specific situation is carried out by the method of brainstorming. Help and additional information on situations is given by the teacher. After completing the work, each team defends their decision in front of the entire group. The teacher makes a generalized conclusion as a whole for all considered typical situations.

Fourth option. Students work with situations that do not have uniquely specified parameters (with missing data in the description of the problem). They independently determine by the method of discussion what information, what knowledge they lack to solve a problem, and fill the gaps based on searching for information in scientific sources, studying practical experience

or conducting research. The final stage of the analysis of specific situations is carried out at the subsequent lesson.

Fifth option. Students are theoretically ready to deal with the situation. They are given for consideration situations with multiple variables, suggesting ambiguous multivariate solutions. All groups are working on the same situation.

Analysis of specific situations, as a rule, is associated with a creative approach to resolving a practical situation. The task of the teacher is to help find and make an effective decision based on the complexity of the analyzed situation and the time available to resolve it.

A *situational exercise* is another type of case technology also based on a specific situation. However, the material in it is supported by the results of special studies, forms of statistical reporting and other information. The description of the situation may contain data that, at first glance, are not directly related to the decision, but it is from them that the most important, priority ones for decision-making must be identified.

A *situational task* differs from a specific situation in several ways:

- Definite statement of the problem, both from a qualitative and quantitative point of view;
- Analysis of real data of a specific organization with a lack of initial information to simulate the probabilistic nature of activities;
- The need to perform calculations (economic, mathematical, technical, etc.);
- Presentation of the solution result in the form of quantitative indicators, graphs, formulas, graphically depicted structures;
- Many versions of possible solutions.

A special type of method for analyzing specific situations is the *Case study method*. A *case study* is a type of training session that combines several methods (independent work with scientific literature, educational information, documents; analysis of specific situations; brainstorming; discussion; project method, etc.) and forms (practical training, seminar, business or role play, etc.) training. We are talking about this type of classroom lesson in which students, having previously studied the information package of educational material (case), conduct a collective search for new ideas, and also determine the optimal ways, mechanisms and technologies for their implementation.

The use of the Case study method is especially valuable when studying those sections of academic disciplines where it is necessary to carry out a comparative analysis, and where there is no unambiguous answer to the question posed, but there are several scientific approaches, views, and points of view. The result of using the "Case study" is not only the knowledge gained, but also the formed skills of professional activity, professionally significant personality traits.

TABLE 2 ROLES OF CASE STUDY PARTICIPANTS [11]

| Phase of the work | Action of teaching | Action of students |
|-------------------|---|---|
| Pre-lesson | 1. Choose the Case. 2. Identify the main and auxiliary materials for the preparation of students. 3. Create a scenario of the lesson. | Students get Case and list of used literature. Students prepare for the lessons individually. |
| During the lesson | 1. Organizes a preliminary discussion of the case. 2. Divides a group into subgroups. 3. Leads the discussion of the case in subgroups, provides students with additional information | 1. Asks questions that deepen understanding of the case and the problem. 2. Develops options for solutions, takes into account the opinions of others. 3. Accepts or participates in decision-making. |
| Post-lesson | 1. Evaluates the work of students. 2. Evaluates the accepted solutions and questions posed. | Draws up a written report on the lesson in a given form |

Functional roles of Case study participants (in Table. 2):

Students are obligatory to:

- 1) Familiarize yourself with the case materials, study the lecture materials, and work out the primary sources of scientific and methodological literature in a timely manner;
- 2) Take an active part in the discussion of the content of the text; supplement it with new information, examples from their own experience;
- 3) Highlight the problems that come to the fore and think about them;
- 4) Discuss the situational model;
- 5) Write down your suggestions, trial (preliminary) conclusions to solve the problem situation;
- 6) Take an active part in the discussion, in speech; reasonably rely on their knowledge, their own experience, and their feelings;
- 7) Cooperate with other students and the teacher, listen to alternative points of view and reasonably put forward their own;
- 8) Think about how the acquired knowledge and skills can be used in professional activity.

Functions of teachers are:

- 1) Development of a model of a specific problem situation, which has developed in the real life of a subject, organization, society, state, etc. This model is a package of educational material - a case (text from 2-3 to 40 pages). The text should contain a contradiction (problem situation, conflict) - the subject of discussion;
- 2) Determining the place of the case in the structure of the entire training course, as well as its place in the structure of a training lesson (or several lessons);

- 3) The choice of key questions that will attract the attention of listeners to important aspects of the situational task, will contribute to the organization of thought, and will push to active joint activity;
- 4) Familiarization of listeners with the purpose, conditions and rules of working with the case (given situation);
- 5) Providing the main direction of the discussion, supporting the general context of the situational exercise, assisting in the development of ideas, encouraging reasoning, leading the discussion to certain conclusions.

A variation of the case study method is the case analysis method. The procedure for working with a case is that the trainees are offered a specific case from practice in writing or orally. In most cases, it is presented succinctly, usually in several lines, which must be read, analyzed and proposed a method of action in the described situation. This is the most acceptable interactive technology for short-term training, since it is aimed rather at the formation of new psychological qualities and skills than at the assimilation of knowledge.

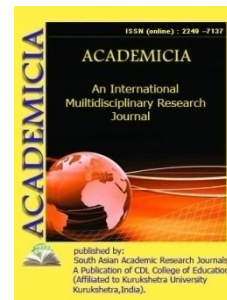
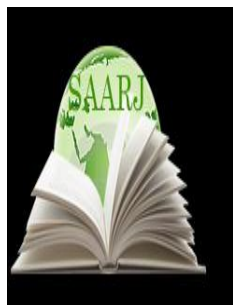
The case method as a form of training and activation of the educational process allows you to successfully form competencies and solve the following tasks:

- The student must demonstrate the ability to think logically, clearly and consistently, as well as understand the meaning of the initial data and the proposed solutions;
- To make decisions promptly;
- To practice the ability to demand additional information necessary to clarify the initial situation, that is, to correctly formulate questions "for development", "For understanding";
- Visually represent the features of decision-making in a situation of uncertainty, as well as various approaches to developing an action plan aimed at achieving the final result;
- To acquire the skills to clearly and accurately express their own point of view in oral or written form;
- Develop the ability to make a presentation, that is, convincingly present, justify and defend your point of view;
- Practice the skills of constructive critical assessment of the point of view of others;
- Develop the ability to independently make decisions based on group analysis of the situation;
- To form the ability and readiness for self-development and professional growth based on the analysis (reflection) of their own and others' mistakes, based on feedback data.

The interactive teaching methods and educational technologies considered in this article in teaching psychology are aimed, first of all, at increasing the students' own activity and their motivation for educational and professional activities. They make it possible to move from passive assimilation of knowledge by students to their active application in model or real situations of professional activity, which undoubtedly improves the quality of training of future specialists.

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SYSTEM OF WEIGHTS AND MEASUREMENTS IN INDUS-SARASVATI CIVILIZATION

Anubha Ghoshal*

*Department of History,
University of Delhi, INDIA

ABSTRACT

The Indus-Sarasvati civilization witnessed the first system of weights and measurements in the Indian subcontinent as known to us presently; in this paper the cause of regionalization of weights and measurements is analyzed. An attempt to trace the origin of the ancient system of weights and measurements is made. Also, different measurement scales are analyzed.

KEYWORDS: *Unimaginable, Subcontinent, Consciousness*

INTRODUCTION

The system of weights and measurements have been crucial in present times, a world without measurement is unthought of and unimaginable, this leads to the question of when and how did such a system come into existence in Indian consciousness. What might have been the first system of weights and measurements and how did the people first invent these specifics. Also, a question of regional variations arose and the reasons behind different regional variations became important to question. What does it tell us about the political power associated with the economic spheres and society as well as culture?

Indus-Sarasvati civilization is known to us as the very first Indian civilization dating to about 3250 BC to 1500 BC, with a mature period from 2600 to 1900 BCE. It seemed to have fallen in the Bronze Age civilization; it was located in the north western region of the Indian subcontinent, consisting of what is presently known as modern-day Pakistan and north-west India. The sites were located along the Indus River and other water bodies. Due to its highly fertile nature, agriculture had boomed. To the west lies Baluchistan which provided a feasible route for communications and trade exchanges with the near east while the Arabian sea had borne sea routes. The desert regions and the Aravali hills separated Indus-Sarasvati valley from the central part of peninsular India.

Given its ancient nature, it surprisingly had highly urban character with very specific notions of weight and measurement even though the contemporary scholars have not ascertained them and they still remain at hands of mere speculation. The settlement was home to various farming communities, pastoral tribes and hunter-gatherers. The urbanisation was quite advanced and was not thought of given the era. The civilization not only was developed in internal structure but had a highly functional eternal trading structure as well.

Origin of weights:

This paper tries to comprehend the probable notions of what might have been the system of weights during harappan times to get a glimpse of the conceptualisation of the system of weights and measurements which gradually evolved to its present form. Many scholars have speculated about the origin of the weight system and have argued they might have evolved from grains such as wheat, barley, etc. One poisonous seed known as gunja is assumed by man to have represented standardisation is the black and red seed called gunja weighing 0.109 grams and 0.113 grams. But the actual weight of these seeds and grains varies and it is difficult to ascertain for sure which unit might have been used to institute the harappan standardisation. Whatever the base might have been, it later evolved to be more specific and standardised. Weights were used with matching scale pans made of copper, bronze or terracotta.

Difference in weights and various models:

It is known that the indus system of weights and measurement were standardised and uniform in structure. They are in forms of cubes of varying sizes while the controversy around it stipulates that they might have slight variation when specifics around the mean value is observed according to the research work of M.N. Vahia and Nisha Yadav. It is in fact thought possible that more than one system of weight can be present. A.S. Hemmy in his work showed a clear series of binary relationships. Series with denominations such as 1, 2, 4, 8, 16, 32, 64. The use of a decimal base has also been found from his work. The mass of these weights were summed up around 0.86 grams.

It can be said that the merchants who used these weights for their trading purposes used both decimal and binary systems. The weights found at Period II of Chanhudaro are similar to those found from harappa, cubes or rectangular solids fashioned in dickite, chert, chalcedon and diorite, the weights had variations in color and grain with smoothly polished surfaces. The pieces might have been processed by chiseling the surface to attain uniformity. Another factor of significance would be maintenance of a uniform mass.

Comparison between the calculated unit varies from excavations of Harappa, Mohenjo daro and Chanhudaro revealed an uncanny degree of precision. This leads one to wonder about the apparatus being used to form these weights and also the political and economic circumstances prevalent at the time influencing such a uniformity. It also means that the number system might have been based on 10 and multiples of it for comparison.

The concentration of the weights near the gateways and craft centers aid in ascertaining that weights were in fact used for economic exchange as suggested by Kenoyer's work. He also emphasises how there was unavailability of these weights from the ravi phase but this could be because of the lack of excavation done in that area. He does examine two kinds of weights, smaller to be about 16.6 grams and larger to be around 28.4 grams.

| | |
|-------------------------------|---------------------|
| First seven indus weights | 2,4,,8,16,32,64 |
| Most common weight | 16th unit=3.7 grams |
| Ratio of next largest weights | 160,200,320,640 |
| Largest weight found | 10,865 grams |

TABLE 1: SPECIFICS OF THE INDUS WEIGHT SYSTEM

Hemmy's system of weights can be categorised into AAA, AA, A' and F' with slight variations.

| | |
|-----------|-----------|
| AAA | 0.3 grams |
| AA | 0.6 grams |
| A' and F' | anomalies |

TABLE 2: HEMMY'S SYSTEM OF CATEGORIZATION

There is another model suggested known as statistical model eight system

| | |
|-----------------|---------------------------|
| 1 unit weight | 13.6-13.7 grams |
| Larger weights | 1,2,4,10,20,30,40 and 100 |
| Smaller weights | 1/ 2, 1/ 4, 1/ 8, 1/ 16 |

TABLE 3: STATISTICAL MODEL EIGHT SYSTEM

This ascertains that the whole of Indus-saraswati civilisation had one single system. There is a new form found in Period 3 that of truncated sphere form but it may be of ritual or other cultural importance. The chert weights were most widely distributed. Though there is no certainty in the claim that the regional differences existed it can be said that regional variation in terms of numbers can be witnessed. Small sites had one or few weights such as in Allah dino only one was found and larger sites had large weights but their numbers could differ too such as in mohenjo daro there were only 2 weights but both were very large weights.

Miller's paper aided us in the knowledge of the weights as a measure introduced to know what is what, to measure the available resources and ensure a fair barter. Weights according to his arguments were introduced to compare degrees of wealth and resources. According to him, assuming correctly just mere possession of wealth wouldn't account to nothing until the amount of wealth possessed and the quality of wealth possessed is denoted with some value bearing the possessor power, making him rich or poor. It may be noted that this was not an isolated development and was evident in other parts of the world as well.

This explains the power play and the evidence for the standardization and uniformity of Indus weight may have been the pan indus system, the other weights may have been used for measuring secondary or foreign resources. Studies have been made by various scholars of 500 complete weights found from mohenjo daro, chanhudaro and harappa with pan indus weights and other secondary weight systems which vary from site to site. There are also exceptions from lothal which indicate an alternative or complementary system as well.

Most common materials besides chert are limestone, chalcedony/agate/carnelian but these materials vary from site to site. As noted by Kenoyer the primary use might have been for taxation, for one there weren't many weights found that it could be distributed among traders or merchants, secondary usage, the location near gateways suggest a tax was to be paid, third, there were unusually big weights which can only be presumed for loads of tax rather than small items of exchange.

Different measurements:

Exploring the measurements and units of measurements, Angula is known as the average width of a human finger, because 'angula' literally means finger. The thickness is taken as 1.763cm. In 1930-31, Ernest Mackay discovered a piece of shell bearing 8 divisions of 6.7056mm (0.264 inches) each, with a dot and circle from Mohenjodaro. The gap of the 5 divisions was about 33.528mm. This measure is called the Indus Inch.

Then there is the Lothal Ivory Scale, with length as 4.6cm, 46mm, with 26 markings on this scale, dividing the scale into 25 intervals. Other scholars like Rao as well as Mainkar have correctly taken the number of divisions as 27.

Another unit of measurement was the Kalibangan Terra-cotta Scale. There are a total of 14 markings on this scale dividing the scale into 13 intervals. The different divisions on this scale indicate that this scale was meant for precise measurements up to an accuracy of 0.01 Angula. This was the most sophisticated scale out of all the ancient scales so far found according to M.R. Goyal.

The Harappa Bronze Scale was a broken piece of bronze rod of a little more than 3.2mm diameter, and only about 3.8cm in length. It has only four complete divisions which are marked off by V-shaped indentations. It shows that the basic unit used for this 'Nakshatra Chakra' was the same, i.e. 1.6764cm 'Angula'.

CONCLUSION:

Major Weights found belonged to the pan indus theory but there were variations accounted for the secondary weights, what I can observe in this paper is that there might have been one political power at the head and then there might have been several cultural units which showed their uniqueness through these secondary weights with regional variations. If there was a central power that would explain the wide standardisation all over the Indus-Sarasvati civilization but the regional variations could be because of the chiefdoms or other provincial powers under the central power umbrella.

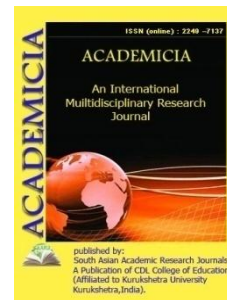
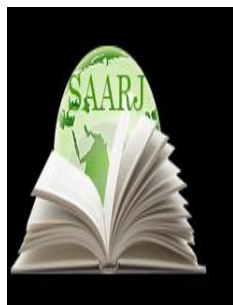
The regional or provincial powers even though might have followed the central guidelines for the standardisation yet they bestowed the uniqueness particular to that region in shaping or constituting materials used for the weights and measurement system. Even the number of weights might have varied because of the different needs of different regions. The secondary weights were varied as they might have been inducted in carrying internal trade of the region and the primary standardised ones might have been used in carrying inter- region trade.

As known to contemporary power structure, the central and provincial, it could be possible such distribution of weights and measurements could have been present even then. The cultural and geographical requirements might have been the driving force behind the difference in regional weights and measurements as well as a prerequisite for the uniformity and standardisation in other weights and measurements. The origins of the weight and measurements might have arose out of a need to maintain a balance in exchange of resources, first, out of natural seeds and then the weights as found through excavations at various sites. Similarly the measurement scales might have been borne out of the need for uniformity in construction as they were the very first structures to be built, any difference might have caused harm to the structures. Fear of an unbalanced structure might and hence, the crumbling of the structure might have been an added

factor in the wide scale maintenance of uniformity. With further research, and excavations, more possibilities and insights could be provided to the first ever system of weights and measurements of ancient India.

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THE IDEA OF CONCILIARITY AND “POPULAR THOUGHT” IN THE NOVEL-EPIC OF L.N. TOLSTOY “WAR AND PEACE”

Rashidov Aziz Kamolovich*

*Teacher,

Department of Russian Language and Literature,
Kokand State Pedagogical Institute named after Mukimi, Kokand,
UZBEKISTAN

ABSTRACT

The article refers to the intrinsically cathedral elements of Russian spiritual culture. About how the idea of sobriety is expressed in Russian folklore and literature. According to the author, the analysed idea is organic to the national character and consciousness of the Russian people, as can be evidenced by the fact that the prerequisites for the formation of the concept of sobriety in Russian religious philosophy were already in the pre-Christian, pagan culture of the ancient Slavs. Despite the huge literature devoted to the analysis of this one of the vertex works for Russian literature, its Orthodox subtext is not only not described, but, one might say, not even indicated. On the material of ancient Russian literature and vertex works of Russian classical literature, the trance of the historical character of the cathedral is demonstrated...

KEYWORDS: "Popular Thought", "War And Peace", Cathedral, L.N. Tolstoy, National Philosophy, The Idea Of The Cathedral, The Idea Of Universality.

INTRODUCTION

"The subject of history is the life of peoples and humanity," L.N. Tolstoy begins the second part of the epilogue of the epic novel War and Peace. He goes on to ask: "What power is driving the nations?" Discussing these "theories," Tolstoy concludes that: "The life of peoples does not fit into the lives of several people, for the connection between these several people and peoples has not been found..." In other words, Tolstoy says that the role of the people in history is undeniable, and the eternal truth about the history of the people is proved by him in his novel. Tolstoy's "Folk Thought" in the novel "War and Peace" is really one of the main themes of the epic novel. Every nation, every nation has its own idea. In the folk, national idea, the spiritual and historical self of the people, its deep spiritual and spiritual archetypes, its infinite goals and tasks, on which it

stands and, having lost them, is cast down into historical nothingness. Each national philosophy, if it did not expose itself to opulence, spiritually and intuitively grasps, categorically formalizes and logically expresses and articulates. The idea of his people, as the basis and source of his own spiritual intuition, categorization and articulation of the universe of the existence of the world, history, personality. The whole tradition of Russian philosophy, in fact, is the reprimanding of the Russian idea, the understanding of the Russian spiritual origin and soil as its beginning of the path to universal being, to the all-human, all-human - to God.

MATERIALS AND METHODS

You can identify in the Russian idea a number of semantic centres that form its architectonic backbone. These semantic centres include:

1. The idea of the sobriety of being in its cosmic, historical and personal appearance. In turn, sobriety is understood multilevel:
 - a) The level of silent-hidden organic unity, as a non-fusion unity, in which each organ is connected to the other and to the whole, expresses a whole in itself. Organic sobriety (sometimes called instinctively swarm) is, as it were, the pre-soil, the maternal fold of all other visible phenomena of space, history, personality. Inorganic unity there is an inseparable difference, wholeness, self, inner life, but there is no light of reason, the voice of spirit, freedom of will.
 - b) External, forced-necessary unification. This is a council, a connection that, as it were, is introduced from outside into the upcoming medium of unity (law, norm, order) chaotic, unformed material. A logical system (discourse), built as a logical calculus, a bureaucratic hierarchy, technical systems are all examples of this unity. It does not arise by itself from its praform and depth in the creative act of self-expression, that is, it is not constituted, but is designed by an external creative act and coercion.
 - c) The free sight of the sobriety of conscious spiritual, bodily-personal, social unity on the basis of internal self-determination, construction itself, self-expression by different "I" -species of their single spiritual, historical, natural origin, primitive soil, in which (as in the sun rays) ontologically gather unique and individual faces and fates of each person, each people, nation, culture, civilization. For a Russian person, the Russian spirit of the Orthodox patristic tradition, this ontological source is God and his earthly very given in the images of Truth, Good, Love, Beauty, Freedom - all imperishable, eternal, pure, sacred. For the Russian soul, if there is no eternal, pure, absolute in it, then everything (F. Dostoevsky) is allowed. God's dead? So - the owner himself, what I want, then the thief, the truth becomes crooked, crooked - true, scum - respected person, rapist - strong personality, shamelessness - virtue, dishonour - feat. This freely sighted, spiritual cathedral in eternal and absolute, in conscience and honour, true and beautiful, (given as cathedral in the mountain) (cathedral in the mountain) - as noted by almost all Russian philosophers and theologians of the Russian tradition of the Greek-Byzantine, apostolic, Orthodox Church. In the Russian soul, God as Truth, Love and Freedom (S.L. Frank) found his altar, in the Russian people an inexpensive coupon, in the Russian state to firmly power. Opoganim the altar, in tension and envy, we will forget about the coupon, let the crow stand firm - we will die like Russian people, turn into cosmopolitan dust in the wind and go into the gloom of nothingness.
- a. Personal conciliation. Personal sobriety is the collection, unification of all personal mental and spiritual forces and abilities into a single "point of the heart" (hesychasm) to create

the synergistic effect of concentrating spiritual energy in order to enlighten your deep root base, reach the source and pillar that holds you and unites your "I" with another "I," your soul with another soul, with God (G. Palam). Here, descending the spiritual, mental, physically bodily power of the cathedral into the depths, to the first and last foundation of our personality, we go beyond the boundaries of our single subjectivity, go out to the souls of others "I," to the soul of the people, humanity, the world, go back to the Absolute beginning - God. The transcendental turn out to be identical to the transcendent. The descent turns out to be an ascent.

1. The idea of Russia as an altar and temple of divine Truth. Christ's messages as Conscience burning bush, - the voice of which wouldn't like to hear, but you will be able to hear which severe face wouldn't like to see, but you will be able to see which Light would like to drive into a soul underground, on the contrary - you can't and if a smog, Russia any more not Russia, Russian not Russian.
2. The idea of Russia as a sovereign firm and bastion that does not allow crooked, thieves and crooks to put out the fire of Christ's Truth, make, shake, laugh at the Conscience, put a golden calf on the altar, and around the face crooked, stealing, pride, soulless and shamelessness selfish calculation. This is the idea of resisting evil and dishonour by force (I. Ilyin), that is, the idea of an empire that does not allow peoples to succumb to the demons of evil and envy, the demons of pride and exploitation of other peoples, the empire as a family, the council of peoples in history and spirit. [1]

The idea of sobriety and the idea of universality. The Russian idea belongs to the fundamental searches of the Russian nation in history. From the book to the book, historians of Russian philosophy transfer the information that for the first time the expression "Russian idea" is discovered by F. M. Dostoevsky, and date his birth to 1861. [4, 5] Meanwhile, we are talking about the term, about the phrase, because the phenomenon itself did not appear at all in the 19th century, but many centuries ago. Just as Herder and Hegel have only successfully identified from ancient times the existing spiritual power of nations, which gives rise in all spheres of life and culture. [6, 7]

The Russian idea has always been and will be as long as there are Russian people, unique in their spiritual acts. Nobody ever invented the Russian idea, it showed itself in the aspirations of the people for high goals, in the identity of the soul of a Russian person, which foreigners perceived as mysterious, unpredictable, it was bottomless mysterious with all the simplicity of external manifestations; we comprehend this bottomlessness in communication, inactions, in fairy tales, in Russian literature, songs, music. [8, 9 Vyacheslav Ivanov poetically and expressively said: "The national idea is the self-determination of the collective people's soul... Pre-emptive historical realization and therefore driving energy. "[2] Such self-determination of the people's soul was expressed in Russia initially as the idea of collecting lands, the idea of unification. This idea manifested itself in the face of the nomadic invasion, and the culmination of this impulse was the Battle of Kulikovo, which created from the disparate principalities a great people who received spiritual power from Saint Sergius of Radonezha. [11]

Dostoevsky noticed in Pushkin the most Russian national ability - worldwide responsiveness. Walter Schubert, at the time of the growing Nazi threat, realized a special mission for the European salvation of the Russian idea. "A feature of the Russians", he believed, that "is almost any phenomenon of cultural and often even political life acquires a religious colour". [3] Shubert called the "salvation of mankind by Russians", spiritual salvation from individualism,

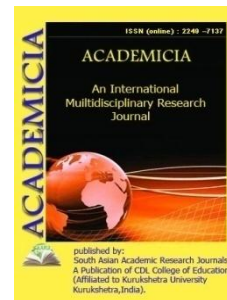
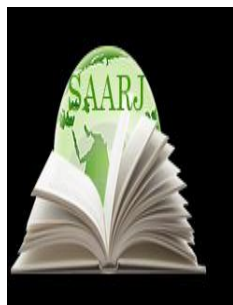
consumerism, substance, and "the question: what is the purpose of the Russians on Earth? - immediately turns into another question: what is the purpose of man on Earth?... We can say without exaggeration that the Russians have the deepest in essence and a comprehensive national idea - the idea of saving humanity. "[3]

CONCLUSION

The Christian doctrine of the salvation of man and humanity, with theology, is part of the essence of the Russian idea. It is not difficult to see that Schubert was an attentive reader of Dostoevsky's collected works and tried to convey to Western readers the meaning of the thoughts of the Russian writer. F. M. Dostoevsky saw the strength of the Russian spirit in her desire, "for the ultimate purposes of his own, for universality and all humanity". [3] Becoming Russian meant for Dostoevsky to be the brother of all people.

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PRODUCTION OF NITROGEN-PHOSPHORUS-POTASSIUM FERTILIZERS BASED ON WASHED HOT CONCENTRATE, AMMONIUM NITRATE AND POTASSIUM CHLORIDE

Roziqova D. A* Sobirov M. M; Nazirova R. M***; Hamdamova Sh. Sh******

*Doctoral Student,
Namangan Institute of Engineering and Technology,
Namangan, UZBEKISTAN

**PhD in Technical sciences,
Namangan Engineering- Construction Institute,
Namangan, UZBEKISTAN

***PhD in Technical sciences,
Fergana Polytechnic Institute,
Fergana, UZBEKISTAN

****Doctor of Technical Sciences,
Fergana Polytechnic Institute,
Fergana, UZBEKISTAN

ABSTRACT

Mineral fertilizers are known to be one of the most effective means of increasing crop yields. The solution of these problems is achieved by increasing the efficiency of fertilizers and applying the most optimal methods of their application and improving their physical and chemical properties. The article considers the process of obtaining a new type of fertilizer based on porridge of chlorophosphoric acid, urea (or 70-72% urea solution) and potassium chloride of a washed thermocouple of Central Kyzylkums concentrated in hydrochloric acid. The process of producing complex fertilizers was carried out in the laboratory in a laboratory plant consisting of a special tubular glass reactor. For this, Central Kyzylkum was washed and burned P_2O_5 – 25,71 %; CaO – 55,68 %; CO_2 – 2,83 %; MgO – 1,19 %; R_2O_3 – 3,79 %; SO_3 – 5,01 % phosphocentrates were treated with incomplete 31.4% hydrochloric acid standards. The results showed that total nitrogen and potassium are 10.44%, phosphorus is 20.09%, and total calcium is 27.60% with an acid ratio of 45% and a nutrient ratio of $N:P_2O_5:K_2O=1:2:1$. reaches. At the

same time, 51.02% of total phosphorus and 29.71% of total calcium are in the form absorbed by plants. The amide and nitrate forms of nitrogen are 10.04 and 0.39%, respectively. Total nutrients 49.17%.

KEYWORDS: *A Form Of Assimilation Of Plants, Acidity, Crop, Filtrate, Nutrients, Phosphoconcentrate, Thermal Concentrate, Urea.*

I. INTRODUCTION

Extensive theoretical and practical work on the organization of a number of scientific studies on the development of technologies for the production of fertilizers containing nitrogen, phosphorus, potassium and other nutrients based on local raw materials after our country gained independence and the development of cost-effective methods for their use in agriculture. results were obtained. When producing mineral fertilizers, special attention should be paid to fertilizers that increase the productivity of plants (ammophos, nitrophos, superphosphate, ammonium nitrate, urea, etc.). [1, 2, 3]

However, the content of these fertilizers is unsatisfactory for obtaining high plant yields, and insufficient attention is paid to the disposal and processing of production waste. An environmentally and materially efficient method of production is waste-free production. We all know a number of advantages of waste management in the production of fertilizers. [4, 5] The effective use of calcium, which goes into waste or gypsum content during phosphorite treatment (especially reducing or stopping the amount of phosphogypsum waste), is one of the pressing problems of today.

Therefore, we set ourselves the goal of creating a scientific basis for the production of nitrogen-phosphorus, nitrogen-phosphorus-potassium fertilizers based on waste-free technology. [6, 7] To this end, the processes of producing a new type of fertilizer based on a porridge of chloro-phosphoric acid, urea (or 70-72% urea solution) and potassium chloride washed and burned thermo-concentrate of Central Kyzylkums decomposed in hydrochloric acid have been studied.

II. MATERIALS AND METHODS

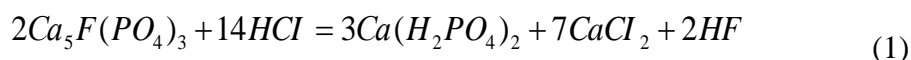
Experiments were carried out in a laboratory plant consisting of a tubular glass reactor equipped with a screw mixer with an electric motor to obtain complex fertilizers containing nitrogen, phosphorus and potassium nutrients. Washed phosphocentrates of Central Kyzylkums (WPC) for experimental works (composition: P_2O_5 – 25,71 %; CaO – 55,68 %; CO_2 – 2,83 %; MgO – 1,19 %; R_2O_3 – 3,79 %; SO_3 – 5,01 %) was treated for 1-2 hours with partial consumption of 31.4% - hydrochloric acid. [8] The calculation of the amount of hydrochloric acid was based on the formation of salts of monocalcium phosphate and calcium chloride as a result of the decomposition of phosphate, free calcium oxide and calcite minerals in phosphorite samples. Acid standards were obtained at 45, 55, 65 and 75% relative to stoichiometry. Temperature 55-75 °C depending on the acid norm. [9] The resulting chlorinated phosphoric acid suspension is neutralized with ammonia gas until the hydrogen index becomes $pH = 5.0-5.5$ to prevent loss of phosphorus oxide during filtration of calcium chloride. The neutralized chloro-phosphoric acid was filtered by adding water in a ratio of 1:1 to separate calcium chloride. The filtrate formed during the first filtration process is used as a feedstock for producing chlorate-based defoliants.

The resulting calcium chloride-containing phospho-concentrate was repulped and filtered in a ratio of 1:1 to water for cleaner washing (this is the second filtration).[10]The filtrate formed during the second filtration process is used to first filter the newly formed calcium chloride chloro-phosphoric acid suspension.

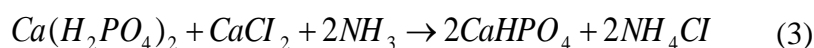
In the laboratory, the phospho-concentrate obtained after the second filtration to obtain NPK fertilizers was dried with urea (or 70-72% carbamide solution) and potassium chloride produced by the Dehkanabad Potash Fertilizer Plant. The obtained NPK fertilizers of all types P_2O_5 (general, resorbable and water-soluble) were determined by the photometric method in a photocolimeter KFK-3 with wavelength $\lambda=440$ in a yellow phosphorvanadium-molybdenum complex.[11] The nitrogen content was determined by distillation of ammonia using the Keldal method and the chloramine method. All forms of calcium were determined by complexometric methods by Trilon-B titration in the presence of fluorine or chromium-orange. Chlorine was determined by the More method. The amount of potassium in the fertilizer was determined by the method. The process of filtration of the chlorophosphoric acid suspension by dilution with water was carried out in a vacuum pump of grade KСЖ-252. The results are shown in Table 1.

III. RESULTS AND DISCUSSION

When the washed phosphocentrates are treated with hydrochloric acid, the following reactions result in the formation of partial mono-calcium phosphates and dicalcium phosphates:



As a result of neutralization with ammonia, the following reaction occurs between $Ca(H_2PO_4)_2$, $CaCl_2$ and NH_3 :



As a result of the third reaction, the amount of phosphorus lost during filtration is drastically reduced. The results are shown in Table 1.

TABLE 1. CHEMICAL COMPOSITION OF COMPLEX NITROGEN-PHOSPHORUS-POTASSIUM FERTILIZERS, %.

| N:P ₂ O ₅ : K ₂ O | N | | | P ₂ O ₅ | | | CaO | | | K ₂ O | H ₂ O |
|---|-----------|------|-----------|-------------------------------|------|-----------|-----------|------|-----------|------------------|------------------|
| | ум. | амм. | нит р. | ум. | ўзл. | сув л. | ум. | ўзл. | сув л. | | |
| when the stoichiometric acid rate is 45% | | | | | | | | | | | |
| 1:2:1 | 10,4 1 | 5,81 | 4,59 | 18,38 | 9,37 | - | 25,0 9 | 7,48 | 0,09 | 10,4 1 | 0,78 |
| 1:1:2 | 11,2 0 | 5,94 | 5,25 | 10,5 | 5,51 | - | 13,8 4 | 4,40 | 0,05 | 22,4 0 | 0,52 |
| 1:1:1 | 13,7 7 | 7,31 | 6,45 | 13,71 | 7,13 | - | 17,0 1 | 5,36 | 0,07 | 13,7 7 | 0,63 |
| 1:0,7:0,5 | 17,6 | 9,22 | 8,42 | 11,8 | 6,25 | - | 15,2 | 4,99 | 0,06 | 8,82 | 0,65 |

| | | | | | | | | | | | |
|---|-----------|-----------|------|-------|-----------|------|-----------|-----------|------|-----------|------|
| | 4 | | | | | | 6 | | | | |
| 2:1:1 | 19,4 4 | 10,0 3 | 9,41 | 9,41 | 5,08 | - | 11,9 7 | 4,05 | 0,04 | 9,72 | 0,59 |
| when the stoichiometric acid rate is 55% | | | | | | | | | | | |
| 1:2:1 | 9,74 | 5,16 | 4,57 | 19,49 | 11,8 9 | - | 23,3 1 | 9,52 | 0,14 | 9,75 | 0,79 |
| 1:1:2 | 10,9 8 | 5,65 | 5,32 | 10,98 | 6,86 | - | 13,1 4 | 5,49 | 0,08 | 21,9 7 | 0,53 |
| 1:1:1 | 13,4 5 | 6,92 | 6,51 | 13,45 | 8,34 | - | 16,0 9 | 6,67 | 0,10 | 13,4 5 | 0,65 |
| 1:0,7:0,5 | 17,3 8 | 8,87 | 8,5 | 12,16 | 7,66 | - | 14,5 5 | 6,13 | 0,09 | 8,69 | 0,66 |
| 2:1:1 | 19,2 8 | 9,78 | 9,49 | 9,63 | 6,16 | - | 11,5 3 | 4,93 | 0,06 | 9,63 | 0,60 |
| when the stoichiometric norm of acid is 65% | | | | | | | | | | | |
| 1:2:1 | 10,1 6 | 5,54 | 4,6 | 20,33 | 14,4 3 | 2,03 | 20,6 4 | 12,3 7 | 0,98 | 10,1 6 | 1,16 |
| 1:1:2 | 11,2 5 | 5,88 | 5,36 | 11,25 | 8,15 | 1,18 | 11,4 2 | 6,99 | 0,56 | 22,5 0 | 0,72 |
| 1:1:1 | 13,8 4 | 7,24 | 6,6 | 13,84 | 9,96 | 1,38 | 14,0 6 | 7,43 | 0,66 | 13,8 4 | 0,89 |
| 1:0,7:0,5 | 17,8 4 | 9,21 | 8,63 | 12,48 | 9,11 | 1,25 | 12,6 8 | 6,81 | 0,60 | 8,92 | 0,88 |
| 2:1:1 | 19,6 8 | 10,0 6 | 9,61 | 9,83 | 14,5 6 | 0,98 | 9,99 | 6,05 | 0,47 | 9,83 | 0,77 |
| when the stoichiometric norm of acid is 75% | | | | | | | | | | | |
| 1:2:1 | 10,5 1 | 5,86 | 4,64 | 21,02 | 17,0 3 | 2,73 | 16,7 7 | 14,6 0 | 1,17 | 10,5 1 | 1,50 |
| 1:1:2 | 11,4 5 | 6,05 | 5,39 | 11,45 | 9,44 | 1,54 | 9,14 | 8,11 | 0,66 | 22,9 1 | 0,90 |
| 1:1:1 | 14,1 6 | 7,48 | 6,66 | 14,16 | 11,6 1 | 1,84 | 11,2 9 | 8,49 | 0,78 | 14,1 6 | 1,11 |
| 1:0,7:0,5 | 18,2 1 | 9,47 | 8,73 | 12,74 | 10,5 7 | 1,65 | 10,1 7 | 7,74 | 0,70 | 9,10 | 1,08 |
| 2:1:1 | 20,0 0 | 10,2 8 | 9,71 | 10,00 | 8,40 | 1,30 | 7,97 | 7,18 | 0,55 | 10,0 0 | 0,93 |

The results showed that total nitrogen and potassium are 10.44%, phosphorus is 20.09%, and total calcium is 27.60% with an acid ratio of 45% and a nutrient ratio of N:P₂O₅:K₂O=1:2:1 reaches. At the same time, 51.02% of total phosphorus and 29.71% of total calcium are in the form absorbed by plants. The amide and nitrate forms of nitrogen are 10.04 and 0.39%, respectively. Total nutrients 49.17%. Also, with an increase in the amount of urea in the fertilizer with an acid content of 45% (1:2:1. 1:1:2. 1:1:1. 1: 0.7: 0.5 and 2:1:1 sequentially), the content of total and amide nitrogen in the fertilizers increases from 10.44 to 22.23% and from 10.04 to

22.01%, respectively. This law is repeated in other stoichiometric standards of acid.[12]With a nutrient ratio of 1:2:1, the stoichiometric acid norm increases from 55 to 75%, and the form of phosphorus and calcium absorbed by plants increases from 1.24 to 1.79 mP and from 1.25 to 1.88 m, respectively. Similarly, the amount of potassium increases from 10.48 to 11.32%.

This is also observed in other nutrient ratios in the resulting samples. Experiments have shown that when porridge with chlorophosphoric acid is obtained at high stoichiometric standards of hydrochloric acid, it contains a large amount of calcium chloride, and calcium is released into the filtrate as a solution of calcium chloride during filtration. This increases the total phosphorus content of the phosphocentrates. It also justifies a decrease in total calcium intake. The fertilizer contains nitrogen and potassium in a form fully absorbed by the plant.

IV. CONCLUSION

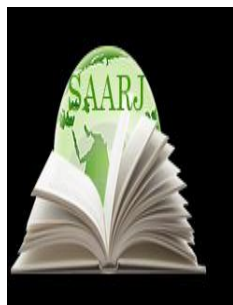
Possibility of obtaining complex nitrogen-phosphorus-potassium fertilizers by washing burned phosphocentrates with hydrochloric acid, first and second washing and treatment with urea (or 70-72% urea solution) and potassium fertilizers is experimentally determined.

The filtrate formed during the first washing of the chlorophosphoric acid suspension with water is used as a flavouring agent for producing chlorate-based defoliants.

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THE ESSENCE OF REFORMING OF THE SOCIO-CULTURAL SPHERE OF UZBEKISTAN

Khujaniazov U.Ye*

*Nukus State Pedagogical Institute,
named after Ajiniyaz, UZBEKISTAN

ABSTRACT

The article expounds the essence and importance of reforms in the sphere of social culture for the years of Independence in the Republic of Uzbekistan. In the materials of the chronological compilation the leadership of the President of the Republic of Uzbekistan by these reforms has been substantiated. The author of the work on the basis of concrete examples tries to show the positive results of reforms in the sphere of social culture not only within the country, but also on an international scale.

KEYWORDS: *Culture, Social Culture, Spirituality, Cultural History, Chronological Compilation, Highly-Developed Generation, Human Capital, Welfare.*

INTRODUCTION

The choice of each society of the unique way to execute sacred duties before the nation and Motherland, world community and history, determination of the necessary current and future directions of activity to fulfill in the political, economic and cultural sectors, self-solution of internal and external state problems, the maintenance of interrelations with other countries in terms of equal partnership and interest are the factors that ensure the existence of this country as a state that capable to introduce its face to the world.

Uzbekistan also gained its Independence, tried to conduct domestic and foreign policies in the political, economic and cultural spheres in accordance with the peculiar people's mentality and got that the word "Uzbekistan" was associated with such concepts as kindness, love of mankind, justice, equality, democracy, enlightenment, peace, tranquility and others.

All that we achieved owing to the efforts and actions of the initiator and creator of our Independence honorable President I.A.Karimov. Today it is no secret that all the reforms and achievements in our life are connected with the name of the Head of our country. Particularly,

aspirations of our Head of State about national cadres in the first years of our Independence and before it set the base in laying the foundation of our society.

Main part

It is recorded that each new society first of all relies on the support, love and devotion of the population. It means, this process is directly solved by the issues, related to educative and agitation and propaganda works. Change of states, societies promotes the change of cultures, recover of spiritual support. In this sense, one should not forget that holding up big reforms in cultural and educational spheres for the Independent Republic of Uzbekistan was an important historical spine.

“The history of Uzbekistan consists of a bead of range of cultures”, [1, p 5] writes Abdukhalil Mavulov. By the way, cultural history and history of mankind develop consonantly with each other. But, culture is a loose concept and we understand by it the totality of material and spiritual values, and the ways to create them, use and transmission of created by mankind in the process of socio-historical practice. [2, p 222]. Another source says that “culture is a community, creative force and abilities of a man, stable level of whom determines historical development. They ... are reflected on material and spiritual wealth, created by people” [3, p. 372] and it is indicated that education, upbringing, knowledge, morality, law, philosophy, ethics, aesthetics, science, art, literature, mythology, religion are related to spiritual and cultural spheres. [3, p. 373]

From the first days of Independence it became clear that renewing society needs a new generation – nation that spares no effort to strengthen this society, that values the Independence and understands that it is a great gift. Yet the society had people who were for the old way of life, who said one thing but meant another, and even who was into the open against the chosen path by Uzbekistan. That’s why, our President pins big hopes on achievements of the social sphere – education, upbringing, art, mass media, cinema, literature, science. That is why, just these spheres were always the focus of activity of our Head of State.

It is absolutely evident that yet many years ahead the Independence in the mind of our President there was formed dream about the fully developed generation, conscious stratum of the population, capable to create a new life, that understands the essence of Independence, to bring up citizens that faithful to grandiose tasks and duties of world significance and assigned tasks, to train devoted people, ready to fight for his ideas. Appearances and speeches, published in the chronological compilation, dedicated to the reforming of educational system can be served as a proof of that. That is, our Head of State even before the inauguration as President drew public attention to the issue of fundamental reforms in educational system, namely in the speeches, published in the newspapers “Kashkadaryinskaya Pravda” (Kashkadarya truth”) (May 24, 1988), “Uchitelskaya gazeta” (“Teachers’ newspaper”) (December 28, 1989) and in the speeches “Extensive use of science opportunities” (December 2, 1989), “About expansion of scientific personnel training for the republic (February 28, 1990).

In this chronological compilation there are given 38 speeches and reports for the period of up to August 28, 1998, made due to different occasions and events. [3, p.50-84]. 19 out of these speeches are dedicated to education and upbringing, 12 to science development issues, the others directly refer to the issues of culture and spirituality. It is no accident that in the next work of the Head of State entitled “Uzbekistan is on the threshold of gaining Independence” the issues of culture and spirituality take leading place among other issues. As, such kinds of culture as

education, upbringing, art, literature, mass media, science take leading positions in educating people.

Mr President in his dictum “The country with a great future, at first place, must care about culture, education and spirituality of future citizens” [4, p. 109], looking far into the future, puts at the forefront the perennial question of designating the directions of perfection of the society.

And it expresses the main object of the National Program for Personnel Training. These ideas, expressed long before the Independence, firmly occupied the thoughts of the Head of State and were the leading ideas in determining the way of development of the country.

As a result, even before the National Program for Personnel Training was put on the agenda, there had been opened more than 300 new-type educational institutions, the activity of lyceums and gymnasiums had been much improved. [4, p. 109].

As a result of implementing the National Program for School Education Development, that is the logical continuation of the adopted National Program for Personnel Training, only in 2004 about 1 600 academic lyceums and professional colleges, almost 10 000 secondary schools were built, about 200 children’s music and art school were built and reconstructed, more than 1200 children’s sports facilities were constructed [5, p. 17], which were the reflections of great historical changes. Such changes have taken place also on Karakalpak land and their practical evidence can be seen in the constructions of secondary schools, colleges and academic lyceums, housings of specialized schools, sports complexes and their material and technical equipping. All this is reflected in a number of our articles. Solicitude of the government and President, as the main reformer of such historical renovations, pave the way for great creative works.

Such fundamental reforms in the sphere of education were acknowledged not only in our Republic and in commonwealth republics, but also in the international arena. In 1998 in Australia at the International Conference titled “Problems of education in the 21st century in Asian-Pacific region”, dedicated to education development of coming century it was revealed that the Special State Program, addressed to education development, exists only in 2 countries – the USA and Uzbekistan. At the conference there was a presentation of “National Program for Personnel Training”. [4, p. 146]

Some articles, published in the chronological compilation had been written long before (June 23, 1989) our President started his work as the Head of the state and show how seriously he was dealt with personnel training and they state the fact that “National Program for Personnel Training appeared not by chance – it is the continuation of enlightening regularity, which our people are deeply imbued with”. [4, p. 50]

Observations of the articles and speeches in the chronological compilation once more prove that our President raises the questions of fundamental renovation of not only of the educational system, but also the personnel training in the system of science, higher education, that is, they show by precise examples that “...if the economic growth, development are the body of the society, then perfection of spirituality, enlightenment and political consciousness are its spirit, mind, soul” [4, p. 55] and that the development of science leads to the development of society. The number of articles in the compilation, that contribute to the development of science and growth of scientific-intellectual potential – 12, and in all of them it is asserted that “science and thinking – a great miracle” [4, p. 58]

In all opinions, related to science development mainly such issues as radical change of the attitude to science, cancellation of control system, based on the bureaucracy at the top, convergence of science and production, prestige development of natural and social sciences in harmony with awareness of originality, restoration of national pride, revival of historical memory and putting on the agenda the innovative development of Uzbekistan.

All the load of responsibility for all events and reforms, held up for the development of education and science lies on government and it is the factor of success. Proof of this is allocation of 34% of the state budget for education, 26% for medicine and other social needs, that is, 60% of total national wealth is directed to the development of human capital. [6, p. 6] According to the results of complex analysis of the state innovation development, made by French International Business School of “INSEAD”, among 141 countries Uzbekistan ranks 35th and it is a vivid proof of that. [6, p. 6]

Besides, British International Institute “LEGATUM” announced annually updated index of welfare of world countries (November 4, 2014). This index considers 142 countries of the world, 96% of the world population, 99% of world domestic product and it reflects the achievements of world countries in creating conditions for people’s welfare on 89 indicators. According to its information, Uzbekistan takes the 57th place, that is, compared to 2013 grew to 6 levels up. (In 2013 it was in the 63th place. [7, p. 5] And these facts show that the prestige of Uzbekistan among the world community is growing from year to year.

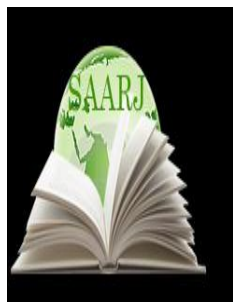
On the essence of reforms in the sphere of social culture of Uzbekistan it can be stated the following:

1. Programmatic concept of the Head of the Government “The policy of Independent State of Uzbekistan is based on the laws of humanity, kindness and remains the citizen’s welfare policy and national compromise” (5.404) makes the fundamental essence of all holding reforms in the updated society.
2. The aim of reforms in the socio-cultural sphere, addressed to human factor is upbringing by the society of fully developed person.
3. Taking into account that fully developed individuals are the wealth of society, reforming of all kinds of culture is addressed to using the measures on revealing the potentials of development of human capital and their reforming in this direction.
4. Taking into account the circumstance that both the society and citizens are interested in the development of socio-cultural sphere, we need to realize that all the costs are covered by the government being the factors that provide the continuance and successfulness of reforms.
5. The progress, made in the sphere of culture and spirituality gives a base to realize and feel that they are the results of farsighted actions, required by the new society.

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DISPLACEMENT AND EDUCATION MOBILITY: A STUDY OF DISPLACED FAMILIES IN PANTHAL VILLAGE OF REASI DISTRICT IN JAMMU AND KASHMIR

Ashwani Kumar*; Shazad Manhas**

*Research Scholar,
Department of Sociology,
Panjab University, Chandigarh, INDIA
Email id: Ashu.parihar20@gmail.com

**Social Medical Worker,
Government Medical College,
Doda, Jammu and Kashmir, INDIA

ABSTRACT

Education plays a significant role in the context of the nation-building; education is the crucial aspect of social inclusion and on the other hand force-displacement always linked with the exclusion and marginalization. This paper explored the educational mobility among the families of displaced persons by comparing the attainment of the highest qualification in the families of displaced persons before displacement and at present. As we know the education is essential for social and economic progress by analyzing the educational mobility among the families those who were displaced from the Doda District due to militancy and settled in village Panthal of Reasi District in Jammu and Kashmir author also explored the socio-economic progress among the displaced families.

KEYWORDS: Education, Doda, Exclusion, Militancy, Displacement

INTRODUCTION

Education plays an important and extensive role in the life of the individual, any particular group, community as well as the social system as a whole. It performs the critical function to socialization of the individual, personality development, training and their social mobility for their effects in a changing society from time to time. Education has closed relation with social stratification and mobility, and education prepares an individual for a particular style of life.

Education system tends to select the status from particular socio-economic strata. It is widely recognized that formal education plays a vital role in social mobility, whether it is horizontal or is vertical. On the other hand, it is directly related to occupational, social, political and subsequent improvement in economic status and social prestige. However, from the last three-decade, the conflict in Jammu and Kashmir results in the immense impact on the life of people and most of the people forced to flee their homes to settle in urban areas. Over the decades the Kashmir conflict has brought about various rapid changes in the socio-economic and educational. The conflict in the valley led to forced displacement, which causes profound social, economic and cultural disruption to the life of people affected by it. Force-displacement of the population is prone to major socio-economic problem and risks. It is a profound socio-economic and social disruption for displaced people; forced displacement of people breaks the living pattern, social relation and family structure (Carnea 1995:94). The consequences of conflict on socio-economic activities, health, education system, shelter, food security, and other livelihoods activities which indicates that most of the host populations and families into which displaced people move are already experiencing hardship. The vulnerability of the displaced people was serious challenges for any state and international humanitarian agencies trying to respond to their requirements. In addition, displaced peoples due to the conflict are often the most vulnerable population. They faced major challenges after displacement in their daily life to settle in a new environment and face various socio-economic issues after displacement. They were also often segregated from participation in the political process or in the democratic process due to a lack of proper documents (Mooney 2005: 18).

Conflict Induced Displacement in Doda district

Forced displacement is one of the most critical features of ten-year-long militancy in the Doda district. The erstwhile Doda one of the most disturbed and very communal sensitive areas since the rise of militancy in the later part of the 1990s. The protracted violence and communal violence have caused a large number of killing of a civilian, loss of property, breakdown of communal relations and a large number of forced displacement in the region. The militancy in the Doda district has caused destruction and widespread damage to local communities' relationship. The people from both the communities in the district were displaced due to the security threat to their life. The people from far-flung areas and hilly areas moves toward the urban areas and district headquarter. The biggest forced displacement of the Hindus population from the Doda district has occurred in the remote areas, which affects the socio-economic life of the local peoples who were displaced from the different region within the state (Dutta, P. 2012). A large number of the population displaced and settled in the different areas in the Jammu division, e.g. Ballicherana, Sidra, Tikri, Batote and Ramban, and most of the families were settled in the Village Panthal in District Reasi of Jammu and Kashmir. All these populations of displaced families from the Doda district in the wake of militancy in the region are not mentioned accurate data by the state and any other monitoring agencies. Only a few families were getting registered for monthly cash assistance and ration from the state. However, now a large number of displaced population of village Panthal were not getting the benefit as par the other families.(Manhas,2019)About twenty years, these people have changed their Socio-cultural lifestyle and occurred intergeneration educational mobility among these displaced families.

The ten-year militancy in the Doda district has caused immense suffering to thousands of its population. As a result, large numbers of the population, including women, children and elders

have been uprooted, expelled from their homes and deprived of their means of livelihood for the entire life. Generally Armed conflict and displacement cause loss of life including that of breadwinners, severe and permanent disability, destruction of private and productive property, loss of income, accompanied by alienation and segregation along with an enduring sense of Insecurity. The displaced people of Doda district mostly belong to the far-flung areas of the region unique in their culture, tradition, practices, and language (Dasgupta, 2012:83-93). However, after displacement, the contact with other results in the process known as acculturation so far as their socio-cultural tradition viz. family size, traditional custom, dress, economy, and change in their lifestyle is concerned. People faced problems related to health, sanitation, education, political participation, and income. The present paper explored the comprehensive description of the current status and mobility of education by comparing the highest education level attained among the families of displaced persons before displacement and present time. In this context of educational mobility among the displaced families, we explored the status of education in before displacement in their native places, and present time, force-displacement often cited as the cause of marginalization. The objective of our research is to inform the status of displaced families by focusing on educational mobility among the families of displaced persons. This study examines the educational strength mobility and educational status of the displaced families. This area is previously unexplored in the area of research especially displaced families from Doda District were settled in the village Panthal in the District Reasi of Jammu and Kashmir. Most of the studies have focused on the context of Jammu and Kashmir on either the displaced families from the Kashmir or those families from Doda who were settled in urban areas.

METHODOLOGY

The present paper is based on purposive sampling technique of data collection which has been used for collecting data of the families of the displaced persons who were displaced from the Doda District due to militancy during the 1990s. The area of the present study is village Panthal of Reasi District in Jammu and Kashmir. In the present study, we also used the secondary sources of data like books, journals, government manuals, websites and published and unpublished works related to the subject. The primary data collected with the help of the semi-structured interview schedule. In addition, focused group discussions have also used in the present paper. For the selection of the household, purposive sampling has been used. As it implies deliberate selection of the sample units that conform to some pre-determined criteria. Purposely, we selected only those household which belongs to displaced families from Doda District of Jammu and Kashmir. We have taken a sample of 21 households, and direct personal interview technique used in which we had a face to face interaction with the head of the household as respondent.

Data Analysis: The data has been collected by primary data collection method in which the respondents have been interviewed by the investigator, and the responses are recorded using the semi-structured interview schedule. After the collection of data, it is coded and tabulated & then analyzed with the help of various statistical tools. The collected data has been analyzed using software like MS Office Word and MS Office Excel

RESULTS AND DISCUSSIONS

| TABLE 1 HIGHEST QUALIFICATION IN THE FAMILY BEFORE DISPLACEMENT | | |
|--|------------------|-------------------|
| Highest Qualification | Frequency | Percentage |
| Illiterate | 11 | 52.38 |
| Primary | 05 | 23.80 |
| Middle | 02 | 9.52 |
| High School | 03 | 14.08 |
| Total | 21 | 100 |
| Field Survey,2020 | | |

An analysis of table 1 shows that highest qualification attained in the respondents family before displacement, i.e. (52.38%) of the respondents family were illiterate,(23.80%) primary,(9.52%) middle and(14.08%) high school. After analyzing the data, we find the majority of displaced families were illiterate at the time of displacement even those families had literate persons in family none of them educated above high school. As discussed with many respondents and find the majority of displaced families lived in the remote areas of native districts and the majority of families engaged in marginal farming before displacement. Respondents of the study area narrated their condition when they displaced from the native places they said we faced many problems to channelize the livelihood. We do not get any relief from the government like the Kashmir based displaced families got in the form of food and shelter. Almost all the respondents agree that our low level of education makes our life more miserable after displacement.

| TABLE 2 DISTRIBUTION OF RESPONDENTS ON THE BASIS OF HIGHEST QUALIFICATION AT PRESENT IN THE FAMILY | | |
|---|------------------|-------------------|
| Highest Qualification | Frequency | Percentage |
| Illiterate | - | - |
| Primary | - | - |
| Middle | - | - |
| High School | 05* | 23.80 |
| Higher secondary | 10** | 47.61 |
| Graduate | 04 | 23.5 |
| Post Graduate | 02*** | 11.8 |
| Others | - | - |
| Total | 21 | 100 |
| Field Survey 2020 | | |
| *One is studying in 11th class,**Two are pursuing Graduation,*** One is pursuing PhD | | |

An analysis of table 2 shows that highest qualification attained in the respondent families at present, i.e. 23.80% are educated up to high school,47.61% Higher secondary,23.5% Graduate and only 11.8 % is Post Graduate. After analyzing the data from table 1 and 2 upward

educational mobility visible in the families of the displaced persons, but despite this upward educational mobility, the present educational status of displaced families are not good. The researcher discussed the reasons of the low level of education with the respondents and find that poverty is the leading cause due to poverty majority of the displaced families do not concentrate on children education and many children to help economically to their family worked in hotels, shops and Dhabas at Katra. However, now the situation is improving, and some families start to get monthly relief from the government in the form of money and ration and third generation of persons those who were displaced showing good interest in education and got good healthy support from the family

TABLE 3 DISTRIBUTION OF RESPONDENTS ON THE BASIS OF THE HIGHEST QUALIFICATION IN THE FAMILIES BEFORE DISPLACEMENT AND PRESENT TIME

| Highest Qualification In the families before displacement | | Highest Qualification in the families at the present time | | | | | | | | Total |
|---|-------------|---|---------|--------|-------------|------------------|------------|---------------|--------|------------|
| | | Illiterate | Primary | Middle | High School | Higher Secondary | Graduate | Post Graduate | Others | |
| | Illiterate | - | - | - | 03(27.27%) | 07(63.63%) | 01(9%) | 00 | | 11(52.38%) |
| | Primary | - | | | 01(10%) | 02(40%) | 01(20%) | 01(20%) | | 05(23.80%) |
| | Middle | - | - | - | 01(50%) | 01(50%) | 00 | | | 02(9.52%) |
| | High School | - | - | - | | 00 | 02(66.66%) | 01(33.33%) | | 03(14.28%) |
| | Total | - | - | - | 05(23.80%) | 10(47.61%) | 04(19.04%) | 02(9.52%) | - | 21 |
| Field Survey,2020 | | | | | | | | | | |

An analysis of data table 3 shows that among the 11(52.38%) families were Illiterate before displacement and highest qualification at present in these families are 03(27%) with high school, 07(63.63%) with higher secondary and 01(09%) with Graduation this data shows those families had even a single literate person in the family before displacement now minimum highest qualification in these households is high school and the maximum is higher secondary above data indicate the upward education mobility, despite the rate of high educational mobility still the educational status of these families is not satisfactory. Only one household has the highest qualification up to Graduation, and none of them educated up to post-graduation and professional Graduation. Among 05(23.8%) families with primary had the highest education before displacement, and highest qualification at present in these families are 01(20%) with high school, 02(40%) with higher secondary and 01(20%) with Graduation and Post-graduation. This data also shows the rate of education mobility high. Among 02(9.52%) families with middle school highest education before displacement and highest education at present in these households are 01(50%) with high school and 01(50%) higher secondary this data shows educational mobility upward but here again none of them in educated up to Graduation. Among

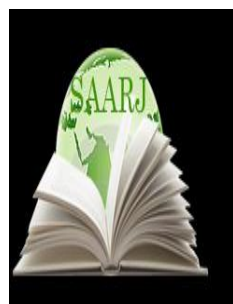
03(14.8%) households with high school higher education before displacement highest education at present in these households are 01(33.33%) with post-graduation and 02(66.66%) with Graduation this data also shows a very high rate of upward education mobility.

CONCLUSION:

Our analysis of the education mobility among the displaced families by comparing the highest qualification in the family before displacement and present time, we find that upward education mobility among the displaced families at present as compared to before displacement. Despite the upward education mobility in the families of displaced persons, the condition of education is not good; most of the people are still deprived of the higher education and professional education. In this study, we explored to attain good education family socio-economic condition matters, we observed along with education these displaced families experienced upward mobility in their socio-economic condition, but the situation is not still satisfactory. Even though the persons of displaced families faced many difficulties in the process of the settlement now the condition is improving slowly in all aspects of life in the evolutionary manner.

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INFLUENCE OF SHORT-RATING CROP ROTATIONS ON CHANGE OF SALT AND NUTRIENT ELEMENTS IN MEDIUM SALT SOILS OF KARAKALPAKSTAN

Sadykov Esbosyn Polatovich*; **Saypnazarov Genzhebai****;
Berdikeyev Baimurza***; **Berdikeyev Dauletbay******; **Jumamuratov Koblan*******;
Jumashev Bayram*****

*Deputy Director for scientific work,
 Karakalpak Scientific Research Institute of Agriculture,
 Candidate of Agricultural Sciences, UZBEKISTAN

**Researcher,
 Candidate of Agricultural Sciences,
 UZBEKISTAN

***Researcher,
 Karakalpak Scientific Research Institute of Agriculture,
 Republic of UZBEKISTAN

****Researcher,
 Karakalpak Scientific Research Institute of Agriculture,
 UZBEKISTAN

*****Master student,
 Tashkent State Agrarian University of Nukus branch,
 UZBEKISTAN

*****Master student,
 Tashkent State Agrarian University of Nukus branch,
 UZBEKISTAN

ABSTRACT

The article discusses the cultivation of annual legumes of soybeans, mung bean and sesame and the additional use of organic and green manure in short-rotation crop rotation schemes 1: 2 as a precursor of cotton, the effect of their nutrient and salt regime of the soil.

KEYWORDS: *Fertility, Crop Rotation, Short Rotation, Organic Fertilizers, Green Manure, Legumes, Salt Regime, Humus;*

INTRODUCTION

The soils of the cotton-growing regions of the Republic of Karakalpakstan have some specific features: these soils are distinguished by the following properties: the humus content is very low, the humus layer is unevenly non-structured, associated with the introduction of most areas of only mineral fertilizers, the share of which is 50% in the formation of the crop. Along with this, negative factors: like large-scale salinization of irrigated lands, a stable shortage of irrigation water during the growing season also led to a decrease in soil fertility and productivity of all types of agricultural crops in the region. Given this preservation, enhancement and restoration of fertility, soil and infrastructure improvement are the most important problem.

In this direction, it is required to improve the existing short-rotation crop rotations in the Republic and introduce new technologies for the cultivation of secondary and intermediate crops with a short growing season and the study of their influence, for subsequent crops, taking into account the limited natural and climatic resources of the Republic.

In an ecological relationship, short-rotation crop rotation creates the best conditions for the development of microorganisms in the soil, increasing nutrients and for optimal plant development. Taking this into account, in irrigated agriculture, special attention should be paid to the introduction of crops of cereals, legumes and vegetables - melons, such as cotton, soybeans, mung bean, sesame, legumes for green manure, organic fertilizers as a crop rotation.

The purpose of the work is to improve short-rotation crop rotations by cultivating legumes and green manure crops, to increase soil fertility and crop productivity in the saline lands of the Republic of Karakalpakstan.

The objectives of the research are to determine the most effective preceding leguminous crops, their influence during the cultivation of grain and green manure on soil fertility, growth, development and yield of cotton.

The subjects of research are the development of improved crop rotation schemes.

Experimental part

In 2018, according to the research work program, the field experience was laid at the Experimental farm of the Karakalpak Research Institute of Agriculture located in the Chimbay region of the Republic of Karakalpakstan.

TABLE 1 EXPERIENCE SCHEME

| № | Free turnover scheme | Y e a r s o f r e s e a r c h | | | | | |
|---|----------------------|-------------------------------|---|---|---|---|---|
| | | 2 | 0 | 1 | 8 | 2 | 0 |
| 1 | Monoculture | C | o | t | t | o | n |
| 2 | 1 : 2 | M | u | n | g | b | e |
| 3 | 1 : 2 | S | o | y | b | e | a |
| 4 | 1 : 2 | S | e | s | a | m | e |
| 5 | 1 : 2 | S | e | s | a | m | e |
| 6 | 1 : 2 | S | o | y | b | e | a |

| | | | | | | |
|----|---|---|---|--|-------------|-------------|
| 7 | 1 | : | 2 | Mung bean for grain+mung bean on siderat | C o t t o n | C o t t o n |
| 8 | 1 | : | 2 | Sesame+mung bean on siderat+20 t/ha manure | C o t t o n | C o t t o n |
| 9 | 1 | : | 2 | Soybeans for grain+mung bean on siderat+20 t/ha manure | C o t t o n | C o t t o n |
| 10 | 1 | : | 2 | Mung bean of grain+mung bean on siderat+20 t/ha manure | C o t t o n | C o t t o n |

To analyze the dynamics of water-soluble salts in the soil, the values of chlorine ion and dense residue (in%) were determined at the beginning and at the end of the growing season of the arable (0-30 cm) and subsoil (30-50 cm). According to the initial content of salts (respectively 0.026-0.28%, 0.018-0.028% chlorine ion and 0.316-0.394; 0.152-0.558% of solid residue), the test site belongs to slightly saline.

By the end of the growing season, in the variants with cotton and sesame crops, the seasonal accumulation of salts (SAS) in chlorine on the arable layer is the highest 1.35-1.46, compared with the variants where mung bean and soybeans, 1.07-1.19, respectively. Relatively high rates (1.21-1.50) also apply to the subsurface layer, apparently associated with increased values of the bulk density.

The maximum amounts from 34.0 to 42.0% of the dense residue at the end of the growing season were observed in variants with cotton and sesame seeds on the arable and subsoil layers, associated with the peculiarity of the development of these crops.

In terms of the level of supply of nutrient elements (mainly phosphorus), the experimental site belongs to highly fertile soils, and low in terms of potassium and humus.

It should be noted that in most variants on the arable layer, the humus content is rather high (0.72 - 0.95%) compared to previous years of research.

According to the results of the data obtained, it was established that the use of nitrogen by cotton is within 12.0%, mung bean and soybean 13.0 - 13.1%, respectively, sesame 15.0%, phosphorus in all crops varies in the intervals of 5.9 - 7, 9%, potassium from 16.0 to 18.21%, humus of the order of 4 -5 to 9 -10%. Such a low degree of nutrient consumption of cultivated crops in a given year is due to the level of soil moisture, which creates an acceptable concentration of soil solution.

CONCLUSION

The study came to the following conclusions:

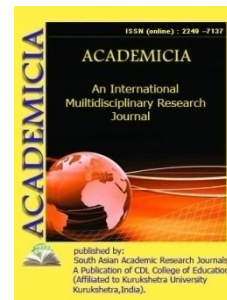
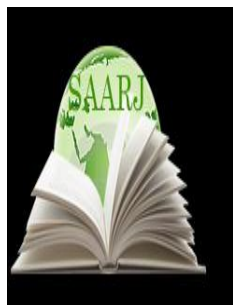
- Changes in the agrophysical parameters of the soil mainly depend on the predecessors, their structure, the frequency of inter-row treatments and the degree of supply of plants with moisture.
- Seasonal salt accumulation (SAS) for chlorine (where, soybeans and mung bean) is minimal 1.07-1.19, relatively less, in variants with cotton and sesame crops, due to the complete coverage of the soil surface, a decrease in physical evaporation, preventing secondary salinization.
- During the growing season, the consumption of nutrients by plants is presented as follows: nitrogen by cotton within 12%, mung and soybeans 13.0 - 13.1%, sesame 15.0%,

phosphorus in all crops varies in the intervals of 5.9 - 7.9 %, potassium from 16.0 to 18.21%, humus of the order from 4 -5 to 9 -10%.

- The harvest of cultivated crops in this year was cotton 27.1, mung bean 17.1 - 21.6, sesame 6.2 - 9.8 and soybean 9.2 - 11.1 c / ha.

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APPROVAL OF THE PROCESS OF VINYL ACETATE SYNTHESIS FROM ACETYLENE

Omanov Bekhruzjon Shuhrat ugli*

*Navoi State Pedagogical Institute,
Navoi, UZBEKISTAN

ABSTRACT

The process of vinyl acetate synthesis was optimized based on the study of the kinetic laws of the acetylene acetylation reaction. Studies have shown that a cadmium acetate catalyst has less catalytic activity than a zinc acetate catalyst, but a catalyst consisting of a mixture of zinc acetate and cadmium acetate exhibits higher catalytic activity. As the concentration (amount) of cadmium acetate in the catalyst increases (17%), its catalytic activity increases and reaches a maximum, and then the catalytic activity decreases.

KEYWORDS: *Cadmium Acetate, Nanocatalyst, Optimization, Acetylation, Nanoparticle, Extremum,.*

I. INTRODUCTION

Vinyl acetate is widely used in industry mainly as a monomer. One of the important properties of vinyl acetate is its polymerization property. Polyvinyl acetate, polyvinyl alcohol and polyvinyl acetals are widely used as polymer products derived from vinyl acetate.

Worldwide, the annual demand for vinyl acetate is 8 million tons, and in the Republic - 30 thousand tons. Currently, vinyl acetate is derived from acetylene in Eastern and Western Europe and Asian countries.

At present, one of the main tasks of Uzbek chemists is to create new, cost-effective and waste-free methods and technologies for the production of export-oriented substances important for the national economy, which can replace imported products using local raw materials and exhaust gases. increasing the export potential of our country.

The study of the reaction of obtaining acetylene by catalytic acetylation of vinyl acetate, the selection of a stable catalyst with high activity, selectivity, efficiency for this process and the study of the kinetic laws of the reaction based on it is a topical issue.

The main technology of vinyl acetate production is carried out by conducting a catalytic reaction between acetic acid and ethylene in the presence of oxygen in the vapor phase (a metal catalyst is used). The development trend of the world market of vinyl acetate is easily predicted. The substance is widely used in industry, so the growth of the market, according to experts, will continue at a small rate comparable to the growth of world GDP. Experts predict that vinyl acetate production in the world market will grow by an average of 5% per year, with higher growth rates in Asian countries, primarily China.

Consumption of vinyl acetate in the production of polymers based on ethylene vinyl alcohol barrier resins, ethylene vinyl acetate and polyvinyl butyrate is growing faster than the world average. However, these markets account for a small fraction of the total consumption of the monomer and therefore have no effect on overall performance.

In recent years, several large enterprises producing vinyl acetate, in 2010 were built in China, India, Iran, Saudi Arabia. In China, one of them produces 200,000 tons a year, and one - 300,000 tons. powerful, two in Iran 150 thousand tons per year and 140 thousand t. capacity 2, and in India 2 large enterprises producing vinyl acetate 300 thousand tons per year.

II.EXPERIMENTAL PART

One of the important factors influencing the yield of vinyl acetate and the increase in the service life of the catalyst depends on the choice of the core substance (carrier) [16-24].

Based on the above, a nanocatalyst with a core / shell structure was selected. The choice of nanocatalyst was made according to the following scheme [25].

ZnO with core / shell structure: CdO nanoparticle synthesis scheme:

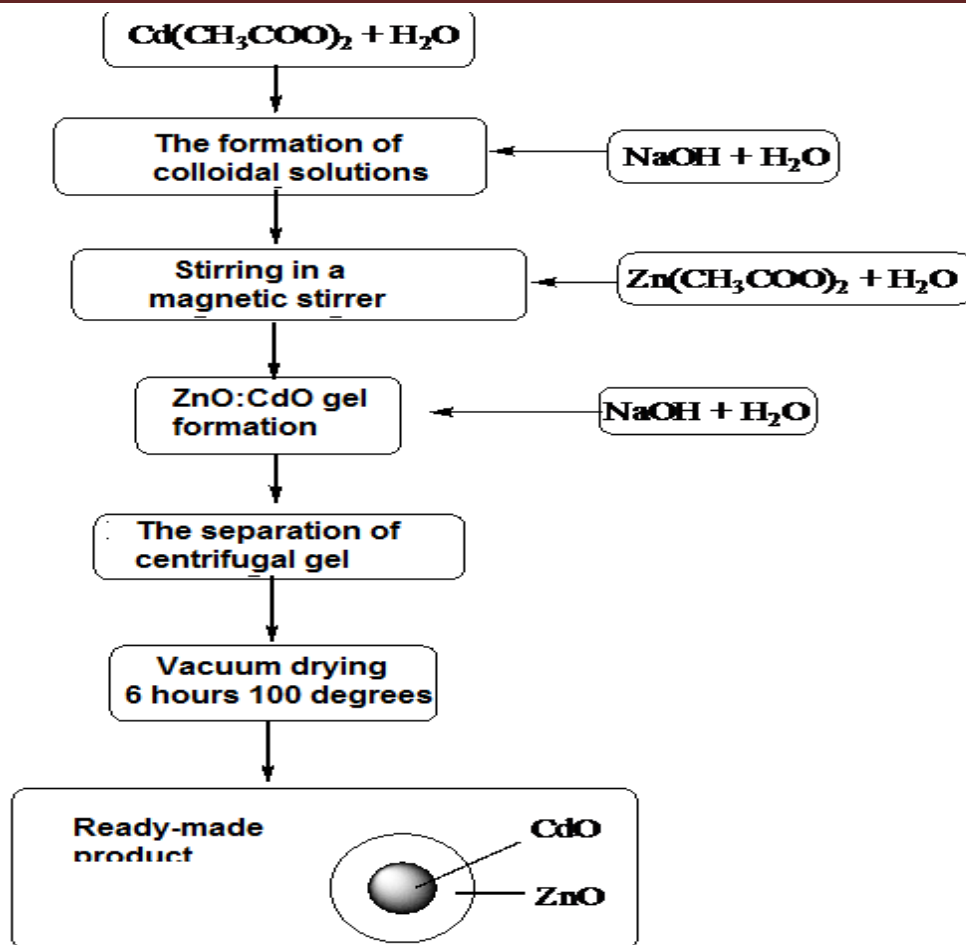


Figure 1. ZnO with core / shell structure: Scheme of CdO nanoparticle synthesis

The average particle sizes of the catalysts were determined by X-ray phase analysis (XPA). For this purpose, we used a DRON-7 automatic diffractometer (CuK - radiation, wavelength $\lambda = 1.54056 \text{ \AA}$, graphite monochromator). The analyzed interval is 205 - 1500 with a step of 0.020 and an exposure of 2 s. to the point. Diffraction spectra were analyzed using the YCPDS database. The parameters of the fine crystal structure of the samples were determined by X-ray diffraction analysis.

The particle size applied to silica gel was also determined using a Jeol 2100F high-resolution transmission electron microscope.

The determination of the specific surface area of the catalysts, pore volume and their size distribution was carried out using nitrogen adsorption at a temperature of $-196 \text{ }^\circ\text{C}$ on a Micromeritics ASAP 2000 instrument. 0.2 g of catalyst was used for each analysis. The catalyst sample was preliminarily calcined at $200 \text{ }^\circ\text{C}$ and 66.6 Pa to remove moisture and other adsorbed gases. A purge was then carried out at 2.67 Pa prior to nitrogen adsorption. The specific surface area of the catalysts was calculated using the BET method [26], while the pore size distribution was obtained from the adsorption branch of the nitrogen isotherm by the BJH method [27].

The dispersion properties of the catalyst were examined under a scanning electron microscope (JSM-6510 LV).

100 grams of catalyst was placed in the reactor, and in some experiments 150-200 grams. The size of the catalyst particles is 0.20-0.25 mm.

III. EXPERIMENTAL RESULTS AND THEIR DISCUSSION

To study the effect of a catalyst composition consisting of a mixture of zinc and cadmium acetates on the catalytic activity, we changed the content of zinc acetate and cadmium acetates in the catalyst from 0 to 30%. We examined the catalytic activity of each sample at 150°, 170°, 190°C. The results are shown in Figure 2.

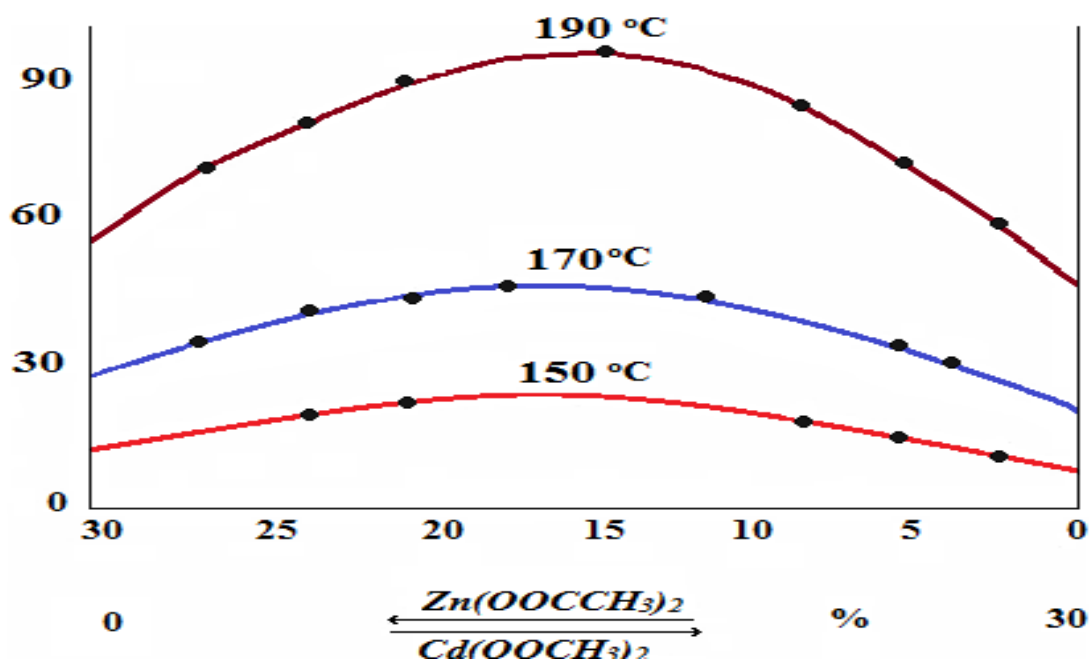


Figure 2. Dependence of catalyst activity on zinc acetate and cadmium acetate ratios when the total amount of acetates in 30%

From the data in Figure 3.4, it can be seen that the cadmium acetate catalyst has less catalytic activity than the zinc acetate catalyst. However, a catalyst consisting of a mixture of zinc acetate and cadmium acetate exhibits high catalytic activity. As the concentration (amount) of cadmium acetate in the catalyst increases (17%), its catalytic activity increases and reaches a maximum, and then the catalytic activity decreases. Thus, the catalyst with the highest catalytic activity is a catalyst with a mass ratio of zinc acetate and cadmium acetate 1: 1. The amount of vinyl acetate obtained is 25, 52, 94 g / l at 150°C, 170°C, 190°C. This is 1.6-1.7 times more than the amount of vinyl acetate obtained in the presence of zinc acetate catalyst.

The relationship between catalyst activity and zinc acetate and cadmium acetate amounts was studied. To do this, the total amount of zinc acetate and cadmium acetate was changed from 10% to 40%, while maintaining the ratios of $\text{Zn}(\text{CH}_3\text{COO})_2$ and $\text{Cd}(\text{CH}_3\text{COO})_2$ in a constant 1: 1 ratio. The experiments were performed at 180°C and in the ratio $\text{C}_2\text{H}_2:\text{CH}_3\text{COOH}=4:1$. The results obtained are shown in Figure 3.

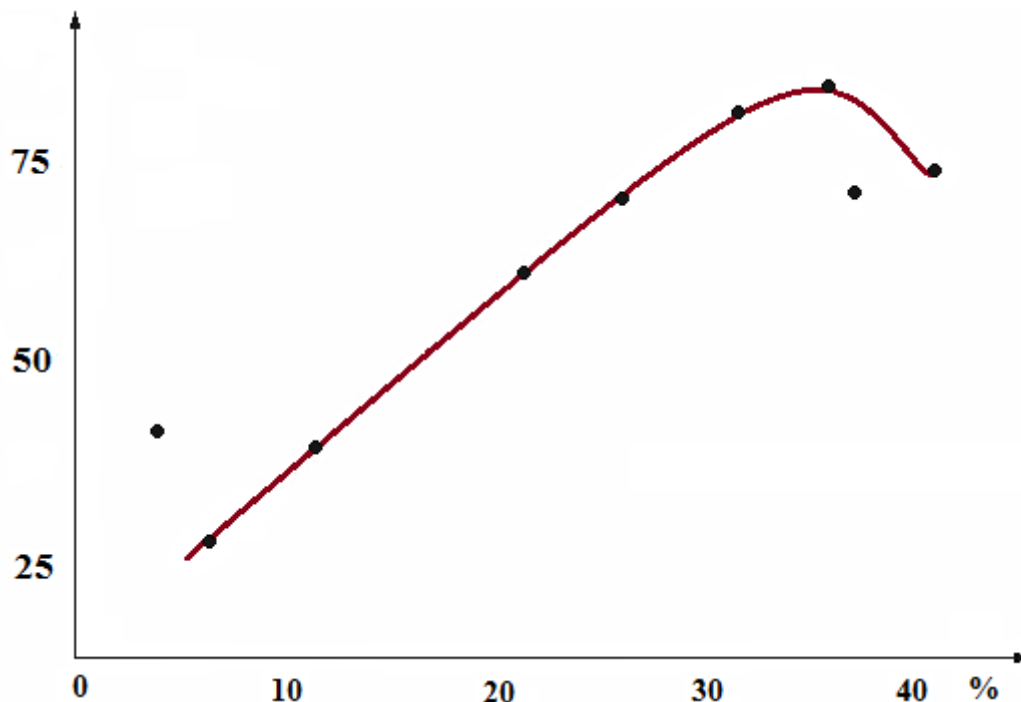


Figure 3. The dependence of the catalyst activity on the total amount of acetates in its composition

The data in Figure 3 show that the yield of vinyl acetate increases when the sum of the concentrations of zinc acetate and cadmium acetate in the catalyst increases to 30-35%. When the total amount of zinc acetate and cadmium acetate in the catalyst increases from 35 to 40%, the yield of vinyl acetate decreases.

The rate of the vinyl acetate synthesis reaction from acetylene and acetic acid increases with increasing temperature, regardless of the composition of the catalyst. This is also clear from the value of the temperature coefficient of the reaction rate given in Table 3.

TABLE 3. TEMPERATURE DEPENDENCE OF THE REACTION RATE

| Temperature, °C | Vinyl acetate yield, g/l·h | Velocity constant of the reaction, $\text{g} \cdot \text{mol/l} \cdot \text{s} \cdot \text{K} \cdot 10^{-4}$ | Temperature coefficient of the reaction | Average value |
|-----------------|----------------------------|--|---|---------------|
| 170 | 108 | 3.48 | | 1.41 |
| 180 | 158 | 5.10 | 1.46 | |
| 190 | 210 | 6.76 | 1.33 | |
| 200 | 312 | 10.10 | 1.36 | |
| 210 | 420 | 13.60 | 1.36 | |
| 220 | 645 | 20.70 | 1.52 | |

The fact that the average value of the temperature coefficient of the vinyl acetate formation reaction is not very large is the result of the multi-stage process.

Process optimization. The purpose of optimizing this process, characterized by a drop in catalytic activity during operation, is to determine the time variation of the process parameters — temperature, the flow rate of the reaction mixture, and the molar ratio of reagents.

The optimization criterion was chosen as the average / over the full cycle time of the catalyst / income, the criterion has the form:

$$I_1 = \frac{1}{\tau_c} \int_0^{\tau_p} \frac{W_0}{m+1} (a_1 x_x - a_2 m - a_3) dt - \frac{U_u}{\tau_u}$$

where τ_c - the total cycle time / including catalyst overload,

τ_p - catalyst operation time; τ_0 - catalyst overload time;

W_0 - consumption of the reaction mixture.

A distinctive feature of the chosen criterion is that it allows taking into account the technological features of the process and, above all, the effect of the rectification unit. The criterion reflects the dependence of the characteristics of this unit / energy consumption, loss of vinyl acetate and recovered acetic acid / on the final degree of conversion. Expression coefficients for the criterion were found according to the technical and economic indicators of existing industries.

The second possible optimization criterion was the average, over the full cycle time, specific productivity

$$I_2 = \frac{a_5}{\tau_u} \int_0^{\tau_p} \frac{W_0 X_x}{m+1} dt$$

The optimization problem is reduced to finding the extremum of the functional I_1, I_2 depending on several unknown functions:

$T(l, t); m(t); W_0(t)$.

At the same time, for technological reasons, restrictions are imposed:

$T \leq 230^\circ\text{C}; W_0 \leq W_{0\text{np}}$

where $W_{0\text{np}}$ - the maximum permissible / from the conditions of the hydraulic resistance of the system / the value of the flow rate of the reaction mixture.

and the process was carried out on the basis of the kinetic model (1,2). The Pontryagin maximum principle was used as an optimization method.

The conjugate system of differential equations in our case has the form:

$$\begin{aligned} \frac{\delta \varphi_1}{\delta \varepsilon} &= -K_c \frac{df(x, T, m, p, W_0)}{dx} \cdot \left(\frac{a_1}{\tau_u} + \frac{m+1}{W_0} \varphi_1 \right) \\ \frac{\delta \varphi_2}{\delta t} &= -f(x, T, m, p, W_0) \cdot \left(\frac{a_1}{\tau_u} + \frac{m+1}{W_0} \varphi_1 \right) + K_{p0} e^{-\frac{E_p}{RT}} \varphi_2 \end{aligned}$$

With boundary conditions:

$$\varphi_1(l_x, t) = 0, \quad \varphi_2(l, \tau_p) = 0$$

For the control $T(l, t)$ to be optimal with respect to the criterion / 5 /, it is necessary that the function reaches its maximum.

$$H = f(x, T, m, p, W_0) \cdot \left(\frac{a_1}{\tau_u} + \frac{m+1}{W_0} \varphi_1 \right) - \varphi_2 K_{p0} e^{-\frac{E_p}{RT}} \varphi_2$$

at each point, (l, T) with fixed phase variables x , KC.

For the optimality of $m(t)$, $W_0(t)$, the function must be maximum.

$$H_1 = \int_0^{l_x} K_C f(x, T, m, p, W_0) \cdot \left(\frac{a_1}{\tau_u} + \frac{m+1}{W_0} \varphi_1 \right) dl - \frac{W_0(a_2 m + a_3)}{\tau_u(m+1)}$$

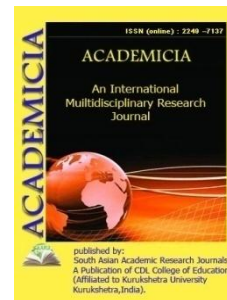
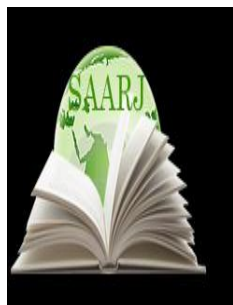
IV.CONCLUSION

Thus, the process of vinyl acetate synthesis was optimized based on the study of the kinetic laws of the acetylene acetylation reaction. Studies have shown that a cadmium acetate catalyst has less catalytic activity than a zinc acetate catalyst, but a catalyst consisting of a mixture of zinc acetate and cadmium acetate exhibits higher catalytic activity. As the concentration (amount) of cadmium acetate in the catalyst increases (17%), its catalytic activity increases and reaches a maximum, and then the catalytic activity decreases. Thus, the catalyst with the highest catalytic activity is a catalyst with a mass ratio of zinc acetate and cadmium acetate 1: 1. The amount of vinyl acetate obtained is 25, 52, 94 g / l at 150°C, 170°C, 190°C. This is 1.6-1.7 times more than the amount of vinyl acetate obtained in the presence of zinc acetate catalyst. When the sum of the concentrations of zinc acetate and cadmium acetate in the catalyst increases to 30-35%, the yield of vinyl acetate increases. When the total amount of zinc acetate and cadmium acetate in the catalyst increases from 35 to 40%, the yield of vinyl acetate decreases.

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MODERN WOMEN'S PROSE: THE ORIGINS, TRADITIONS AND DEVELOPMENT PROSPECTS COMPARATIVE ASPECT

Ibragimova Nargiza Maratovna*

*Teacher of Russian Literature,
NSPI, UZBEKISTAN

ABSTRACT

The article is devoted to the problem of modern women's prose: the origins, traditions and development prospects. Modern women prose of Korea, Russia and Uzbekistan is considered in a comparative aspect. The actuality and significance of the course in modern educational system are thoroughly defined. Moreover, the issues in the field of modern literature are scrupulously examined.

KEYWORDS: *Comparative Aspect, Tradition, Intersexuality, Stream Of Consciousness, Mentality, Immanence, Synthetic Model, The Synthesis Of A Transformed Biblical Text, Shinto Ritual Of Washing Hands, Architectonic Of Interior Monologue Of A Hero, Confessional.*

I. INTRODUCTION

Comparing the creative quests of writers of Russian and Uzbek literature is one of the traditional themes in Russian literature and criticism. However, most research in this area is devoted to the mastering experience of creative works of writers such as A. Chekhov and A. Kakhkhar, V. Rasputin and A. Yakubov, A. Tolstoy and Aibek, Turgenev and S. Aini and others. The principal concern was made on the problems of creative bonds in poetry. The object of such studies at different periods became the creations of A. Oripov and S. Esenin, H. Olimdjan and S. Esenin, Zulfiya and A. Akhmatova and others. In these studies, the role of mutual influence and mutual reflections of traditions of Russian writers in the Uzbek literature and principles of aesthetic innovations were largely taken up.

After independence, the Uzbek literature has undergone a very significant shift of humanitarian scientific paradigm, which was accompanied by a review of many of the established theoretical-methodological and axiological systems, the formation of the new tools and the advent of a new set of literary scientific terms, concepts and categories.

The rapid development of national literature had a serious impact on the spiritual culture of the countries and peoples. The most important task of the state and the people has become "the strengthening and development of people's spirituality". As the first President of the Republic of Uzbekistan I.A. Karimov noted: "Sparing labor and means to strengthen the spirituality signifies to deprive your own future"¹

The literature of every nation is a part of the world culture "branched with the system of relationships - genetic, contact and typological - with other literatures, not only the names and works of individual artists"².

The conflict between duty and passion has always been not only traditional for the whole of world literature, but also the main, often determining the plot in the works of ancient and modern literatures of West and East. Before the mid-twentieth century spiritual conflicts of heroines in belles-lettres literature increasingly recreated by men writers, since the end of the last century a whole galaxy of women writers bursted into the literary process, and literary criticism was forced to admit the emergence of so-called "women's prose" on the contemporary literary scene. Today, no one has no doubt that prosaic formation of contemporary literature not only possesses the immanent features, which is natural, but also offers a certain invariance, as it undoubtedly carries a certain set of basic features of a literary genre in which traditional duty and feelings conflict in women's prose acquires deep mind-set that is specific to this particular genre.

It should be noted that the world globalization processes are very clearly affected the women's prose, a relatively young literary genre, and contemporary as globalization itself. Getting acquainted with the work of the representatives of the modern women's prose from different countries and nationalities, you notice that they are all in one way or another use a common set of literary means with the image of characters and life situations of their heroines. Evidence of this prose is works of Korean, Russian and Uzbek writers.

II.METHODS

Surely, national traditions, religion, social conditions and many other things that determine the content of the term "national identity", impact on both sexes of a particular nationality. But time amends, even those resistant, seemingly, stable notions as the mentality of the nation. The world has changed, as well as behavior of the women of the East and the West, may be these changes are more noticeable in the East. Whether we like it or not, modern women, not only Koreans and Uzbeks, actively and quite successfully are mastering Western models of behavior.

The heroine of the story "Where there was a harmonium"³, a representative of Korean women's prose Sin Kyung-Suk on her behavior, role and place in the society and the family in many ways was different from the heroines of literature of 50-60's of the last century. A young woman, being a Korean often thinks and acts as her peers who were born outside of the Korean peninsula. In many ways, this "similarity" is enhanced by the contemporary literary tools used by a writer at the literary simulation of his/her work.

The narration in the story is in the first person. Lyrical heroine in her monologue-letters refers to the lover, who stayed in the city. Strengthening a special credibility and confessional of epistolary genre, Sin Kyung-Suk reveals spiritual experiences and anguish of her heroine, using the technique of "stream of consciousness". But to call the story "Where there was a harmonium" fully epistolary genre will be a little difficult, because the entire story is constructed in the form

of "oral" inner monologue of the heroine, probably addressed to herself and the reader, not the lover. This conventional epistolary narration allows the writer to create a special synthetic model of artistic narration, where with a help of unique perspective offering an opportunity to highlight the heroine's outer and inner world of her deep spiritual experiences. The heroine returns to her parents' house, before making an important decision: to connect her life with her lover, thus destroying his family or to give up her own love, realizing that on someone else's misfortune you never can build happiness.

Apparently, quite banal conflict has firmly taken place in all, without exception, the world literature since ancient times. Even a variation of this resolution to the conflict in Western and Eastern literature has a certain typological resistance, virtually coinciding in behavioral motivation of the characters in created by the writer real-life situations. So the reader draws not so much attention to the end point of settlement, but the character of the person depicted in a literary work.

The presence of a variety of personalities in the character, often with contradictory features, but in the worldview of different characters, sometimes with mutually exclusive tendencies form a complex unity and configure to an artistic image some originality and uniqueness. Often, the originality and uniqueness tend to be attributed to the only national category, and in the wide sense, to the ethnic specificity by the literary critics. Far from denying the existence of such specificity in the global human community, the attention should be drawn to the kind of "human and behavioral similarity" of literary heroes in similar circumstances in the prose of different peoples.

Like the heroine of the story, Sin Kyung-Suk, a young woman from the story of the representative of Russian women's prose Svetlana Vasilenko "Piggy» comes to the family home from the big city. The Russian writer with the help of her inner monologue of the heroine transmits her relation to the reader, and her vision image of her mother, a plain village woman, tormented by the routines in the struggle for survival. Monologue of the daughter sounds harsh and judgmental, the portrait of a woman is drawn to a certain extent, even disgusted, "a sharp unpleasant smell that made someone wince", "tall and bony, ugly clavicle bulge burned in the sun", "awkward with bird eyelids", "a red face", "dress ridden above the knees after running and became drawn ugly between the legs, tanned knees were as huge brown sores, legs appeared white above the knees", "I felt the same sharp unpleasant odor, which became even more acute from the smell of sweat and therefore it was absolutely unbearable"⁴.

Very similar irritation, some disgust and at the same time deeply concealed sadness and compassion are presented in the monologue of the heroine Sin Kyung-Suk, who in her life "saw the only women tied shawls round their heads, soaked with sweat, and women on whose faces flow dirty sweat between the wrinkles... women, who pull out worms indifferently that swarm in a vat with soybean paste ... women in rubber slippers, who always stained with yellow clay ... women who are wounded from the bites of leeches on their thick legs that are found in rice fields ... women who always have cracked skin at any time of the year ... harsh women whose all hands were in deep wrinkles from overwork."

The poetic principle of the story "Angel" which was written by one of the brightest representatives of contemporary women's prose of Uzbekistan S. Vafo, is almost the same as it was the combination of cruelty and at the same time ordinary events, and it had parallel line

expressing a pity towards her (the mother). If we go back to the name of the work - "Farishta", "Angel" - (our translation), the childish and affectionate sense of the story should be noted which was quite different from the word "Virgin." The main character studies in the city at Medical Institute and she arrives at his parents' home only on vacation. The poor woman all the time waits for her child affectionately calling her as "angel, a dark-eyed angel". The author does not mention the child's and her mother's names. Architectonics of the inner monologue of the protagonist is a confessional. Confessional of the narration is different from the almost-life. The author does not simply repent of their sins, as does the one who comes to the priest. He writes a biography of a soul. Here the main challenge is not so much a confession of repentance, but the study of the soul in all its complexity and contradictions. Emotional individuality is seen in the appearance. "Author" says that influenced the formation of the soul of the heroine, not hiding their misdeeds. «...Харсафар кишлоқ каборганимда, жиккакина касалманд онам билан туйхашамларга бирга боришга уялар ва алла нимани важкарсо нкилиб, ундан ё олдин ёки кейин кетар эдим. Онам адабиёт муаллими булгани учунми, галати хотин эди. Куни-кушнилариимиз уйида сигири булса ҳам, атай онамдан сут сурашарди, онам кандайдир кувониб, сут идишининг устига нон ҳам куйиб берворарди. Туйларда созандалар зур уйин чалса, уз-уздан туриб уйнабкетарди. Кушнилариимиз, онамни зур уйнайсиз деб мактаб-мактаб, сунг устидан кулишарди. Баъзан казо-казолар йигиладиган утириш ва зиёфатларга онамни таклиф этишмасди. Ишдан келиб бирон одам келган-келмаганини суриштирар, ...ёш боладай узини куярга жой тополмай колар, уз-узига бир нарсани исботламокчидай, ...»⁵.

In this case, the inner monologue of the protagonist sounds judgmental and causes a certain pity for her mother.

As we can see, the tone, "energy charged" phrases and psychological state of the characters (Russian, Koreans and Uzbeks) in playing their internal monologues of maternal images, working very hard and managing to get daily "bread" are very similar, even identical. And despite the fact that the heroines of Russian, Korean and Uzbek writers' stories live in different countries, social conditions, and they often pray to different gods and speak different languages.

Today, more and more people begin to speak of a single intertextual space in literature. If we accept that "the world is the text," which is evident that the phenomenon called intertextuality involves not only the fact of borrowing elements of "other" texts within a single national literature, but also the existence of a common single global text space, because **"the text carries the past and future cultures, it is always on the edge and dialogical, as it is always directed to the other ..."**⁶. It is quite natural that allusions, quotations, reminiscences in the works of different authors can be so free and unwitting borrowings. This fact of "involuntary borrowing" has a place in the story of Sin Kyung-Suk "Where played harmonium." The heroine of the story, having arrived in her native village, "first of all washed her hands under the running water from the geyser next to the station." She is to make a very difficult decision that will change her whole future life, and the washing of hands shows, in this case, the desire of the heroine to get rid of the past, which is a kind of purification ritual. The ritual washing of hands before making serious decisions came in the culture of many peoples in antiquity.

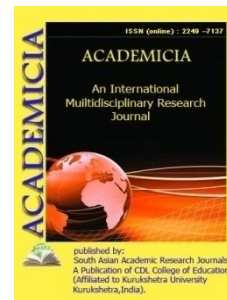
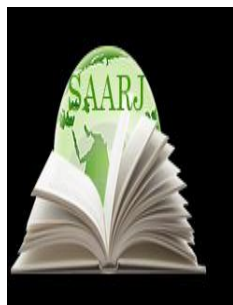
In the Russian language there is an idiom *to wash someone's hands* in the sense of «to be out of responsibility." We know that this popular expression goes back to the evangelical legend of

Pilate, who washed his hands in front of the crowd, giving her Jesus to death. That time washing hands was a ritual which meant human innocence to any indiscretions, crime. This custom originated from the ancient Eastern rite ritual hands washing prescribed by the Torah. Muslims' hands washing is not an independent rite, and is performed as a part of the ritual of purification - misogi ("having a bath") –which is the washing of hands and mouth with water. Scientists-psychologists of the University of Michigan (USA) attracted to the experiences different nationalities and found that hand washing helps people get rid of the severity of previous decisions, regardless of gender, age and race.⁷

CONCLUSION: As we can see, the hands washing ritual have much in common in all nations, in the story of Sin Kyung-Suk, we are likely to observe synthesis of a transformed biblical text and Shinto ritual ablutions, not escaping from responsibility, but the desire to be cleansed before making important decisions almost unconsciously forcing the heroine to wash her hands at the station. And in this act the heroine of the Korean writer is very similar to her peers from the stories of Russian writer Svetlana Vasilenko and Uzbek - S. Vafo.

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RESEARCH OF CHANGES IN THE FUNCTIONAL STATE OF THE ORGANISM OF WORKERS OF SHOE MANUFACTURING (FERGANA BRANCH OF THE TASHKENT MEDICAL ACADEMY)

Normatova Shakhnoza Anvarovna*; Boltaboev Ulugbek Abdusalimovich**

*Doctor of Philosophy in Medical Sciences (PhD),
Deputy Director for Research and Innovation,
Ferghana branch of the Tashkent Medical Academy,
UZBEKISTAN
Email id: shahnozaaid@mail.ru

*Doctor of Philosophy in Medical Sciences (PhD),
Deputy Dean of the Faculty of Medical Prevention,
Ferghana branch of the Tashkent Medical Academy,
UZBEKISTAN
Email id: boltaboev1975@inbox.ru

ABSTRACT

The article is devoted to the study of changes in the functional state of the organism of footwear production workers associated with exposure to harmful and dangerous factors, materials on pathological disorders in various systems and the state of analyzers are presented. The results of the study showed that footwear workers are exposed to a number of adverse factors in the working environment. In the body of workers in the cutting and sewing shops of shoe production, a functional tension of organs and systems is formed, associated with an irrational organization of labor, a lack of seniority and work experience, a small age, contributing to the early development of fatigue, and a decrease in adaptive reactions.

KEYWORDS: *Shoe Production, Worker, Harmful Factors, Hazardous Factors, Labor Intensity, Shop, Functional State*

INTRODUCTION

Shoe production, representing an industry with a highly mechanized and automated technological process, is distinguished by intensive work, monotony, a forced working position

during the work shift, high noise levels at several stages of the technological process, and air pollution with various chemicals. The aforementioned complex of production factors causes a high growth of diseases with temporary disability among workers. Despite the measures introduced into production to improve working conditions, improve the technological process, this indicator remains relevant to the present day [7].

The results of scientific research by foreign scientists indicate a high prevalence of occupational risks in shoe production, proving their various effects on the organism of workers [6]. A large number of studies are devoted to the issues of chemical pollution, which affects not only the health of workers, but also leads to forced changes in the organization of the technological process, the introduction of the most effective measures that meet the requirements of the time [2,3,9]. Some studies have shown a high level of morbidity among the main professional groups of footwear production, characterized by insufficient study of occupational risks and their impact, the lack of modern preventive measures.

A number of scientific works by local scientists are known, who raised the importance of risks in working conditions at the modern footwear industries of the republic at the global level in a comparative aspect [1].

Due to the fact that the issues of optimizing working conditions have not been sufficiently studied in the republic, the problems of ensuring safe working conditions that meet international standards have not been adequately covered, states the need for these studies [4,5,10].

MAIN PART

Purpose of the study: improvement of hygienic recommendations aimed at reducing the influence of production factors on the functional state of workers and working conditions in shoe production.

Materials and research methods. In the scientific work, sanitary-hygienic, physiological, analytical and medical-statistical research methods were used.

The main objects for study were the “UzSalaman” factory located in the Fergana region of the Republic of Uzbekistan, where studies were carried out during 2015-2017 to assess the working conditions and organization of the labor process of workers of the main professional groups. When conducting scientific research in order to study the complex impact of harmful and dangerous factors of the working environment, hygienic assessment of the working conditions of shoe production, the main professional groups were selected: cutters, procurers, seamstresses and gatherers.

For the research, the employees were assigned by professional background, age, and work experience. Observations were carried out for 2 weeks in the dynamics of the day (before the start of work, before lunchtime and at the end of work). Revealing the degree of influence of the working environment on the organism of workers was carried out in two directions: the specific effect of a separate factor and the combined effect. The state of the central nervous system (CNS), the cardiovascular system (CVS) and the state of the analyzers (visual, auditory) were determined in the workers' bodies.

When determining the functional state of the CVS, the following main indicators were determined: heart rate, blood pressure (systolic, diastolic), pulse pressure.

To determine the functional state of the central nervous system, auditory and visual analyzer, establish sensitive thresholds, their level, distinctive features, a universal chronoreflexometer S.I. Gorshkov, to determine the stability of the body's attention - Platonov tables. To study the throughput of the visual analyzer, a table with Landolt's rings was used.

In order to study the specific effect of industrial noise on the body of workers using the AP-1 Audiometer, the thresholds of auditory sensitivity were determined, the assessment was carried out on the basis of the obtained audiograms.

RESULTS AND DISCUSSIONS

In the production process, workers of the main professional groups are exposed to a high level of psychoemotional stress, which contributes to a decrease in efficiency and rapid fatigue. The activities of workers in the cutting and preparatory shops are associated with work "standing" on their feet and high physical stress. Including, tilting the body forward or to the side, work is characterized by a prolonged concentration of the functions of attention and organs of vision, movement over long distances. In the preparatory workshop, the work of the main professional groups working in a forced working position is associated with the tension of the visual analyzer, as well as with lifting of gravity during the entire work shift. Work in the assembly shop is carried out mainly in a "standing" working position and with body bends from 101 to 250 times during the day.

The state of fatigue of workers is characterized by the impact of heavy physical activity in unfavorable working conditions, the absence of regulated breaks. Thus, at the stages of the technological process, when performing work processes, workers lift loads with different weights and are under constant voltage. The working day was studied by the method of timekeeping with the identification of the main potentially harmful factors.

The following results were obtained by the timing method: in the shops for performing technological operations, different time is spent, accompanied by the severity and intensity of the labor process.

When studying the effectiveness of the time spent on the main operations, it was found that only in the preparatory department, when preparing the soles, there was a lack of time: out of 480 minutes of working time, 313 minutes (65.3%) were spent on basic, 110 minutes (23%) - on auxiliary operations. Downtime was observed due to inadequate equipment condition, technical (3.72%) and organizational problems (6.2%). Thus, during the working hours, the preparatory workers did not perform the specified work operations in a timely manner, downtime was observed, the reasons for which were not repaired technical equipment, conversations between employees, unplanned breaks and other household disturbances. As a result, there was a non-fulfillment of the daily volume of work and the release of finished products was carried out 30 minutes late.

The study by the timing method of working operations in other workshops showed that the main time was from 70.8 to 80.0%, auxiliary operations took from 7.3 to 20.2% of the working time. The distribution of time spent on the main working operations of cutters, seamstresses, assemblers is rational and corresponds to the normative values, in this regard, the amount of work is carried out in a timely manner, with the exception of the work of the preparatory workers.

Thus, in the shoe industry, the timing of the working hours of the main professional groups revealed the complexity of labor operations that are carried out in overstressed conditions.

The next stage of research was devoted to the assessment and study of the dynamic changes in the functional state of the organism of the working main production departments, which are exposed to the complex effects of risk factors. During the working day, workers in the sewing and assembly shops are exposed to a heating microclimate, which contributes to the development of pathological reactions associated with the intense work of thermoregulation processes. In warm and cold periods of the year, workers' skin temperature indicators go beyond physiological changes. In particular, if in comfortable conditions the temperature of the forehead is 33.3°C , heels - 30.2°C , palms - 32.5°C , then in the first half of the day the temperature of the forehead and chest significantly increased: forehead - 1.3°C , chest - 1.0°C , heels - 3.0°C ($P < 0.05$). According to the results obtained, heat is accumulated in the body due to the tension of the mechanisms of heat release.

The cardiovascular system of the body provides blood circulation in various organs and systems. The change in the functional state of the cardiovascular system of the body depends on the impact of factors of the working environment: noise, high temperature, physical activity, performance of work procedures at different speeds, etc.

Functional changes in the body's CVS are characterized by features that do not go beyond the physiological capabilities, since reserve reactions are included. In the warm season, changes in the CCC are especially pronounced among the workers of the assembly shop. So, by the end of the day, the pulse is 83 beats per minute, the maximum blood pressure rises to 118-120 mm Hg, the minimum blood pressure is up to 69 mm Hg, but does not go beyond physiological capabilities. The stroke volume of blood before the start of work corresponds to 60.5 ml, before the lunch break, 62.0, and by the end of the work it decreases to 60.0 ml. The minute blood volume before the lunch break rises, and by the end of the work shift it corresponds to the initial values of 5440.9 liters and 4825.9 liters ($P < 0.05$).

So, when analyzing the results of studies of CVS indicators of production workers, it was found that the minute blood volume initially increased, and the pulse pressure decreased, then the maximum blood pressure rose, and the minimum blood pressure decreased. The above state is characterized by the impact on the body of an unfavorable microclimate, industrial noise, neuro-emotional overstrain, which lead to the involvement of the reserve capabilities of the CVS for adaptation to external factors.

The study of the functional state of the central nervous system showed an increase in the rate of reactions of the visual and auditory analyzers by the end of the work shift, which indicates a decrease in the functional mobility of the central nervous system. Significant changes associated with the stress of the visual analyzer were observed among workers in the sewing workshop and shoe collectors. The visual-motor reaction by the end of the working day increased by 30% among assemblers, and by 25% in seamstresses ($P < 0.05$). In collectors, the latent time of the visual-motor reaction increased by 30% compared to the background values.

In order to study the physiological changes in the central nervous system in footwear workers, Platonov's tables were used. As a result, there were obtained indicators of stability of attention among various professional groups, which significantly differed from each other.

By the end of the working day, the functional state of the visual and auditory analyzers, the neuromuscular system, and muscle endurance indicated gradually developing fatigue. In the cold period of the year, the indicators also increased towards the end of the work shift, so the background indicators were 26% higher than the average. It was concluded that in the second half of the working day in the warm season, fatigue develops more pronounced.

To complete tasks with Platonov's tables, the time spent increased compared to the background indicators ($P < 0.05$). Before starting work, the changes ranged from 57.2 ± 1.2 to 58.5 ± 1.4 seconds, by the end of the working day - on average from 61.4 ± 1.5 to 62.0 ± 93 seconds, the longest it took time for the workers in the sewing and assembly shops. These changes indicate a decrease in the functions of attention of workers in the first half and at the end of the working day.

In workers in the cutting and preparatory shops, changes in attention span were on average 14% higher than in other professional groups. In order to fully characterize the impact of working conditions and its content on the central nervous system of the body, the method of chronoreflexometry was carried out.

The latent time of response to visual, auditory and temperature stimuli was studied. To determine the latent period of the visual-motor reaction, workers performing visual work of the III category were selected. The time of the auditory motor reaction was determined in the workers of the sewing workshop, who were exposed to high noise levels.

In addition, the latent time of the reflex reaction to heat was determined. workers were exposed to adverse microclimatic conditions. In the warm period of the year, the response time to a temperature stimulus averaged 12.4-20.9 m/sec. In the cold period of the year, the indicators were markedly different from each other, and by the end of the working day, the latent time significantly increased. So, the seamstress was 21% higher, the cutters were 17% higher than the background indicators ($P < 0.05$). When exposed in a warm time, the latent time decreased, and in a cold time it increased. The values obtained indicate the effect of unfavorable microclimatic conditions, expressed by increased sensitivity to heat.

After the lunch break, the values increased by 15%, and by the end of the working day by 25-28%. In the cold period of the year, by the end of the work shift, the workers of the assembly shop had hand tremors, which significantly increased on average by 26% compared to the background.

The results obtained showed that by the end of the working day, the latent time of response to light, sound and thermal stimuli increases and this is explained by a decrease in the functional mobility of the central nervous system, in particular among workers of the assembly shop.

To assess the effect on the body of working industrial lighting, the indicators of the critical frequency of light flashes (CFLF) were determined, as well as the throughput of the visual analyzer (TVA).

Studies carried out during the warm and cold periods of the year during the working day showed a decrease in CFLF. A particularly pronounced decrease was observed in seamstresses and gatherers. In the warm period of the year, CFLF also significantly decreased during the working day ($P < 0.05$). At the same time, glare of the eyes was formed due to the sun rays, where the average indicators by the end of the work shift decreased among cutters by 17% hectares,

seamstresses by 18-26% and pickers by 28-32%. Thus, the performance of basic labor operations is accompanied by the tension of the visual analyzer, constant concentration of attention, which contributes to the development of fatigue.

The next stage of research was the determination of auditory sensitivity, which was carried out by the method of audiometry. At the beginning of the work, the threshold of hearing at various frequencies was in the range of 15-36 dB. At the same time, the hearing sensitivity of workers in the assembly shop increased by an average of 1.3-1.5 times in 4 hours after the start of work, at high frequencies - by 2-3 times higher; at the end it corresponded to 50 dB. The next day, before the start of work, the auditory threshold was restored, i.e. had a functional change, as well as fatigue of the auditory analyzer.

When studying the respiratory system in different periods of the year, its values practically did not change.

At the beginning of the work, the frequency of respiratory contractions in all the subjects averaged 16-19 times per minute, before the lunch break, the highest rates were found in workers of sewing shops (19-25 times), at the end of the working day the rates decreased to 17-21 times. This indicates the influence of the characteristic features of working conditions (forced working posture, prolonged standing, physical tension).

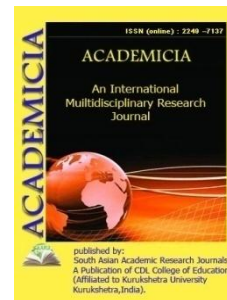
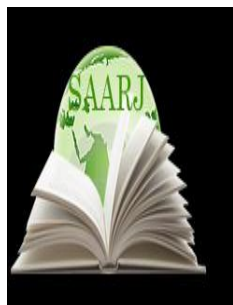
According to the results of physiological studies, it was found that in the second half of the working day, fatigue develops in footwear workers; in professional groups of pickers and seamstresses, it is associated with the tension of the visual analyzer, because their work refers to high-precision visual work, as well as physical tension of local muscles, expressed by a decrease in muscle endurance.

CONCLUSIONS

1. Workers in the shoe industry are exposed to a number of unfavorable factors of the working environment: intense industrial noise, unfavorable microclimate, high dust content.
2. The functional stress of the body of workers in the course of their labor activity is characterized by a number of features: a high rate of work, the organization of conveyor work, an irrational mode of work and rest (breaks) in combination with an impacting intense noise, dustiness and irrational lighting system.
3. The timeliness and completeness of performing technological operations depends on the age, length of service, health status of the employee, as well as work experience and mastery of practical skills.
4. In the body of workers in the cutting and sewing work shops of shoe production, a functional tension of organs and body systems is formed, associated with an irrational organization of labor, a lack of seniority and work experience, a small age, contributing to the early development of fatigue, a decrease in adaptive reactions.

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EXPRESSION OF ANCIENT AND MODERN AKHSIKENT IN “BOBURNOMA”

Dildora Komiljanovna Nishanova*

*PhD Student,
International Islamic Academy of Uzbekistan,
UZBEKISTAN

ABSTRACT

Ancient and antique cities of our country have been well preserved to this day. “Fergana Afrosiyob” - What modern historians call Akhsikent has a unique rich history. It is estimated that Akhsi or Akhsikent are located in the Namangan region, between the villages of Khashand and Gulkishlok. It surpasses in archaeological achievements and is considered one of the largest finds in the Fergana Valley. As well as taking decisive importance not only in Turkestan, but throughout the world. “Baburnama” by Zahīr ud-Dīn Muhammad Babur also mentions the wonderful and unforgettable characteristics of Akhsikent.

KEYWORDS: *Akhsikent, “Afrosiyob Of Ferghana”, Zahīr Ud-Dīn Muhammad Babur, “Baburnama”.*

INTRODUCTION

The ancient cities of our country have survived to this day. The city of Akhsikent, which archaeologists call “Fergana Afrosiab”, also has an ancient history. The ruins of the ancient city, called Aksi or Akhsikent, are located today between the villages of Shakhand and Gulkishlak in the Turakurgan district of Namangan region and are the largest archeological monuments in the Fergana Valley. The ancient monument of Akhsikent is included in the UNESCO World Heritage List. In 2001, an international symposium on “History of the Uzbek people and statehood” was held.

One of our priorities is to study the history of this unique monument dating back to the 4th-3rd centuries BC, study its spiritual heritage and familiarize researchers and scientists around the world with it.

It is known from historical sources that Akhsikent is not only the Fergana Valley, but also one of the cities that has a special place in the history of Turkestan and the world.

The meaning of the word “Akhsi” has been variously expressed by scholars, the closest to which is the word “White Water”. “Akhsikent” is located on the banks of the Syrdarya, formed at the confluence of the Naryn and Karadarya rivers, and there is a shrine “Langarbibi” dating back to the XII century.

THE MAIN FINDINGS AND RESULTS

Zahīr ud-Dīn Muhammad Babur’s “Boburnoma” also beautifully describes the ancient city of Akhsikent: [1. 66] *“Umarshaikh Mirza made it the capital. Melon will be good. It is a kind of melon, they say “Mir Temuriy”, I don’t know, Bukhara melon is famous in the world. When I died, I brought Aksidin and Bukhara melon and cut them in one meeting. There was no proportion of Akhsi melon.*

.... The settlements on the north side of the Sayhun River: a Akhis. Akhsikat ends in books. Asiriddin calls the poet Asiriddin Akhsikati. In Fergana, after Andijan, there is no larger town. There are nine wooden roads west of Andijan. Umarshaikh Mirza made it his capital, and the river Sayhun flowed under the fortress. The castle was on a high cliff. Instead of a ditch, there are deep ravines. Mirza Umarshaikh made it his capital, and once or twice he made another jar. There are no fortresses in Fergana. The neighborhood is a little farther from the citadel ... ”

From the above-mentioned information it is clear that the nature of the city of Akhsikent is beautiful and beautiful, and melons are well grown. Zahīr ud-Dīn Muhammad Babur also mentioned Akhsi and Akhsikat as a fortress, acknowledging that the city of Akhsikat in the 12th century and the city of Akhsi in the 15th century were one city, and also gave information about Asiriddin Akhsikati (Asiriddin Akhsikati-Abulfazl Muhammad Tahir Asiriddin Akhsikati (1108 / 1110-1196 / 1198) is a famous poet who lived in the XII century). It is no exaggeration to mention not only poets from Akhsikent, but also the following scholars who are famous in various fields of science:

Abu Abdullah Nuh ibn Nasr al-Akhsikati or Nuh ibn Abu Zaynab Nasr al-Farghani is a hadith scholar. Information about this scientist is not described in detail in the works. However, “Al-Qand” states that he was a contemporary of the scholar Abul Abbas al-Mustaghfiriyy (349 / 961-432 / 1041). The scientist's death dates back to the first half of the 11th century. In this play, the name of the scholar is mentioned in both Fergani and Akhsikati ratios.

It is narrated in the sources **that Ibrahim ibn Yusuf ibn Ahmad ibn Hamd ibn Abu al-Fadl ibn Abdullah al-Akhsikati** was a faqih, a muhaddith and a writer. So far, no information has been found about the scientist’s scientific legacy. According to sources, the scholar was born and raised in Akhsikat (Akhsikent) and lived in Samarkand.

1. **Abdullah ibn Qaid ibn Aqil ibn al-Husayn ibn Ahmad ibn Ali ibn Ahmad al-Akhsikati** (461 / 1069-514 / 1121) - hadith scholar Abu Rashad Ahmad ibn Muhammad ibn al-Qasim al-Akhsikatiy - faqih, linguist, writer and a historian. According to the author of “Al-Qand”, there is no information about the scientific heritage of the scientist.

2. **Abul Wafa Muhammad ibn Muhammad al-Akhsikati** (519/1126) was a scholar of history and literature and a scholar of the Arabic language. Haji Khalifa states that the scholar has a work called Kitab at-Tarikh (The Book of History).

3. **Imam Muhammad ibn Muhammad ibn Umar Husamuddin al-Akhsikati**, known as Abu Abdullah. Although the books of Tarojum and Alam do not indicate the date of birth of the scholar, it is clearly stated that he was born in Akhsikat, one of the main cities of Fergana. [2. 5-29]

The death of Husamuddin al-Akhsikati varies in the sources. Some sources date the scholar's death as 624/1227 [3. 85-86], while other sources date it as 644/1247.[4. 12] We have received a number of works by Akhsikati. They are:

1. Al-Mukhtasar fi usul al-fiqh. (Abbreviation for Fundamentals of Fiqh) (Also known as al-Muntahab fi usul al-Hanafiya or Muntahab al-Husami)
2. Miftah al-Usul (The Key to the Fundamentals of Fiqh)
3. Goyat at-tahqiq ("The peak of research")
4. Daqaiq al-usul wat-tabyin ("Clarity and Interpretation in Sources") [4. 13]
5. Among them is the work of the scholar "al-Muntahab fi usul al-Hanafiya". He is also known as Muntahab al-Husami.

Husamuddin al-Akhsikati was an enlightened man, a methodologist, a faqih and a mutakallim who possessed various sciences. Today, two works of the scholar, including "Tahqiq al-Husami" ("Husami evidence") and "Mukhtasar al-Husami" ("Husami abbreviations") are kept in the archives of the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan. In addition, the manuscripts of "Mukhtasar al-Husami" are in the collections of various Western and Eastern countries. Among the works of the scholar that have come down to us, the work on the sources of Islamic jurisprudence, the method of al-fiqh, "Muntahab al-Husami" (Hussein's chosen ones) (sometimes called "Mukhtasar al-Husami") is very popular. This work was highly praised by scholars. For example, Imam Abd al-Aziz al-Bukhari (d. 1330) commented on this work, emphasizing that it excelled among the short works written in this field due to the perfection of its composition, the ease of narration, and the concise description of the science of the whole method. Although it is a positive thing that the work is summarized, it has been difficult for first-time learners of methodology, so there have been a number of comments on the work. Among them are Amir al-Katib al-Itqani's (d. 1357) "At-Tabyin" ("Explanation"), Abdulaziz al-Bukhari's "at-Tahqiq" ("Disclosure"), Imam Husamiddin Husayn ibn Ali ibn al-Hajjaj as-Siganaki (d. 1312) The commentaries written by "Al-Wafi" (Perfect) and Hafiziddin Abdullah ibn Ahmad an-Nasafi (d. 1311) are well known.

Zu'l-Fazail Ahmad ibn Muhammad al-Akhsikati (465 / 1073-528 / 1134) made a name for himself in literature, poetry and prose, the historian and secretary was the brother of Abul Wafa Muhammad al-Akhsikati, who received his early education in his own country. The scholar is also referred to in the sources as a poet, writer, historian, and secretary.

We can count dozens of scientists with the nickname Akhsikatiy. It is clear from the above information that the scholars who were brought up in the scientific environment of Akhsikat were creative in many fields of history, literature, linguistics and, of course, Islamic sciences. The fact that in this period, too, there were conditions that stimulated the development of education and science.

The city that Babur describes in his work is very much in line with the geographical structure of the Old Akhis settlement. The poet's thoughts were also quoted by the historian Mahmud ibn

Wali in his work that Asiriddin Akhsikati was born in Akhsikent. The “Boburnoma” describes the events of 1502-1503 as the Akhsi Bridge, with no guards at night, and Ahmad Tanbal crossing the bridge and entering the city of Akhsi. Against Ahmad Tanbal, Babur fights with his brother Jahangir Mirza, leaves the city through the “Pop” Gate of Axsikent due to unequal forces, and retreats to the village of Sang to the west (It is known from historical sources that Axsikent had 5 gates, namely, the gates of Pop, Kasan, Mardikush, Jome and Rohoba.). Babur’s last battle also took place around Archion, which belonged to Akhsikent. In 1504, Babur and his army were defeated against Shaybanikhan, and they left Fergana completely and retreated to Kabul.

In order to beautify, develop and promote tourism in this place, which still has a great history today, on October 16, 2017 in the Turakurgan district of Namangan region of the Cabinet of Ministers of the Republic of Uzbekistan, Resolution No. 831 on the establishment of the “Ahsikent Archaeological Heritage Site Preservation and Research Memorial Complex” was adopted. On October 21 of the same year, in accordance with Resolution No. 831, in order to ensure the implementation of this decision, the Resolution of the Governor of Namangan region No. 761 was adopted. Based on the above decisions, the “Directorate for the Protection and Research of the Akhsikent Archaeological Heritage Site” was established.

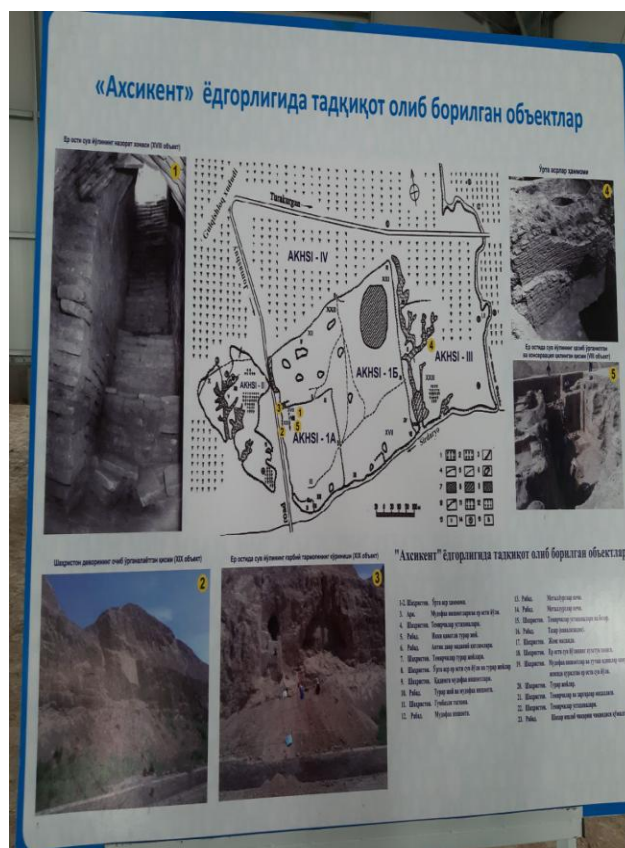
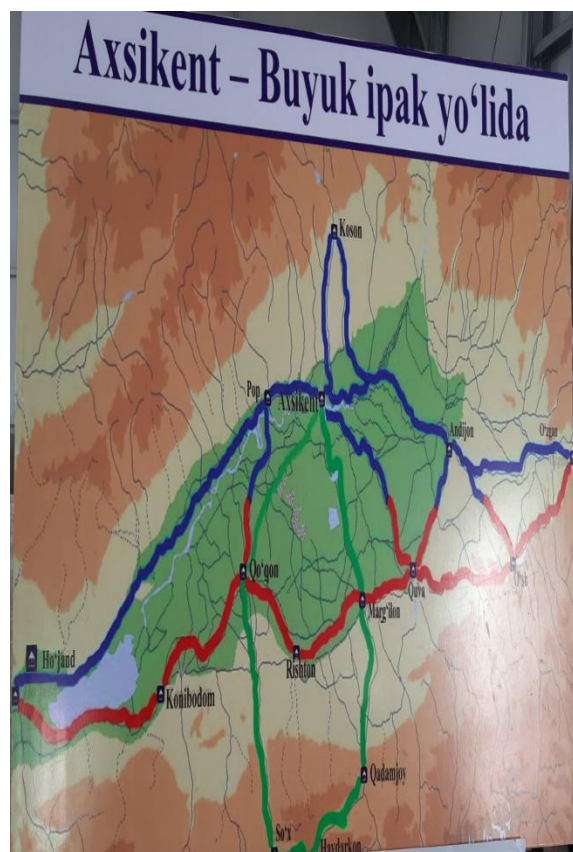
The instructions given by President Shavkat Miromonovich Mirziyoyev during his visit to the Akhsikent monument on February 28, 2019, became the basis for the researchers and staff of the Akhsikent Directorate who are currently conducting research. As a result of the study of the axillary on the basis of primary sources, istiographic analysis, we will complete its history.

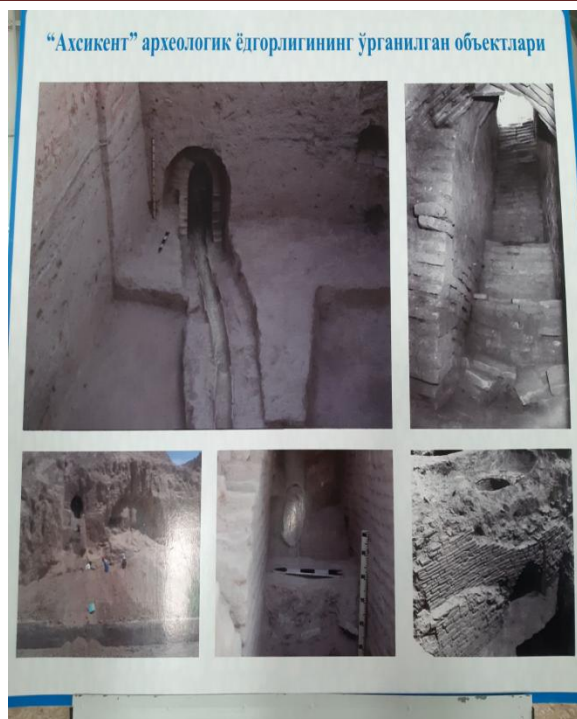
To get acquainted with the activities of the Directorate, on March 23, 2019, I witnessed the creation of the “Akhsikent Museum” under the “Directorate for the Protection and Research of the Archaeological Heritage of Aksikent” and discovered several artifacts in the museum. Happily, I was amazed by the high interest in the activities and history of the museum, not only young people but also the elderly, who got acquainted with each exhibit in the museum. Director of the Directorate for the Protection and Study of the Heritage of the Archaeological Site “Akhsikent”, Candidate of Historical Sciences, Associate Professor Tohirjon Kozokov introduced. Alijon Turdialiev, a member of the Academy of Arts of Uzbekistan, painter and educator “What did the castle of Akhsikent look like?” In the pamphlet “Images of Akhsikent and Aysi in the works of Alijon Turdaliev” he also acquainted the city with his works. There are many research topics that still need to be studied in front of our scientists. The history of Akhsikent is enriched as a result of our conversion or translation and study of the scholars and their works who grew up in Akhsikent.

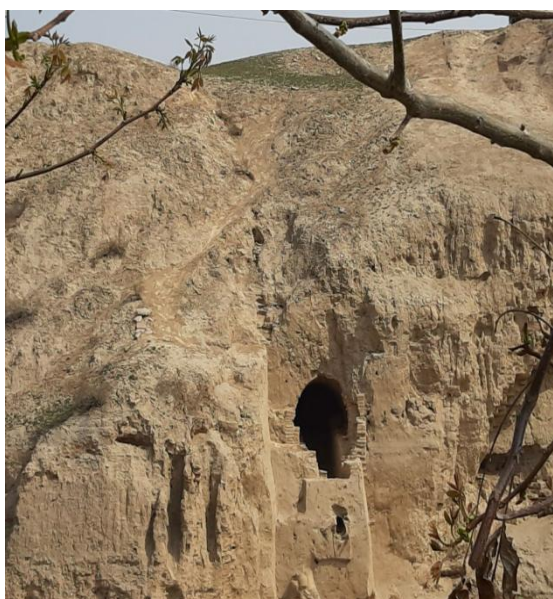
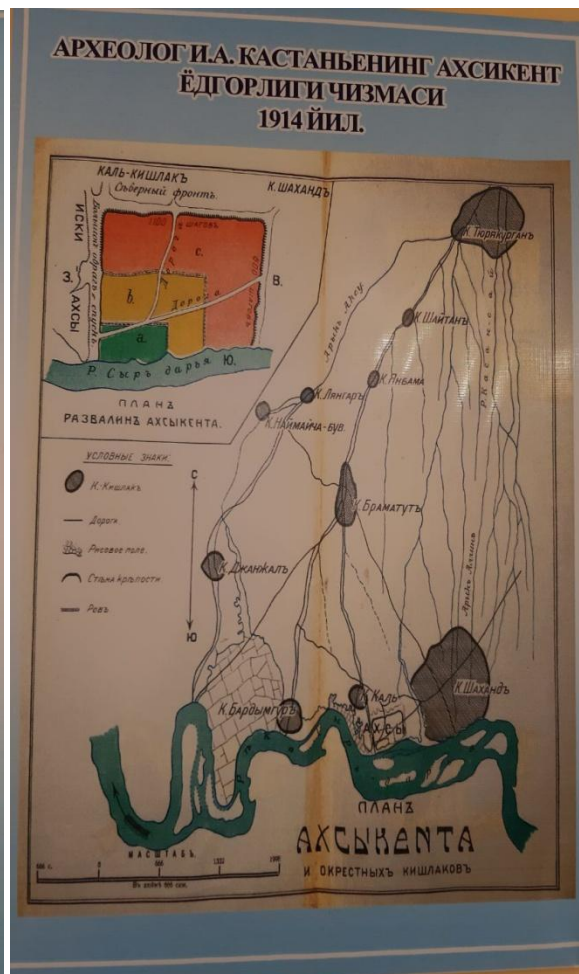
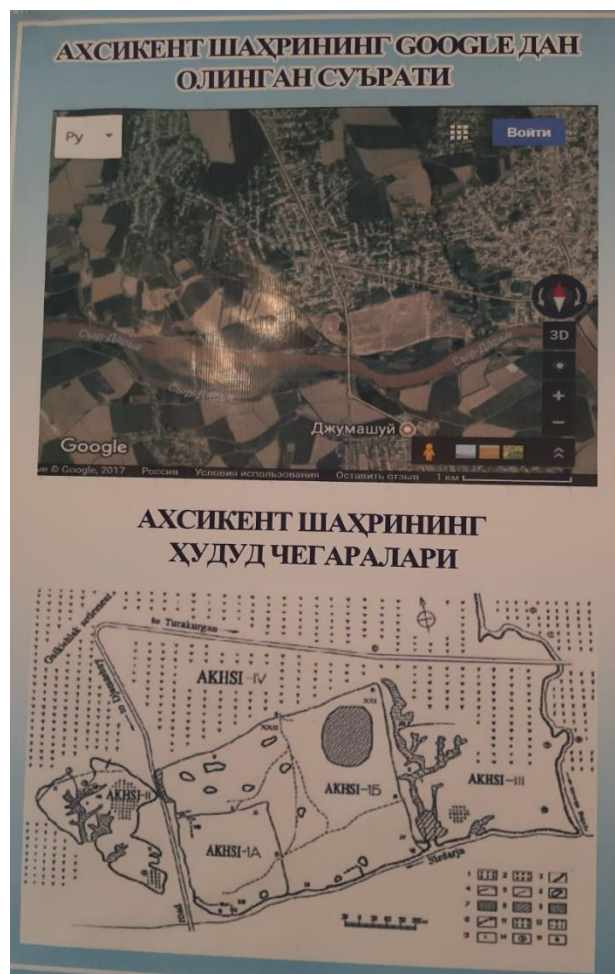
CONCLUSION

In a word, in the life of Zahīr ud-Dīn Muhammad Babur, the land of Akhsikent occupied a special immortal place. The historical events in “Boburnoma” serve as one of the important sources in the study of the history of the city of Akhsikent. The nature and fruits of Akhsikent are still beautiful and beautiful, as described by Zahīr ud-Dīn Muhammad Babur in his work “Boburnoma”. Today, in addition to the employees of the Directorate, archaeologists, artists,

translators and researchers are studying the cultural heritage of Akhsikent. The appendix contains photographs of the Akhsikent Museum.

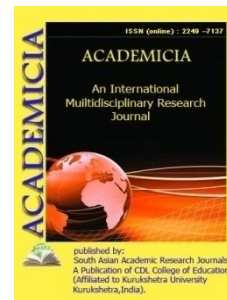
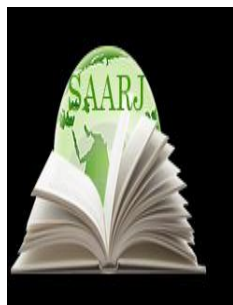






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POETIC HARMONY IN THE TRANSLATIONS OF RUBAIYAT OF BABUR

Aidakhon Merganovna Bumatova*

*Lecturer,

Tashkent state university of the Uzbek language and literature,
Tashkent, UZBEKISTAN

Email id: aidabumatova@gmail.com

ABSTRACT

The process of poetic translation is a laborious task. It might get even more difficult when the translator deals with classical poetry genres of Muslim literature. Throughout centuries orient lists all over the world have been trying to convey the pearl of eastern philosophical ideas that have been placed into the lines of the beautiful poetic forms of ghazal and rubai. From the very early periods when people started renderings of written materials into different languages, due to its formal and poetic characteristics the texts of poems gained the reputation of “impossible to translate”. Out of them the most hardships occur while trying to render the lines maintaining poetical harmony of the original.

KEYWORDS: *Harmony, Poetry Translation, Babur, Rubai, Poetic Language, “Baburnama”, Comparative Analysis, Harmony In Translation.*

INTRODUCTION

Although poetic genres are shorter in form than prosaic ones, they are distinguished by the fact that they can fit an idea that require tens and sometimes hundreds of pages when written by the author in prose into just a couple of stanzas. The main purpose of any text is to form a dialogue between the author and the reader. The main requirement for the implementation of this type of communication is determined by the completeness and comprehensibility of the idea in it. Another difference between a poetic text and a prose work is that the thoughts and feelings expressed in it are concise. The excess of overwhelming elements in any text makes it difficult for the reader to understand it. This, in turn, hinders the realization of the ultimate communication goal. In lyrical texts with a relatively small volume, the abundance of specific

elements (meter, rhythm, melody, rhyme, phonetic, lexical and compositional structure) help to shape poetic scheme, while on the other hand might complicate its understanding.

Any character in a poetic text becomes a complex organism or system that is inextricably linked to the general meaning of the text, forming the unique text. In order to convey deep meaning within a small volume, poets use the features of compositional and syntactic parallelism, figurative, rhythmic, and formal devices in poetic texts.

A translator working with a text that has its own literary place and value in the original language must establish a formal, semantic and poetic harmony between the two texts, creating a unity of form and meaning that creates artistic integrity in the translation, i.e. conveying to the reader the subtleties of the author's creative thought.

Poetry is a set of interrelated and interacting elements such as rhythm, tone, tonic construction, stylistic, semantic, figurative, emotional content, and vocabulary. The form of the poetic work serves as the basis for creating its rhythm. In the tonic meters that form the basis of English poetry, the accented and unaccented syllables alternate in the verse. The length of the syllables in the verse plays an important role in the meter of aruz, which is the basis of classical poetry in Arabic, Persian and Turkic languages.

An important feature of poetic speech is the orderly repetition of the rhythmic units that make it up, i.e., stanzas and verses. Classical poetry is based on the concept of the meter –it is based on the relationship between the nature and quantity of the stanzas, regardless of the desired rhythmic changes. The meter divides the speech into clearly defined pauses and proportional segments – lines or stanzas.

MAIN PART

The translation of examples of the rubai genre, which has amazed Western literature with its density of form and meter of content, is a unique test of the translator's skill. For example, Edward Fitzgerald, who translated Khayyam's rubaiyat from Persian into English, was continuously perfecting his own translations, rendering and republishing them five times during his lifetime. Each time, the translator, who focuses on ensuring harmony of form and content, faces difficulties in achieving poetic harmony. Our analysis shows that the biggest obstacle to the acquisition of poetic harmony in the translation of examples of classical literature of the Muslim East stems from a lack of understanding of classical literary art.

As well as the translations of ghazal genre, the translation of the rubai, which has a much shorter form, from Uzbek into English is closely connected with the work "Boburnoma" written by the great king and poet Zahiriddin Muhammad Babur. Below we compare and analyze the rubai rendered by different translators.

Yod etmas emish kishini ghurbatda kishi,
Shod etmas emish ko'ngilni mehnatda kishi.
Ko'nglim bu ghariblikda shod o'lmadi oh,
Ghurbatda sevinmas emish albatta kishi.¹

In Babur's rubai the sounds of longing and sorrow are often repeated. For example, this rubai, which was sent to his uncle Sultan Mahmudkhan, is a vivid example of this. This rubai also

depicts the suffering of a person when he is in a difficult situation due to the indifference of others. Words such as “exile, labor, and strangeness” used by the poet define the lyrical mood of the rubai. In the rubai, the word "kishi" is redif and "ghurbatda, mehnatda, albatta" serve as rhymes. At the same time, it should be noted that in the first byte the compounds "*yod etmas* (do not remember) and *shod etmas* (do not rejoice)" are rhyming with each other. Below we analyze the first translation of this paragraph:

Leyden-Erskine

No one remembers him who is in adversity;

A banished man cannot indulge his heart in happiness;

My heart is far from joy in this exile;

However brave, an exile has no pleasures²

First of all, it should be noted that the general meaning of the rubai is correctly translated. Nevertheless, in terms of meter and rhythm, the rubai has completely lost its original beauty. Rhymes and redif fall are the main reason for this. Let us look at another translation of the same rubai:

A. Beveridge translation

One hears no man recall another in trouble,

None speak of a man as glad in his exile;

My own heart has no joy in this exile;

Called glad is no exile, man though he be³.

The word "mehnat" in this rubai can be understood as "calamity, sorrow, pain." In this passage, the translator uses a semantic substitution based on the mental state of Babur at the time this rubai was written. That is, the poet is revealing and explaining to the reader the meaning that he meant, which is only implicit. The phrase “*Called glad is no exile, man though he be*” does not actually exist in the original. As the rhyme and redif are not restored in the rubai, the reason why the translator formed this sentence in this way may be that he misinterpreted the text of the original.

Willer M. Texton

No one remembers anyone in tribulation

No one gladdens anyone in exile.

In this exile my heart has not been gladdened,

No one can be comforted at all in exile⁴

Of the two translations we have considered above, it is the latter that is closer to the original than the others. But the reason for the uneven arrangement of the syllables in the verses is that this

translation is also inconsistent. In our opinion, by generalizing the above translations, the creation of a rubai translation in the following form could have ensured that the text was in harmony with the original:

Our translation

No one recalls anyone else in sadness at all,

No one finds their soul in joy in madness at all.

My soul was never happy in this exile, oh dear -

No one could ever be happy in sadness at all.

Let us also consider the translation of Alisher Navoi's rubai, which corresponds to the above rubai in terms of subject and rhythm. This translation was written by Kasimboy Mamurov and is included in the collection "Ummondan durlar":

Ghurbatda gharib shodmon boolmas emish,

El anga shafiqu mehribon boolmas emish.

Oltun qafas ichra gar qizil gul bitsa,

Bulbulga tikandek oshyon boolmas emish⁵.

Q. Mamurov's translation

A poor is said to be not happy in the strange land

People are said not to treat him kindly and friendly.

Should there grow a red rose in the cage,

Is said not to make a company like a prick for a nightingale⁶

Although the meaning of the original is fully preserved in this translation, the form of the rubai has not been restored in the target language in exchange for the full preservation of the meaning. In particular, the number of rhymes and rhymes, as well as the number of syllables that form the rhythm in the original, is not observed in the translation. K. Mamurov usually tries to completely restore rhymes and redifs in all poetic translations, for example, in the translation of Alisher Navoi's ghazals for the journal "Jahon Adabiyoti" the translator almost always managed to restore the harmony of form and meaning.

The translation of this rubai can also be given as follows:

Our translation

In exile a banished one would happy never be,

From the people around there would mercy never be.

Should a red rose ever blossom in the golden cage -

For a philomel as thorns would lovely never be.

In our opinion, the translation of the redif "boolmas emish" with "would never be" first of all ensures the equality of the syllables, secondly it reveals the harmony of meaning. As for the rhymes, "shodmon, mehribon, oshyon" correspond to the original rhyming words in terms of

meaning, albeit one less, in terms of the syllable, and a missing syllable can be compensated by using other words.

There is a peculiarity in the translation of poetic texts given in the “Baburnama”. Babur wrote this or that poem based on his emotional state at the time, which allows him to correctly understand and translate the gestures and omissions used in the text by understanding the poet's mood.

Yuz shukr de Boburki karimi ghaffor,
Berdi sanga Hundu Sindu mulki bisyor.
Issiqlighiga gar sanda yo'qdur toqat,
Sovuq yuzini ko'ray desang Ghazni bor⁷

That is: Babur, give thanks for these days, God has bestowed the kingdom of Hind and Sind and many more on you. If you are not satisfied with that and complain about the heat of its climate, go to Ghazna to see the face of cold. There are three possible interpretations of the phrase "cold face" in the text. First, if you are tired of the heat and want a cool place; the second refers to Hoja Kalonbek, whom he considered close to him, but who the ruler was not satisfied with; and third, it can be understood that the Hoja's face was described as ugly, so in Uzbek it would mean “unpleasantly looking face”. It should be noted that the last hypothesis is denied by scientist T.Kh. Saidaliev⁸.

A. Beveridge's translation

Give a hundred thanks, Babur, that the generous Pardoner
Has given thee Sind and Hind and many a kingdom.
If thou have not the strength for their heats.
If thou say, “ Let me see the cold side ” Ghazni is there⁹

The word play made by the poet is not preserved in the translation.

Herold Lemb

Babur! Give thanks that the mercy of God
Hath given thee Sind and Hind in royalty
Khwaja ! If thy strength fails under heat,
Turn Thyself aside to Ghazni's Cold¹⁰

In this translation, too, the word play was not rendered.

Stanley Lane Poole

Babar! Give all thanks that the favor of God Most High
Hath given thee Sind and Hind and widespread royalty;
If the heats of India makes you long for the mountain cold,
Remember the frost and ice that numbered thee in Ghazani of old!¹¹

Although there is rhyme in this translation, but the word play is omitted and the last two lines are enriched with a landscape of mountains and glaciers that are not original.

Fernand Grenard

Give thanks, O Baber, to God, the Generous

Who has given you India and its broad kingdoms!

If ever the fires of its sky weary you, if the cold

Of the north leaves one regret in your heart. Go to – Ghazni¹²

Even in this translation, unfortunately, the original word play has not been kept. As we can see, in all the above translations the meaning of the first three verses is generally equivalent to the original, but the last verse was not possible to translate hint of the poet. In order to translate such hidden meanings, of course, in addition to linguistic knowledge, it is necessary to be aware of the situation we have mentioned above. As proof of our point, let us consider the translation of this rubai:

Our translation

To great forgiver, Babur, make your praises soar,

For he bestowed on you Sind, Hind and great wealth more.

Whether you cannot tolerate hot climate then,

Once wish for the face of cold, to Gazni make for.

In our opinion, the preservation of the “cold face” combination is very important in ensuring the poetic significance of the text. In addition, the order of rhyming created by the poet with the help of the words "soar, more, for" was restored.

The issue of recreating humor in translation is also important. For example, Babur sends a copy of his poetry Divanto the ruler of Samarkand, Folad (Steel) Sultan, attaching the following rubai to it:

Ul sarvning harimigha gar yetsang, ey sabo,

Bergil bu hajr khastasidin yod ko'ngliga.

Rahm aylabon sog'inmadi Boburni, bor umid,

Solgoy Khudoy rahmni Folad koongliga¹³

The word "folad" in the last verse means both the name of the governor and steel (hard). Such poetic art is known as *iyhom*.

Leyden-Erskine

O Zephyr, if thou enter the sanctuary of that cypress,

Remind him of this heart-broken victim of separation -

The object of my love thinks not of Babur; yet I cherish a hope

That God will pour pity into his iron heart - or Pulad's heart¹⁴

In translation, iyham is recreated through explanation. This is due to the fact that the word steel is used interchangeably in Uzbek and English: it is not used as both a metal's name and a nickname.

A. Beveridge translation

O breeze! if thou enter that cypress' chamber (harim)

Remind her of me, my heart reft by absence;

She yearns not for Babur; he fosters a hope

That her heart of steel God one day may melt¹⁵

There is one aspect of the above two translations that differs from each other, which leads to great controversy in the translation of classical Oriental poetry into English. When poets compose rubai, they use such combinations as "yorning, yorga, ungna". In Uzbek and Persian, the third person singular gender cannot be identified. But in English, this concept can be conveyed through the words "he, she, it". Our research shows that the majority of Persian poems into English, have determined the translation of poems dedicated to cupbearer, "he" and other topics referred to as "she". This is one side of the issue, and on the other hand, it is known that this rubai was originally was devoted to a male. Therefore, we consider it inappropriate to use the pronoun "she".

RESULTS AND DISCUSSIONS

The genre of Muslim Eastern literature that entered the Western world before the ghazal is the rubai. This lyrical genre, which means "quartet" in Arabic, is said in some sources to be derived from the Turkish quartet, while other scholars describe it as a product of the great Persian poet Abu Abdullah Rudaki. "Rubaiyat is created on the basis of 24 meters belonging to the Hajj subgroup. They are divided equally into two groups, the akhrab and the ahram, each with 12 meters ...

E. Ochilov, studying the unity of form and content in the translations of the rubai, highlights the tendency to translate the wish into a syllabic meter, citing the following main reasons:

1. The development of post-revolutionary poetry at syllabimeter;
2. Criticism of the petition, attempts to set it aside as a thing of the past;
3. To take into account the needs and tastes of the people, brought up in the spirit of poetry created at the syllabic meter;
4. Relatively easy and convenient to translate in the syllabic system;
5. Forgetting that the authors of the translated rubai are classical poets.

In our opinion, to date, only 4 of the reasons listed by the scientist can be considered as an objective conclusion. The reason is that aruz is a natural meter for rubai. Nevertheless, in order to maintain harmony in its translation, we think it is expedient to use natural poetic meters for poetry of similar genres in the receptor language, if this is not possible. Just as speaking in Uzbek using the tone and rhythm of English violates the phonetic rules of the language, so in English, in fact, is based on the linguistic features of the Arabic language, trying to forcibly

create the requirements of the developed language. This is our firm position in the translation of rubais.

There is a rule that if a-four-line poetry is not written in certain branches of the petition, it cannot be called a rubai. We do not deny this, and therefore call the re-creation of the original text by the translators in the receptor language a translation of the rubai. To place the same demand on the genre and its translation in terms of meter would be to create an artificial barrier in its translation.

CONCLUSIONS

Poetry is based on the laws of poetry, in which formal elements such as rhythm, meter, system of rhymes form a formal shell that retains its inner meanings conveyed through images. In poetic translation, the proper transmission of both formal- semantic and poetic features of the text can be achieved as a result of the translator's in-depth study of the grammatical rules of the original and translated language, the rules of literature, the poet's individual writing style. Among the main conditions for the creation of a harmonious translation are a good knowledge of the general features, poetic systems and principles of the two languages, the ability to feel the rhythm.

The translation of a masterpiece must become the property of world literature as well as the original. A translator working with a text that has its own literary place and value in the original language must decide on a formal, semantic and poetic harmony between the two texts, creating a unity of form and meaning that creates artistic integrity in the translation, i.e. conveying to the reader the subtleties of the author's creative thought.

The main problems that arise in the translation of lyrical texts are related to the natural differences between languages at the phonetic-phonological, morphological, syntactic, lexical, cultural and literary-aesthetic levels. In translation, it is difficult to preserve form and content in the process of translating the phenomena of synonymy, antonymy, and homonymy. In the translation of poetic fragments that reflect the unique features of the culture and literary genre of the nation, the re-creation of form, content and poetic coloring is sometimes impossible due to objective factors. In this regard, the best way is to achieve a translation that is understandable to the receptor.

Adequacy and equivalence are the stages of achieving harmony in poetic translation. The impossibility of achieving adequacy in the translation of lyrical units of Oriental literature into English is determined by the existence of differences in the linguistic levels. The term equivalent translation, on the other hand, should be applied to the reconstruction of certain parts of the whole poetic passage, for example, lexically, grammatically, or semantically. Speaking of poetic translation, the introduction of the category of harmony into it, generalizing the principles of adequacy and equivalence, manifests itself in the form of a sign of high quality of the translation of an entire lyrical text. A harmonic translation cannot exist without an equivalent and adequate translation, nor will the effort to create adequacy lead to a proper translation in its place. The compatibility category is the stage above the equivalent and adequate translation.

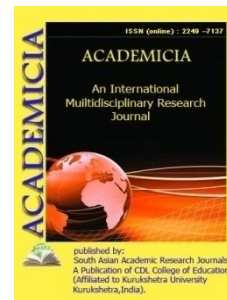
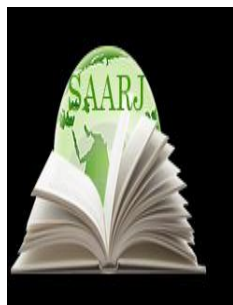
In the hope of preserving the formal or spiritual features of the poem, its forcible transformation leads to the creation of an obscure and artificial translation in the end. The category of harmony should be one of the main criteria in determining the quality of poetic translation. Any appearance of lyrical genres will always be limited in terms of size and form, depending on the

nature of the genre. The original text, created on the basis of the rules of the original language, can be translated in accordance with the laws of the target language.

When translating poems written in Uzbek, Persian-Tajik and English languages, the tone, rhythm and accent of which are radically different from each other, it is impossible to ignore their linguistic and phonetic features. The tone of the poem is its formal feature. If the poetic text is in the application, it is sufficient to take into account the links in the translation, to choose a form, meaning and poetic unity that is understandable to the reader of the translated language of the ghazal or rubai.

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EMC – AS A TYPE OF DIGITALIZATION OF A DENTAL WORKSTATION

Abduganieva Sh. X*; Patkhiddinova M. Sh; Patkhiddinov J. Sh*****

*Senior Lecturer,

Department of Biophysics and Information Technologies in Medicine,
Tashkent State Dental Institute, UZBEKISTAN
Email id: Abduganieva72@mail.ru.

**2nd year student of the Faculty of Dentistry,
Tashkent State Dental Institute, UZBEKISTAN
Email id: patxiddinova@mail.ru

***5th year student of the Faculty of Dentistry,
Tashkent State Dental Institute, UZBEKISTAN
Email id: jaloliddin98.98@mail.ru

ABSTRACT

It is no secret to anyone, the application of digital medicine has advanced medicine a lot. This article devoted to analyzing EMC – as a type of digitalization of a dental workstation. There is also shown advantages and disadvantages of the application of information technologies. The theoretical foundations of the DENTREG program were studied from the very beginning. As it is known, a medical information system (MIS) is a set of information, organizational, software and technical means intended for organization and/or automation of medical processes. When evaluating research results, oral mucous membrane diseases (OMS), particularly when evaluating the manifestation of clinical symptoms, there may be differences of opinion on the degree of manifestation or significance of a clinical symptom. In case of application of this platform and introduction of digital technologies, the cost of treatment from the Treasury made up 75 million sums per year.

KEYWORDS: EMC, 3D Seals For Organ Creation, Medical Information Systems, "DENTREG" Platform

INTRODUCTION

The application of information technologies has both advantages and disadvantages. But, the bowl of scales is on the plus side. So let's look at some of them:

- 1) Cost saving through modernization of the service delivery system (reduction of patients' contacts with doctors).
- 2) Increased availability of medical care and consultations
- 3) Improving the effectiveness of clinical trials
- 4) Technologically, it is the organization of remote patient monitoring
- 5) In the future use of 3D seals for organ creation.

Today's world, the problems associated with the pandemic have shown even more clearly the need for digitalization of medicine.

Modern medicine, stepping with the times, is widely using the latest information technologies in both diagnostics and treatment, as well as in training. It demands wide application of computers in medicine and in higher medical education. Being the professional of the business, each expert should possess in perfection skills of application of computer technologies, be able correctly and appropriately to apply applied and special programs in the activity. This requires a wide application of computers in medical education.

Special computer programs enable a user-student to explore the field of medicine under study and experiment without guidance or teacher intervention. This approach has its advantages and disadvantages. Advantages are that the program gives an opportunity to choose any actions for independent study of the chosen field. In considering, we can enumerate the following positive aspects: reduction of some quantitative costs of conducting training; conducting training with a large number of students; improvement of the quality of training through the use of Internet resources; individual planning of time and duration of preparation for classes; development of students' independence; creation of opportunities for interdisciplinary discussion.

The curricula differ from one another. The application of special computer programs in education enables the student not only to explore the field of study, but also to experiment without guidance or teacher intervention. This principle is very effective both in primary and advanced courses, as it prepares a future specialist for the work. Studying clinical subjects, the student at the same time learns to apply digital technologies in practice by acquiring work skills. By studying clinical practice, one can notice a significant lack of medical care for patients.

In medical institutions, to which the user is not attached at the place of residence, including private clinics, they start a new medical record of the patient and conduct anamnesis of the patient again, which affects the time of diagnosis and treatment. When evaluating research results, oral mucous membrane diseases (OMS), particularly when evaluating the manifestation of clinical symptoms, there may be differences of opinion on the degree of manifestation or significance of a clinical symptom. A quantitative assessment of the degree is therefore necessary. Quantification of consistency allows for a more informed interpretation of the reasons for the disagreement, the most relevant criteria and symptoms, and their contribution to the validity of a diagnosis (1).

The evaluation of consistency is based on compactness, a visual representation that is given by the geometric interpretation of the results of the examination. If the values reflecting the estimations of all the examined ones are located at a small distance from each other and form a compact group, this is interpreted as a good consistency of the experts' opinions, and on the contrary, the wide dispersion of the experts' opinions indicates that the consistency of the experts' opinions is not high [1,2].

Relevance. The first step towards informatization of the country's health care was the formation of an electronic system for registering patients. In its development, the system will provide doctors and medical staff with access to patient data contained in electronic medical records (EMRS), regardless of where and when the patient was registered [2].

Concretization of the stated evaluation of the specialists' consensus was carried out in accordance with the developed scales for measuring the severity of the clinical course of a given SOPD lesion and the degree of severity of each specific clinical symptom.

The aim of the study was to automate the activities of medical institutions (polyclinics, hospitals), while providing work in a single information space using the program "DENTREG".

At this level, the following subsystems are identified for the tasks to be solved:

- Information and reference systems (designed to search for and issue medical information at the user's request);
- Consulting and diagnostic systems (for diagnosing pathological conditions, including the prognosis and development of recommendations on treatment methods, for diseases of various profiles);
- Instrument and computer systems (for information support and automation of the diagnostic and treatment process carried out in direct contact with the patient's body);
- Automated workstations for specialists (to automate the entire technological process of the doctor of the respective specialty and provide information support in making diagnostic and tactical medical decisions).

Material and methods The work was carried out by a group of young dentists and 3 students, who directly participated in the maintenance of electronic medical records under the guidance of a dentist of the highest category. The theoretical foundations of the DENTREG program were studied from the very beginning. As it is known, a medical information system (MIS) is a set of information, organizational, software and technical means intended for organization and/or automation of medical processes. In other words, it automates all activities of a medical institution, where the system of support for medical decision-making, electronic medical records about patients, medical research data in digital form, patient monitoring data from medical devices, means of communication between employees, financial and administrative information are combined.

By using MIS, the quality and efficiency of the following is improved:

1. Collection and transfer of information on completed cases of medical care provided to the population.
2. information support for functioning and interaction of employees of medical organizations.

3. Automation of information interaction between medical organization and external organizations, as well as exchange of personalized data with interested organizations.

4. Accounting for medical services and providing an opportunity for integration, ensuring the input and storage of data in electronic form at the level of a treatment and preventive care institution (TPI), sufficient to generate reporting statistical and analytical forms.

Medical information systems of basic level were studied, the tasks of which are computer support of the work of doctors of different specialties, as it allows to improve the quality of preventive and laboratory and diagnostic work, which is very noticeable when working in conditions of mass service of the population on the example of electronic document circulation of the clinic at Tashkent State Dental Institute.

The "DENTREG" platform was developed, which automatically generates the necessary medical certificates and documents. The purpose of this platform is to automate the interaction of individual clinics, polyclinics, dentistry, private clinics, etc., and other medical institutions that the patient will visit in the future. The task, which is to measure, process and control the performance indicators, i.e. "digitalization" of the user. Based on the obtained and processed indicators, the system binds the user to a specific doctor or group of doctors. But the main goal is to identify any disease at an early stage and to carry out prevention or operational treatment measures.

Also, MIS levels were studied :

1. MIS of treatment and prevention institutions and it is presented in the following main groups:

- Information systems of advisory centres (designed to ensure the functioning of relevant units and to provide information support to physicians in consulting, diagnosis and decision making in case of emergency situations);

- Information banks of medical services (contain consolidated data on the qualitative and quantitative composition of the institution's staff, the attached population, basic statistical information, characteristics of service areas and other necessary information);

- personalized registers (containing information on the attached or observed population on the basis of a formalized medical history or outpatient card);

- Screening systems (early detection of diseases) are designed for pre-hospital preventive examinations of the population, as well as for the identification of risk groups and patients requiring specialist assistance;

- Information systems in the treatment and preventive care facility (based on the consolidation of all information flows into a single system and providing automation of the facility's various activities;

- information systems of research institutes and medical universities (three main tasks are solved: informatization of the technological process of training, research work and management activities of research institutes and universities).

1. MIS of territorial level, designed to serve a particular territory (city, region, krai, republic). By appointment, they provide management of various medical services (polyclinics,

hospitals, etc.), as well as the interrelation with the medical insurance system, sanitary control service, medical educational institutions, etc.

They are presented in the form:

- 1) IS of the territorial health authority at the level;
- 2) IPs for solving medical and technological tasks, which provide information support to the activities of medical workers of specialized medical services;
- 3) Computer telecommunication medical networks, providing creation of the unified information space at the regional level.

MISs of the territorial level distinguish several subsystems, the most important of which are the following:

- Administrative-administrative information system;
 - Statistical information systems;
 - Information systems of separate medical institutions (clinics, hospitals, pharmacies, etc.);
 - Information systems of the medical insurance fund and individual insurance companies.
2. State medical information systems are designed to ensure the full operation of the country's health care system. The main subsystems at this level are as follows:
- Administrative and management information system (manages regional health authorities);
 - Statistical information systems (providing free data on the country for all statistical indicators from the regions);
 - Reference and legal information system (intended for consulting support on all issues related to the organization of health care: orders, regulatory documents, etc.);
 - Medical and technological information systems for various medical specialties;
 - Federal-level consulting and diagnostic systems (supported by major research institutes and clinics);
 - Bibliographic information systems (contain bibliographic and thematic reviews in various sections of medicine and healthcare).

RESULTS AND DISCUSSIONS

This statistical method allows us to evaluate the phenomenon under study in the form of a generalized opinion of specialists on the issue or problem under study. Specialists assess the adequacy and necessity to evaluate the symptoms in the developed scores of severity of each specific symptom of the defeated SOPD.

Introduction of EMR by a doctor of a medical institution quickly finds the existing information, and also adds new information about all cases of rendering medical aid to the patient. Necessary medical certificates and documents are generated in an automated mode.

The project audience and basic modules of the DENTREG system have been defined, and the information architecture of the portal has been developed.

2.The scheme of the electronic medical records database on the DENTREG platform was developed.

3.General requirements to the information architecture of the DENTREG system were formed.

4.A conceptual model of the system for further detailing is developed and documentation for interaction with system users is prepared.

5. Layouts of the portal graphic interface are developed. On the basis of results of the given work the system of digital medicine "DENTREG" is realised and is introduced in a basis of the STARTAP OF POROTECT.

CONCLUSIONS

All combinations of points for each clinical attribute (external examination, subjective sensations, prevalence of lesions, characteristics of lesion elements, state of tongue, etc.), calculated using the algorithm presented above, show all possible combinations of percentage fractions of damage to SOPR and their contribution to the severity of lesion. As a document, it is convenient, because we have access without visiting clinics or clinics, reliable in the storage of information, because you will not forget somewhere, you will not lose, relevant, you can track any changes made.

The advantages of the DENTREG platform are as follows:

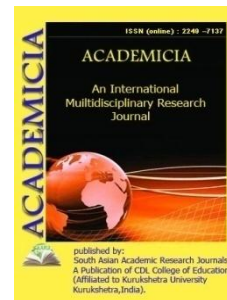
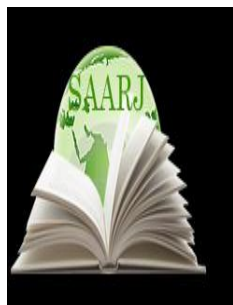
- Multiplatform, including support for open source software such as Linux, Windows, MacOSX, PostgreSQL, MY SQL Server, IBM DB2, Oracle Database
- Support for Multitenancy (data separation mode) cloud technologies working in data center, by ASP and SaaS models.
- Ability to work in the service mode (thin and Web-client). All system solutions become available as services, through the Internet.
- Work on mobile platforms iOS and Android, Windows (8, 10, Phone) .

Performance and reliability lies in a cluster of servers with dynamic load balancing, in the mechanisms of diagnosis and monitoring (to control the server cluster) and the work of corporate technology support centers.

If patients with Candida defeat SOPR are identified among the population with a frequency of 1:750, in particular the firstborn, whose parents from 18 to 22 years. Also occurrence of birth rate among related marriages makes - 29 %, on heredity - 38 %. If today the cost of treatment from the Treasury is 4.3 billion sums per year, and the time for filling in medical records by doctors is 50% of the total time of activity. In case of application of this platform and introduction of digital technologies, the cost of treatment from the Treasury made up 75 million sums per year. Time for filling in medical documents made up 13% of the total time of doctors' activity.

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PERCEPTION ON POLICY HOLDER TOWARDS HEALTH INSURANCE IN COIMBATORE CITY

M. Mariyammal*; Dr. K. Raja Rajeswari**

*PhD Scholar,
Department of Commerce,
Hindusthan College of arts and science,
Coimbatore, Tamil Nadu, INDIA
Email id: marim.phd94@gmail.com

*Assistant Professor,
Department of Corporate Secretary ship,
Hindusthan College of arts and Science,
Coimbatore, Tamil Nadu, INDIA
Email id: meenaprabakar95@gmail.com

ABSTRACT

Great Wellbeing presents on an individual or gatherings' opportunity from sickness and the capacity to understand one's latent capacity. Wellbeing is in this manner best comprehended as the basic reason for characterizing an individual's feeling of well being. Health insurance is a protection against the danger of causing clinical costs among people. Medical coverage remains endlessly immature in India. Just 11% of populace is by and by secured with Medical coverage. Around 24% surprisingly hospitalized in India in a solitary year fall beneath the destitution line because of hospitalization (World Bank, 2002). An investigation of financing of hospitalization shows that large extent of individuals obtains cash or offers advantages for pay for hospitalization (World Bank, 2002). Lion's shares of Indians are increasingly defenseless against significant sicknesses. Advertising of Medical coverage strategies become paramount important to help individuals to meet out the untoward costs emerging out of unforeseen sicknesses. It will be a success win circumstance for Open and organizations of expanding the infiltration of medical coverage items to its fullest potential. The advantage of medical coverage must be reached out to the barred populace as well. Obviously there is a dire need to grow the medical coverage net in India, in such a circumstance it is basic to comprehend the shoppers how far they are keen on purchasing medical coverage, customers recognition is to be recorded, it is

fundamental to confine the cash based costs of the buyers, and recommend and carry an attention to the buyers how medical coverage would help in diminishing their monetary weight during hospitalization.

KEYWORDS: *Understanding, Variables, Policy Holder loyalty, Issues*

INTRODUCTION

For an industry that has its hands in financial turn of events and general soundness of a country at the same time, the protection area in India is just a couple of decades old with a great deal of opportunity to get better. First propelled in 1986, human services protection has been an ongoing advancement in India. Be that as it may, after three decades, it has not gotten on with a similar energy one would expect or has come to observer in created nations around the globe. With a great deal of opportunity to get better, human services covers are frequently rewarded as extra costs, particularly as the battle to allocate reserve funds gets apparent among lower salary family units. The thought that solitary the favored not many can stand to benefit private health care coverage even today and subsequently increase moderate access to best in class clinical consideration in the midst of crises has seen a move. The significance of buying medical coverage that ignores an individual's monetary status is progressively going to the bleeding edge.

A glance back at the development of medical coverage in India will uncover principal imperfections in the impression of medical coverage and its job in a family's budgetary portfolio.

Here's the place it began

Health care coverage started in India as a clinical spread for singular residents and their families, before continuing to incorporate repayment of emergency clinic charges also. However, that accompanied individual roofs on each and every thing recorded in the strategy.

With the "Advancement, Privatization and Globalization" (LPG) model in the mid nineties, private medical clinics and interest for world-standard social insurance experience likewise assumed their particular jobs in making medicinal services protection an absolute necessity have in the event that you needed to benefit quick and satisfactory treatment. Before long the protection segment likewise began to advance and all tops, roofs and sub-limits were evacuated in the late nineties. The expansion in the quantity of private emergency clinics and improved future additionally urged more individuals to purchase medical coverage approaches.

Essential turning points

Initially, the main two types of protection arrangements accessible were the Focal Government Medical coverage Plan for government representatives and the Workers State Protection Plan for workers in the private division. It was in 1986 that the principal protection item "Mediclaim" entered the nation, wanting to rock the boat. From that point forward, the quantity of private part insurance agencies have expanded complex, and the arrangements offered by them are various and structured explicitly for your requirements. While Mediclaim used to offer a base inclusion of Rs.15, 000 at a certain point, today the base aggregate is Rs. 50,000 for the administration part and 1 lack for private enterprises. This has a great deal to do with the exponentially rising social insurance costs in India. With progressions in fixes and medicines, new techniques get figured into your human services plan, accordingly raising the excellent floor. A significant achievement

was the appearance of an outsider overseer to intervene between the medical clinics and the organizations. The Protection Administrative and Improvement Authority (IRDA) was presented in 2001, in this manner permitting the insurance agencies to offer cashless cases on their items. Another critical job was played by the blasting IT segment which added to the notoriety of gathering protection.

Looking forward

Studies have uncovered that clinical expansion in India remains at 18%. This has helped likely clients in understanding the significance of medical coverage and has brought about the quantity of health care coverage strategies sold in India to twofold in the course of recent years.

Online medical coverage suppliers today should have the option to furnish clients with progressively proficient answers for their budgetary burdens, and a nuanced purchaser experience that incorporates taking into account their necessities at the hour of ailment and in any event, going past settling their cases to helping they care more for their wellbeing through monetary motivating forces. AEGON Life's online administrations are immaculate in giving the ideal wellbeing inclusion you requirement for you and your family. With the malignant growth plan, you will have a possibility to depend on should the requirement for it emerge. The basic disease plan offers all-round insurance from the over the top expenses of malignant growth treatment including radiation treatment, perception and recuperation costs and gives out the premium in a few stages. Whenever determined to have significant stage disease, you are subject to get a 100% of the entirety guaranteed, and a half reward if it's distinguished at a basic stage. This is an incredible case of a ground breaking and far reaching medicinal services plan that the health care coverage area ought to preferably make progress toward. With globalization, a wide scope of medical coverage items might be promptly accessible however have not arrived at a huge piece of the populace. With digitalization and the Web of Things, these items are presently up for offer on protection supplier sites. AEGON Life has a large group of clinical inclusion arrangements recorded and itemized on their site, which can even be bought on the web. Far reaching and agreed advances should be taken to appropriately incorporate the intensity of information and innovation with the medical coverage possibilities, to give more capacity to the uninsured populace.

Types of Health Insurance Plan

Rising medical problems because of unpredictable dietary patterns and undesirable way of life and an expanding medicinal services cost can consume a major opening in one's pockets. To evade that one should buy a medical coverage plan. Insurance agencies have distinctive medical coverage designs that suit a person's needs. Underneath referenced are a portion of the essential plans that the greater part of the organizations offer.

1. Individual Health Insurance Plan

Singular Medical coverage Plan is a sort of health care coverage plan that covers wellbeing costs of a protected person. These arrangements pay for careful and hospitalization costs of a protected individual till as far as possible is reached. The premium for an individual arrangement is settled based on clinical history and the age of the individual purchasing the arrangement.

2. Family floater Health Insurance Plan

In the event that an individual needs to purchase medical coverage for his whole family (life partner, kids and guardians) in a solitary arrangement, at that point he ought to go for a Family Floater Strategy. Any relative secured under the arrangement can guarantee if there should arise an occurrence of hospitalization and careful costs. Like Individual Medical coverage Plan one needs to pay a premium for family floater strategy. The premium for family floater strategy is resolved dependent on the age of the oldest part under the inclusion of the arrangement.

3. Group Health Cover

Gathering Medical coverage plans are purchased by a business for his representatives. The premium in bunch protection is lower than singular medical coverage strategy. Gathering wellbeing plans are normally normalized in nature and offer similar advantages to all workers.

4. Senior Citizen Health Insurance

At mature age, medical problems emerge that include costly medicines. So as to meet such high clinical cost, insurance agencies have structured uncommon medical coverage plans for senior residents. These plans give spread to anybody from the age of 65 or more. By and large, the premium is higher on account of senior resident medical coverage plan when contrasted with different arrangements.

5. Critical Illness Health Cover

Basic Sickness Strategy covers the costs engaged with rewarding the hazardous illnesses like a tumor, perpetual loss of motion and so on. These approaches as a rule pay a singular amount add up to protected individual on the finding of genuine maladies canvassed in the strategy archive. In contrast to different arrangements, Singular Medical coverage and Family Floater Strategy, hospitalization isn't required, just the finding of the malady is sufficient to guarantee the advantages.

6. Super Top-Up Policy

Too Top-Up Plans offer an extra inclusion over the normal arrangement that can assist with expanding the measure of whole guaranteed. The Overly Top-Up Strategy can be utilized simply after the aggregate safeguarded of one's customary approach is depleted. For instance, if an individual has a normal wellbeing plan of Rs 3 lakh and a Top-Up plan of Rs 5 lakh. In the event that there is a case for Rs 5 lakh, at that point the current clinical arrangement will pay a case of Rs 3 lakh and remaining guaranteed measure of Rs 2 lakh will be secured by the Too Top-Up strategy.

Importance of Health Insurance for people

We strive to accomplish budgetary solidness throughout everyday life. From ventures to investment funds, we deal with our accounts as cautiously as conceivable to draw nearer to our goals. Yet, a surprising disease or injury can without much of a stretch wreck your funds. Medical coverage is a shrewd method to adapt to such monetary crises without contacting your investment funds. While medical coverage approaches are getting well known, numerous individuals despite everything neglect to comprehend why they are an absolute necessity have. On the off chance that you excessively can't conclude whether to put resources into a medical

coverage strategy or not, here is some health care coverage basic focuses that you should think about.

1. Bodes well

The expense of value social insurance is reliably ascending in India. Indeed, even the littlest of clinical methodology or medicines can without much of a stretch cost thousands and lakhs of rupees. At the point when you purchase a medical coverage plan, you are required to pay a premium according to your safeguarded entirety. On the off chance that on the off chance that you need clinical consideration, the protection supplier will at that point be liable for paying for your costs up to the most extreme total safeguarded. At the end of the day, you can get quality human services without agonizing over your funds.

2. Present day Way of life

Taking care of expert and individual lives frequently leaves us with next to no an ideal opportunity for ourselves and our wellbeing. This is the motivation behind why genuine ailments, for example, diabetes, cholesterol, circulatory strain, and stress-related issues are getting so predominant in the nation. This is another convincing explanation which shows medical coverage significance. As individuals are presently progressively inclined to wellbeing conditions, the requirement for far reaching medical coverage is at an untouched high.

3. Tax reduction

Under segment 80D of the IT Demonstration, you can guarantee a duty reasoning of up to Rs. 25,000 for the medical coverage premiums you pay for yourself and up to Rs. 50,000 for arrangements bought for senior guardians. While the assessment reserve funds ought not be the motivation to put resources into a wellbeing plan, it is as yet a huge advantage for the citizens.

4. Wide Scope of Arrangements

There are presently a wide range of sorts of medical coverage approaches accessible. From singular plans, family floater plans, plans for individuals with previous conditions, youngster plans, to even elite approaches for seniors, you can now effectively choose an arrangement that best suits your medical coverage needs. Indeed, even the premiums of wellbeing plans have fallen significantly in the previous not many years, and the case documenting process has been made simpler to offer improved comfort to the policyholders.

5. Purchase a Medical coverage today

Medical coverage is a need and not an extravagance. Comprehend these advantages that show the medical coverage significance in India in detail, and it shouldn't be hard for you to comprehend why everybody ought to put resources into a component pressed medical coverage strategy.

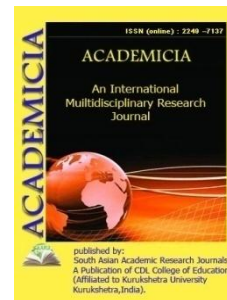
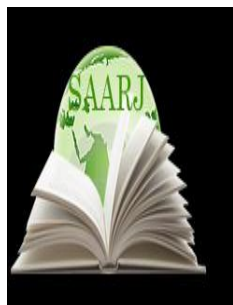
CONCLUSION:

Medical coverage gives monetary help to non-foreseen health related crises. Each individual has distinctive clinical needs. Some may require singular health care coverage to take care of his own clinical expense or one would want to take a family floater strategy to cover clinical costs of his relatives in a solitary approach. Very Top-Up Strategy goes about as a beneficial arrangement to the customary/existing wellbeing strategy of the guaranteed. Along these lines, an individual

should choose a medical coverage plan in the wake of thinking about his clinical needs and necessity. Health insurance companies should provide an easy claim settlement system with easy document procedure.

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FORMAL AND INFORMAL WAYS OF CONVERSATION IN THE GERMAN AND UZBEK LANGUAGES

K. Sh. Kaharov*

*Fer SU Teacher,
UZBEKISTAN

ABSTRACT

This article illustrates the peculiarities of communication process in different nations, formal and informal conversation, verbal etiquette and their integral connection with the state of speech on the core of general and private forms of communication in the Uzbek and German languages.

KEYWORDS: *Verbal (Speech) Etiquette, Communication, Speech Culture, Verbal Situation, Behavior, Formal And Informal Conversation, Greeting And Farewell.*

INTRODUCTION

In world linguistics, many linguists have carried out researches on verbal etiquette and issues related to its units, as a result of attention paid to communication, the issues of speech, their special features and differences, the study of national and cultural characteristics of communication. [1;2;3;4;5;6;7;8;9;10;11;12].

Verbal etiquette is related to the external conditions and internal states of behavior, which are divided into stable and non-stable situations. The specific language units used in speech etiquette situations are generalized and gradually become rigid patterns. These patterns, which belong to the language of a particular nation, form the subject groups of verbal units of etiquette. For instance, greeting – Begrüssung, salutation – Anrede und Aufmerksamkeiten überschütten, verwöhnen, acquaintance – Bekanntschaft, please – Bitte, farewell – Verabschiedung, pleading – Verzeihung, congratulating – Glückwunsch, being thankful – sich bedanken каби.

When the verbal etiquettes of the Uzbek and German peoples are compared, as their cultures and traditions are far from each other, the similarities and differences in their communication become apparent. In German, it is customary to greet people in formal situations depending on the time of day such as "Guten Morgen" (Good morning), "Guten Tag" (Good afternoon), "Guten Abend" (Good evening), . In informal circles, for example, older people are greeted with "Morgen" (Morning), "Tag" (Afternoon), "Abend" (Evening), depending on the time of day, while young

people used to be greeted with "Hallo" (hello) but now, "Hi" (an English word) greetings have become a habit. The Uzbek people have a habit of saying "Assalomu alaykum" irrespective of the circle they are in.

Handshaking is practiced almost daily in the German people in formal circles, while in informal circles it is used only during the first acquaintance. Among Uzbeks, it can be seen that in formal circles they shake hands, and in informal ones, to wit, amongst friends, acquaintances and colleagues, they shake hands and sometimes even hug.

The Germans possess a custom of greeting women and men side by side. For example, in formal circles, when a high-ranking official greets other officials, regardless of position, he or she will definitely greet the woman first. But if a high-ranking official is younger than the person he is greeting, then he greets an older man as a sign of respect, not with a woman.

In the Uzbek nation, however, the situation is slightly different. Due to the fact that men are glorified in Muslim countries, they are the first to be greeted. As for women, greeting can be done with or without a handshake depending on the situation, sometimes with a hand on the chest.

The German people also have their own rules of greeting in official government offices. The head of the department, managers or a doctor receiving his clients should stand up and shake hands when greeting. Not standing up and shaking hands is considered disrespectful to the customer. It is also a matter of etiquette to submit any document hand to hand in such places. Pushing the document without handing in is inappropriate to the norms. In the Uzbek people, the situation is slightly different. The supervisor or physician receiving a patient or client does not need to stand up and shake hands. But with a cheerful face, he need to pay attention to them. The visitor enters, saying "Assalamu alaykum" and is greeted by the chief or the doctor only in his seat or with a slight agitation such as "Vaalaykum assalam, come, please sit down, I hear".

Another important aspect of speech etiquette is addressing (appeal). As the addressing is studied from different angles, its function is also expressed differently. According to their methodological tasks, forms of appeal represent the tone of communication, the functional area of communication.

Forms of interaction are of great importance in communicating in all languages. Addressing can cover a number of aspects, such as the social group of the listener, age, gender, position, as well as character traits and current mood. Addressing forms play a special role according to their functions. Speakers are determined based on their social relationships and responsibilities, and their positions. Appeal not only means a call, a salutation, but sometimes may also serve to express other purposes based on the situation.

"Excuse me, when is the train to Andijan?", "Entschuldigung, wann kann ich das anfangen?" (Excuse me, when can I start this?) - In these examples from both languages, the address form serves as an appeal form only, it is not used to draw attention, apologize, or initiate communication. It does not reflect the age, gender, or other social characteristics of the listener as well.

The Uzbek words like "o'rtoq"(friend), "taqsir"(religious person), "begim"(my lion, my all...), the German words like "Kamerad" (comrade), "Fräulein" (lady) have changed their function due to additional social functions. In particular, the form of "begim" was used for women in the XV-

XVI centuries, and in later periods it was used for men, as we can see from the historical works of that period. In fact, this form, which was used for "bek + um" (um - Arabic "mother"), to wit, mother of bek or in the broadest sense for all female members of the bek family, later expanded its meaning. The word "Kamerad" (comrade) was used in the official circles of the socialist countries before each other's names or surnames. For example, in the style of Comrade Tadjibayev, Kamerad Walser (Comrade Valser) or Comrade Karim Khasanov, Kamerad Peter Gärtner (Comrade Reter Gertner). The form "Fräulein" (lady) was applied to unmarried girls until the 60s and 70s of the last century. Today, however, it is considered obsolete as a form of verbal etiquette.

In the Uzbek people, the use of forms of address, which are considered hyponyms of kinship, in communication with unfamiliar listeners, is usually distinguished by age and gender. For example, when the person is unfamiliar to us, they are referred to as an aunt or uncle. In the German people, on the other hand, the sign of age and gender is less active than that of unknown addressees. They say "Entschuldigung,..." (sorry,...) regardless of age. In both nations, names are sometimes abbreviated in reference to close family members and dear acquaintances. For example, in the German people it is customary to abbreviate a girl named Katarina as Karin, a girl named Evangelija as Eva, a boy named Stefan as Stefi, and a boy named Rudolf as Rudi. It is also possible to understand the meaning of pampering by abbreviating it. This situation is also typical of the Uzbek people, which also means the closeness of the applicant. For example, a girl named Fatima is called Foti, a girl named Gulnoza is called Gulnoz or Guli, a girl named Shakhnoza is called Shakhnoz, a boy named Nuriddin is called Nuri, and a boy named Fakhridin is called Fakhri.

In addressing, Uzbeks pay special attention to marriages and post-marriages. For example, a girl who enters the family as a new bride uses the names of her new relatives in full and respectfully by combining the forms -xon, -jon, -bek, -oy, -oyim. At the same time, the sign of their closeness is neutralized. Even if all other members of the family use the abbreviated form, the bride will always say the names of these people (even if they are young children or have a close friend before marriage) in her speech in a full life form. This shows the respect, education and etiquette of Uzbek women towards their marriage.

Similarly, a young man who is a bridegroom to another family should show the same respect to his spouse's family members. This oriental humility is well-known among the Uzbek people. Especially in the Margilan and Kokand regions, these customs are strictly followed. Today, in the process of globalization, these speech habits of Uzbeks are changing. Nonetheless, when they are strictly followed, it brings great respect and positive appreciation to the speakers.

The kinship names used in Uzbek for non-relatives possess additional meanings. In this case, not only the forms of addressing, but also all the corresponding characters used as a unit of language in the sentence take on additional meaning. Such addresses are of an evaluative and connotative nature, which define the subtleties of the interaction between the communication participants. Therefore, they are rarely used in these units where the meaning of the person is mentioned by the author:

“After the temporary knocks on the door, the guard threw his cloak over his shoulder and came out asleep:

- Who? Everyone's gone. What are you here for?

- Please open, Ikromjon aka! I am Urinboy. Temirov Urinboy ” (T.Po'lat, Ichkuyov).

In this example, the word “aka” (brother) in the address "Ikromjon aka" did not mean kinship, but served to indicate the listener's age and gender relative to the speaker. The main meaning of the word as sign of kinship does not make sense here.

In the German people, however, the secondary names of kinship used in reference to such non-relatives are not found at all. It is ordinary for them to call themselves by the same name in relation to older, younger, or peers.

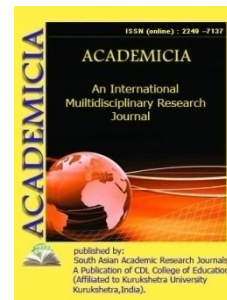
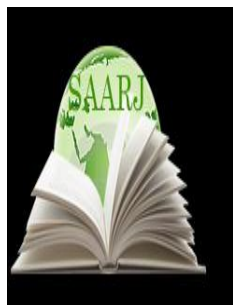
Owing to national views, in Uzbeks, addressing has a special role between the spouses: the couple's address to each other can give rise to a tertiary nomenclature. The appeal of the addressee to the male addressee by his wife can be defined as follows:

| | |
|---|---|
| Name of the person-listener (In the Uzbek nation) | - addresses that show age |
| | - addresses that show gender |
| | - calling with the name of their own children |
| | - calling with the name of the eldest child |
| | - addresses that show social status |
| Name of the person-listener (In the German nation) | - addresses that show fondling |
| | -calling by name |
| | -calling with the abbreviated name |

Overall, there are more than two hundred states, more than two thousand nations and peoples on earth. And each nation and people has their own history, language and culture. They have forms of verbal communication that arise as a result of their traditions, beliefs.

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ESTABLISHMENT OF LINES AND FAMILIES OF DAIRY GOATS IN UZBEKISTAN

Eshmatov Izatulla Yangiboevich*

*Research Institute Livestock and Poultry Farming,
UZBEKISTAN

ABSTRACT

The article provides data on the creation of lines and families of the Zaanen breed of dairy goats in Uzbekistan, as well as intra-breed selection and selection, live weight of goats, growth and development of young animals, conditions for keeping and feeding dairy goats. The main reason for this was the high rate of productive data of the parents of the experimental animals selected for the study. The indicators of the average daily data of the obtained offspring showed the manifestation of genetic abilities.

KEYWORDS: Dairy Breed, Goat, Producer, Milk, Young Animals, Selection, Selection And Selection, Maintenance And Feeding.

INTRODUCTION

The effective use of highly productive goats-producers of the Zaanen breed and their intra-breed families of European selection in breeding work is relevant and important when creating new lines and families.

In Uzbekistan, dairy goat breeding, as a branch of animal husbandry, is considered a new direction and in the national economy the production of goat breeding products is of particular importance. The need for goat milk is growing day by day.

Over the past 5-6 years, about 4.5 thousand heads of wool and dairy goats have been imported from European countries to Uzbekistan. A number of specialized farms have been created, in which purebred goats of Saanen, Alpine, Toggenburg and Nubian breeds are kept. To improve breeding qualities, to increase the milk productivity of local unproductive goats, crossbreeding with pedigree goats of the dairy direction is carried out.

Purpose. Creation of intra-breed lines and families of the Saanen breed of dairy goats in breeding herds.

Tasks. Study of the influence of artificial selection and selection of purebred dairy goats on the growth and development and productivity of young animals in breeding groups.

Materials and methods. Zootechnical, biometric and statistical evaluation of goats, and goats which purebred Saanen breed.

Farmers from the first day began grazing imported goats on natural pastures, and some farmers used loose-stall keeping of goats.

For the development of dairy goats, a plan of selection and breeding work was developed, as well as a selection plan so that in the future there would be no shortcomings of goat producers in purebred breeding.

In one of these farms "Bakht imkon rivozh chorvasi" of the Andijan region of the Oltynkul region, research work is being carried out to create lines and families of bred goats of the purebred Saanen breed. Along with all the conveniences for the local climate of Uzbekistan, work is underway to organize the breeding of offspring obtained from goats of the Saanen breed with local goats, and also the daily increase corresponding to this breed is recorded.

To create lines of the Saanen dairy breed, 3 heads of breeding goats were selected. The live weight of goat No. 532903 was 76 kg, No. 656808 - 77 kg and No. 837122 - 75 kg.

When improving herds of Saanen goats, selection of 4 groups of goats, 50 heads each, to create lines. The live weight of the Saanen goat breeds bred in Uzbekistan averaged 53.63-57.73 kg in the group (Table 1).

TABLE 1 LIVE WEIGHT OF SAANEN GOATS, KG

| Groups | n | M±m | Cv, % |
|------------------|----|------------|-------|
| I -experienced | 50 | 57,63±0,48 | 3,40 |
| II - experienced | 50 | 57,73±0,45 | 3,20 |
| III- experienced | 50 | 57,67±0,51 | 3,63 |
| IV- control | 50 | 53,63±0,24 | 3,20 |

As can be seen from the data in Table 1, in the farm "Bakht imkon rivozh chorvasi" the live weight of goats of the I experimental group was 57.63 kg, the II-experimental group - 57.73 kg, the III-experimental group - 57.67 kg and IU- control group - 53.63 kg, and in turn they were mated with goats No. 532903, No. 656808 and No. 837122.

Due to the same feeding and content of the offspring in the growth and development of goats, there was no perceptible intergroup difference. The live weight of the goats in the experimental groups was 53.6-57.7 kg.

Studied the origin, growth and development of selected mare for line breeding. Conditions were created for the same keeping and feeding of the experimental kids. On the farms, 50 heads of brood goats were naturally mated with one selected goat-producer.

The live weight of the offspring obtained from the selected linear goats was carried out by weighing at birth, 6, 12, 15 and 18 months of age. The live weight data of the offspring are shown in the 2nd table.

TABLE 2 LIVE WEIGHT OF THE DESCENDANTS OF THE SAANEN BREED, KG

| Groups | P | Floor | Age periods | | | | |
|-----------------|----|--------|-------------|------------|-----------|-----------|------------|
| | | | At birth | 6 months | 12 months | 15 months | 18 months |
| | | | M±m | M±m | M±m | M±m | M±m |
| I experienced | 37 | female | 3,05±0,05 | 30,83±0.15 | 41,5±0,16 | 52,8±0,29 | 60,86±0,19 |
| | 34 | male | 3,08±0,04 | 31,7±0.11 | 42,3±0,10 | 52,9±0,18 | 61,94±0,18 |
| II experienced | 39 | female | 3,05±0,04 | 30,8±0.13 | 41,2±0,12 | 52,6±0,17 | 60,65±0,17 |
| | 36 | male | 3,6±0,05 | 31,5±0,08 | 41,3±0,13 | 52,7±0,19 | 61,76±0,19 |
| III-experienced | 37 | female | 3,03±0,04 | 30,7±0.13 | 41,1±0,09 | 52,8±0,18 | 60,80±0,18 |
| | 34 | male | 3,08±0,04 | 31,4±0,12 | 41,8±0,14 | 52,8±0,20 | 61,86±0,20 |
| IV- control | 27 | female | 3,01±0,05 | 27,10±0,12 | 37,5±0,15 | 49,2±0,59 | 57,50±0,45 |
| | 25 | male | 3,02±0,04 | 28,07±0,16 | 39,3±0,12 | 51,7±0,28 | 59,30±0,32 |

As can be seen from the data in Table 2, the intergroup difference between the goats of the II group compared with the goats of the I and III groups was 0.03 kg. The live weight of the goats of the II group was 3.15 kg and was higher by 0.1 kg in comparison with their counterparts.

With the same maintenance and feeding of young goats due to the daily gain, a positive growth trend was observed.

When studying the live weight of 180-day-old young goats in group I, the live weight was 30.83 kg, in group II - 30.80 kg, in group III - 30.07 kg and in control 27.1 kg.

In goats at 6 months of age, the live weight in group I was 31.7 kg, in groups II and III, respectively, 31.5; 31.4 and 28.07 kg.

In an intergroup comparison by sex of young goats, the live weight of goats of group I compared with goats was higher by 0.87 kg, in young animals of groups II and III the live weight was 0.7 kg higher, respectively. This indicator in the IU group was 0.97 kg. When comparing the experimental and control groups, there was a slight intergroup difference.

When comparing the live weight of goats and goats in the experimental group, a difference was felt. Goats of the control group lagged behind during the growth period by 3.6-3.73 kg, and goats by 3.3-3.6 kg compared with the young in the experimental group.

This condition was also observed in goats at 18 months of age, where the goats of the control group were lagging behind in development.

Absolute growth and development of young Saanen goats. In breeding work, the increase in live weight of young Saanen goats is one of the genetic traits. The increase in live weight of young goats is continuously associated with the development of the physique and has a positive effect on their growth and development. During the research work on the Saanen goats, the following data were obtained.

When comparing the absolute growth of goats at birth up to 5 months of age, the live weight of goats in group I was 13 kg, goats - 14.41 kg, in group II goats - 13.04 kg, goats - 14.27 kg, in group III - 12.94 and 14.56 kg, in group I, respectively - 12.85 and 14.13 kg.

In a comparative analysis of the daily gain of young goats in group I goats, the daily gain was 143 grams, in goats - 158 grams, in group II - in goats this figure was 143 grams, in goats - 157

grams, in group III - 142 and 160 grams, in group I, this indicator was 141 and 155 grams, respectively.

In the experimental groups, the highest live weight was in the goats of the III group, which amounted to 160 grams, in the goats of the control group, this figure was 155 grams, in comparison with the experimental group, the daily gain in the goats of the control group was less by 6 grams, in the other groups the growth and the development remained normal.

When comparing the absolute increase in the experimental young goats from birth to 18 months of age, in the goats of group I the absolute increase was 57.74 kg, in goats 58.83 kg, in group II this indicator was 58.03 and 59.38 kg, in Group III - 57.71 and 58.74 kg, in Group I this indicator was respectively 47.80 and 52.89 kg. It became known that the growth and development of young Saanen goats bred in Uzbekistan was within the breed standard.

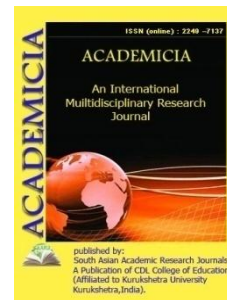
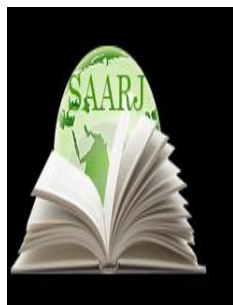
When analyzing the daily gain of young goats of 540 days of age, it was found that the daily gain of young goats from birth to 18 months of age in groups I, II and III in goats and goats was 107 and 110 grams, respectively, and in group I, this indicator was goats - 89 grams and goats -98 grams. In the goats of the control group, there was a lag in the average daily gain in comparison with the goats of the experimental groups. The main reason for this was the high rate of productive data of the parents of the experimental animals selected for the study. The indicators of the average daily data of the obtained offspring showed the manifestation of genetic abilities.

CONCLUSION

In order to create new lines and families in the breeding work of dairy goat breeding, the establishment of planned work on the selection and selection of goats, the organization of the same conditions for keeping and feeding the offspring obtained from purebred breeding will make it possible to satisfy the needs for pedigree goats not by importing animals, but by effectively the use of existing herds in breeding work, and will also serve as the basis for further breeding work on breeding dairy goats, the formation of new lines and families.

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THE PROBLEM OF ORGANIZATION OF INDEPENDENT WORK OF UNIVERSITY STUDENTS

Abdurahmonova Hilola Rakhmatullaevna*

*Russian Teacher,
Termez Branch of Tashkent State,
Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

The author of the paper deals with the organization of independent work of subjects of educational process, characterizes levels and types of independent work and peculiarities of independent work of university students, classifies them according to types, proceeding from the private and didactic purposes, informative tasks and specifics of educational and informative activity. Thus, activating independent work in the educational process means significantly increasing its role in achieving new educational goals, giving it a problematic character, motivating subjects to treat it as a leading means of forming educational and professional competence.

KEYWORDS: *Independent Work, Educational Activity, Self-Reliance Of Students, Psychological Readiness, Educational Strategy.*

INTRODUCTION

In the modern educational process, there is no problem more important and at the same time more complicated than the organization of independent work of the subjects of the educational process. The importance of this problem is associated with the new role of independent work, which it acquires in connection with the transition to the activity paradigm of education. As a result of this transition, independent work becomes the leading form of organizing the educational process, and at the same time the problem of its activation arises.

Under the activation of independent work is understood not a simple increase in volume, expressed in the amount of time. For example, in the curricula and programs currently in force in Russia, the ratio between lectures and independent work rarely does not exceed 1: 1. In European countries and in the United States, there is a steady trend towards a decrease in the total time

spent on lecturing and an increase in the time of independent work of students in an approximate ratio of 1: 3.

It is this, three-fold, excess of time for independent work of students in comparison with the lecture form of classes is considered the most effective for improving the quality of education and training of specialists. The task is to increase the efficiency of independent work in achieving the qualitatively new goals of school and university education.

Main part

Practice shows that the simplest way to reduce the number of classroom sessions in favor of independent work does not solve this problem. Those 50% of students' study time, which they spend today on independent work, do not give the expected results for the following reasons: - the content of independent work,

implemented by different teachers as part of the courses taught, is not directly related to new goals - the formation of competencies; - at present, independent work, due to its insufficient purposefulness, weak control, insufficient differentiation and variability, at which the individual capabilities, needs and interests of the subjects are minimally taken into account, cannot ensure the qualitative implementation of the tasks assigned to it.

It is no secret that a significant amount of tasks offered for independent work is not performed at all, is performed formally, or is simply written off from various and available sources. Thus, activating independent work in the educational process means significantly increasing its role in achieving new educational goals, giving it a problematic character, motivating subjects to treat it as a leading means of forming educational and professional competence.

From a psychological point of view, CDS can be defined as purposeful, internally motivated, structured by the subject himself and corrected by the process and the result of the activity [1]. There are five levels of independent work.

The first level is the verbatim and transformative reproduction of information. The second level is independent work according to the model. The third level is reconstructive independent work. The fourth level is heuristic independent work.

The fifth level is creative (research) independent work. For the effective implementation of independent work, it is necessary to master educational strategies - a stable set of actions purposefully organized by the subject to solve various types of educational tasks [2]. Learning strategies determine the content and technology for performing independent work.

Putting a person in front of the need to choose specific actions from a set, they characterize the orientational and performing activity of trainees and consist of habitual skills, which include established methods of information processing, assessment, control and regulation of their own activities.

The process of their formation begins in elementary school and continues throughout the entire period of study: different educational actions and algorithms form interconnections and stable combinations (action complexes), automatically being included in educational activities when performing a particular task. The main components of educational strategies are:

1) long-term goals (plans, programs) that determine the organization of educational activities for the future (achievement of educational goals); 2) technologies (methods, techniques, methods), with the help of which the achievement of educational goals is realized; H) resources that ensure the achievement of learning objectives and management of learning activities.

The educational actions and algorithms included in their composition allow you to accept and understand the educational task, plan the course of its implementation, control and evaluate the result obtained. In accordance with the procedural characteristics of educational activities (receiving and processing information, planning educational work, monitoring and evaluation), students' educational strategies can be divided into two groups [2].

1. Cognitive strategies: educational actions included in them are aimed at processing and assimilating educational information. 2. Metacognitive strategies that organize and manage learning activities. Cognitive learning strategies include: - repetition (memorizing, rewriting, underlining, highlighting, naming, etc.); - detailing (note-taking, selection of examples, comparison, establishing intersubject connections, using additional literature, paraphrasing, drawing up a conceptual tree, etc.);

Metacognitive learning strategies include the following: - planning (drawing up a plan, the logic of building content, goal setting, goal implementation, etc.); - observation (assessment of what has been achieved, answers to questions for self-control, application of theory in practice, drawing up abstracts on the topic, referring to other scientific sources, etc.); - regulation (self-control, self-esteem, use of additional resources, volitional regulation, a certain sequence of tasks, etc.).

Researchers and practitioners pay attention to the fact that student independence is formed only in the process of active activity. At the same time, it is necessary to direct the activity of schoolchildren so that it is not only imitative, but requires them to search for ways to approach the solution of the problem and new actions.

In all cases, when the teacher wants to especially actively develop the educational independence of students, the ability to rationally study, he prefers the methods of independent work, which will dominate in combination with other teaching methods, highlighting the independent activity of students. A special organization is needed, taking into account the psychology of this phenomenon, not only and not so much by the teacher as by the student himself of his independent work.

In the process of such an organization, the specificity of the academic subject itself must be taken into account: mathematics, history, a foreign language, etc. At the same time, the organization of independent work raises a number of questions that indicate the readiness of the student himself for it as a subject of this form of activity.

The first question is whether the majority of schoolchildren are able to work independently? As the materials of many studies show, the answer to this question is generally negative, even in relation to students, not to mention schoolchildren. It can be stated that the students are not well-formed with the psychological readiness for independent work, ignorance of the general rules of its self-organization, inability to implement the actions it suggests.

If we add to this an insufficiently high level of cognitive interest in a whole range of academic disciplines, then it becomes clear that the answer to the first question is negative. This raises a

second question: can this readiness, then the ability to effectively work independently, become a form of activity, and not just a way to do homework?

The answer to this question is affirmative, but ambiguous and is determined by the fact that, firstly, the formation of this ability presupposes general personal development in terms of improving goal-setting, self-awareness, reflexivity of thinking, self-discipline, and the development of oneself as a whole as a subject of activity. Secondly, the ambiguity is determined by the fact that this ability is effective and, as it were, spontaneously formed only in students who have positive learning motivation and a positive (interested) attitude to learning.

Research results show that even students (57% of freshmen and 12.8% of sophomores) have a negative attitude towards learning. Naturally, under these conditions, the problem of developing students' ability to work independently develops into a problem of preliminary increase of educational motivation (especially internal motivation for the "process" and for the "result" of activity), fostering interest in learning.

As the researchers of this problem emphasize, with the purposeful formation of independence, all the motives associated with cognitive activity become more conscious and effective.

Their anticipatory, regulating role in educational activity is strengthening, the activity of schoolchildren in restructuring in the motivational sphere is increasing, active attempts to set independent and flexible goals of educational work are increasing, the predominance of internal motives over external ones is observed.

At the same time, the researchers note that positive motivational changes, the formation of interest in learning occur as a result of changes, improvement of the integral personality of the student. In solving the problems of forming the ability of schoolchildren to work independently, a big pedagogical problem arises for the entire school collective - purposeful teaching of students, especially middle and senior classes, the content of this work.

Such training includes the formation of techniques for modeling the educational activity itself, determination of the optimal daily routine by students, awareness and consistent development of rational techniques for working with educational material. Such training should include the formation of techniques for modeling the educational activity itself, mastering the techniques of in-depth and at the same time dynamic (high-speed) reading, drawing up plans for various actions, taking notes, setting and solving educational and practical problems [3].

Let us note again that, on the whole, the student's independent work is based on the correct, from the point of view of educational activity, organization of his class educational activity. In particular, this refers to communication and the transition from external control of the teacher to the self-control of the student and from external assessment to the formation of his self-esteem, which, in turn, implies the improvement of control and assessment by the teacher himself.

Accordingly, a positive answer to the question of whether a student can develop the ability of genuine independence of work depends on the joint actions of teachers and the student, his awareness of the features of this work as a specific form of activity that makes special demands on its subject and gives him intellectual satisfaction [4] ...

It should be emphasized that, although the specific forms and methods of organizing the student's independent work, understood in this way, have not yet been developed, research materials in

this area already make it possible to determine the basis for developing the approach itself. At the same time, it is essential that the proposed approach to considering independent work as a special type of educational activity is based on the principles of developmental education.

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In our opinion, the classification most fully reflects the didactic essence and role of independent work in the educational process, the basis of which is modern interpretations of private didactic goals, the essence of cognitive tasks and the specifics of educational and cognitive activity. This classification identifies four types of independent work.

The first type of independent work includes those whose private didactic goal is to form the trainees' skills to identify externally what is required of them, based on the algorithm of activity given to them and the premises for this activity contained in the task conditions. In this case, the cognitive activity of trainees should consist in recognizing the objects of a given area of knowledge during the repeated perception of information about them or repeated actions with them.

The private didactic goal of independent work of the second type is the formation of knowledge and activities that make it possible to reproduce learned information from memory and to solve typical problems. Cognitive activity of trainees in this case consists in clear reproduction, partial reconstruction, transformation of the structure and content of previously assimilated information.

This implies the need to analyze a given description of an object, various possible ways of performing a task, choose the most correct of them, or consistently find ways of solving logically following each other. The private didactic goal of independent work of the third type is the formation of students' knowledge and activities that underlie the solution of atypical problems.

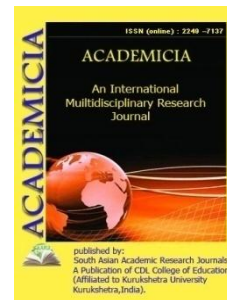
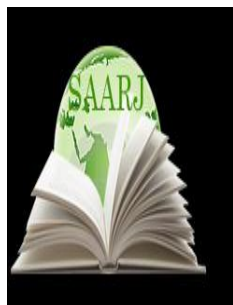
CONCLUSION

Cognitive activity of trainees when performing independent work of the third type consists in the accumulation and manifestation in the external plan of a new experience for them on the basis of the previously acquired formalized experience (experience of actions according to a known algorithm) by transferring knowledge, skills and abilities.

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DEVELOPING TECHNOLOGICAL COMPETENT OF FUTURE SPECIALISTS

Eshmuminova Tursunoy Boynazarovna*

*Teacher,
Termez branch of Tashkent State,
Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

The article deals with the problems of developing the technological competence of future teachers. It contains definitions of the concepts of competence and technological competence, provides an overview of the history of entry into education and the current level of relevance. At the same time, the methods of forming the technological competence of future teachers are described. The key indicators of technology are standardization, unification of production processes and their implementation under certain conditions. It should be noted, technological ideas in didactics and pedagogy cannot be called a new concept. Technology in the pedagogical process is a set of psychological methods, pedagogical methods, didactic conditions and other indicators aimed at meeting the needs of the country in the field of higher professional education and the needs of the society.

KEYWORDS: *Psychological Methods, Pedagogical Methods, Didactic Conditions, Competence, Skills.*

INTRODUCTION

The basis of the vocational education process is the interdependent professional knowledge, skills, and competences provided by teachers and practice leaders in the vocational education process and mastered by students in the professional learning process [1; 22 b].

“Knowledge is the information that people generate about the phenomena of nature and society, the reflection of reality in human thinking” [3]; knowledge is a system of concepts learned about theoretical, practical and applied activities that are remembered, accepted, and taken into account [2; 4 b].

This also applies in the general sense to the notion of “professional knowledge”.

Professional education - the information necessary for the professional activity of a specialist; The result of professional cognitive activity of the student in the course of professional education is the acquisition, systematization and consolidation of the concepts and concepts of professional laws and methods of work.

“Skill is the ability of a person to carry out a particular activity or action based on past experience” [3; p. 182].

Main part

Professional skill - the ability of a specialist to apply the acquired knowledge in his or her work in non-standard, unusual and complex situations; the process and the result of consciously executing his / her professional activities with a quick, economical, correct, less physical and mental effort.

In other words, a professional skill is a way of performing practical actions based on the professional knowledge that a specialist has; ability to focus on working conditions, use necessary techniques and readiness to take action to solve tasks. Professional skills can be classified into the following levels: 1) elementary skills; 2) intermediate skills; 3) Complete skills.

“Qualification is a profession that is acquired through good work” [6; P 419].

Professional qualification - the ability of a junior specialist to carry out specific professional activities; automation of individual components of professional activity; a way of working that has become a habit as a result of the repeated repetition and training of professional skills. How the level of automation of working process is higher, the qualification also should be higher.

Professionalism is the acquisition of a certain type of professional activity at a high and ever-increasing level, characterized by the quality of work, high labor productivity, professional independence, the culture of work and creative attitude to work.

First of all it is necessary to clarify the essence of the categories that define the meaning of "competence" and "skill" and answer the following questions:

1. How does a competent approach differ from a science-based approach to knowledge, skills and competencies?
2. What changes should be made to the organization of the learning process (its forms and methods) to help identify and reveal the competence of learners?

The word “competence” (its roots are Latin *competens* - that is, compliant) has two meanings in its semantics: 1) profound knowledge; 2) competent, aware of news in a particular area.

In pedagogy, the word competence (Latin *competere* - achievement, conformity, conformity) is defined as the range of knowledge and experience that a person possesses and is reinforced in job descriptions or other normative documents. In the pedagogical dictionary, “competence” is the level of education of the individual, which is determined by the degree of possession of theoretical tools of cognitive or practical activity [8].

There are two options for interpreting the proportions of the terms 'competence' and 'jurisdiction': they are either identified or differentiated. Under the first option, "competence" and "jurisdiction" are defined as follows: "1. Knowing something is good and effective. 2. Compliance with job requirements. 3. Ability to perform specific job duties ". In this case, the term "competence" is often used to describe it. In the context of such identification, it is noted that the practical orientation of the competence approach is much broader - "competence is an area of relationship between knowledge and action in human practice."

The second option of interpreting the proportions of "competence" is to use competencies as a system that influences the use of thinking, knowledge, skills, and as well as the processes that underlie human experience.

The formation of a modern teacher is a fully developed, well-educated person, capable of using modern techniques and technologies. The role of educators in society and their role in educating future generations poses important requirements for the process of training teachers for higher education.

Therefore, one of the most important ideas of technology is the notion that the result is guaranteed. Y.A.Komensky called the result-learning mechanism, the learning process a "didactic machine". In shaping the learning process for the full performance of a "didactic machine" with high results in education, it is necessary to create the following:

- Educational objectives;
- The tools needed to achieve these goals;
- Rules of use of existing means.

As a result, based on the specific goals and means of use, a module is being developed that is now widely used in education.

Present-day employers pay great attention to the following qualities when hiring teachers;

- independent thinking, that is, the ability to apply the acquired knowledge in the process of solving various social problems,
- creative thinking,
- high vocabulary based on deep knowledge of social events.

It is important to note that the following qualities must be present in order for a graduate of today's university to have a place and social status in society;

- be able to quickly and painlessly adapt to changing life situations, independently acquire the knowledge they need and apply them effectively to solve various problems;
- to think independently and critically, to foresee possible problems in real life and to effectively solve problems using modern technologies and techniques, to generate new ideas and to present ideas, creative thinking;
- be able to quickly communicate with members of different social groups, work in different areas of life, and prevent or avoid harmful situations;

- To work continuously on their own to enhance their intellectual, professional, spiritual and educational potential.

As we consider the formation of technological competence of future professional education teachers, we must first focus on the essence of the terms 'technological' and 'competence'. Since the concept of technology comes from the word technology, but nowadays there is no single definition in education, the following definitions are often used:

-technology (Greek techno-skill + logos- learning) skill-a set of knowledge, including production tools and methods to change the quality of the processed object,

- In the pedagogical dictionary-reference is a set of methods used in technology, in any field, culture or in any business,

- technology-oriented system for obtaining products with definite qualitative parameters, which results in predetermined results using algorithms, methods and tools proposed by science.

The analysis of the pedagogical and psychological literature shows that the concepts of competence and professionalism are combined through the concepts of technological skills and competence.

At the same time, the concepts of "competence", "jurisdiction" and base competence are widely used in the discussion of educational issues of a new quality due to the change of competency-focused approach to education. There is active discussion among educators about a deep understanding of what competence and jurisdiction is, and which of them is important, and a number of work is being done to formulate and evaluate these concepts and to clarify the above concepts. For this reason, these concepts today have different definitions and interpretations.

The concept of "competence" and "jurisdiction" has been widely used in the fields of management theory and occupational psychology, labor organization, and professional activity since its inception. Under such approaches, the traditional and commonly used meanings of the above terms are formed.

It should be noted that the words "competence" and "jurisdiction" are not synonyms.

The word "competence" (in Latin, compete- "meet together, meet the requirements, match") has two meanings:

- Something that someone has learned so well,
- The rights and powers of somebody.

Competence means having competence in both ways. According to the literature, "competence" has been developed and widely used by the science of the theory of labor organization and management. According to the dictionary, competence means having a thorough knowledge of the work, the essence of the work, the ways and means to achieve the goals, and the appropriate skills and abilities.

Competence comes from a competence-based approach to education as a factor that characterizes an expert's ability to carry out effective professional activity. In modern management models, there are three levels of competence:

- Integrative competence - the ability to integrate and complement each other's skills in the context of rapid change in life events;
- Socio-psychological competence - to have deep knowledge and skills in understanding human qualities, motivating their activities, having high communicative culture and empathy;
- Management competencies in decision-making activities, data collection methods, work with people, etc.

The new concept of social-education gave impetus to the further development of the concept and accelerated its development.

The first aspect of the development of technological competence is related to the expansion of the range of competitors' organizers and it is one of the most important for professional subjects. The second aspect of the development of competence is related to a competency approach to learning from the early stages of education and a deep understanding of the importance and necessity of its implementation.

In our national pedagogy, the concept of competence has been used as an educational category since the second half of the 1970s. At the same time, the level of professional competence determines a certain level of professional knowledge, skills and certain personal qualities that are required in the traditional narrow range of activities.

Many teachers and psychologists have addressed the problem of education-oriented competence. In their work, a number of aspects of a competence-based approach to education have been explored and identified. The main part of scientific and pedagogical researches in the field of competence-oriented professional education is focused on the problems of training and continuous development of pedagogical staff.

Psychological-pedagogical analysis of research on this issue shows that no single approach to the concept of pedagogical essence of the concept of "competence" and "jurisdiction" has been developed so far. Pedagogical scholars have identified and developed the competences and components of the competence needed to cover this phenomenon in a broader context.

Specifically, S.Shishov introduced the following definition of competence in pedagogy:

- general skills based on the acquired knowledge, experience and values based on learning,
- the ability to link the existing knowledge to the existing problems by providing links between existing knowledge and the current situation.

Certain objective conditions are required to reach the potential competence of an individual as an effective professional. That is, the appropriate motivation, the will of the person and the actualization of the acquired knowledge. The use of the notion of "competence" in the definition of "professionalism" and "superiority" as a person has the potential to bring the notion of "professional competence" to science.

Analysis of the sources shows that it can be used in two main directions. Professional competence in narrow thinking is a set of indicators that a person needs to fulfill his or her job skills.

From this perspective, professional competence is able to analyze labor and technological processes, technical tasks and documentation, to carry out workflow errors, to meet technological requirements, to gain additional skills, to have a high culture of workflow, to timely eliminate errors in technological processes. It requires professional competence based on the professional qualities of the person, which is composed of such elements.

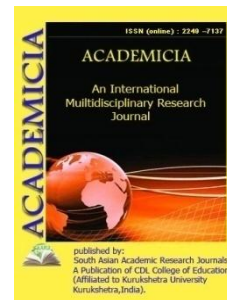
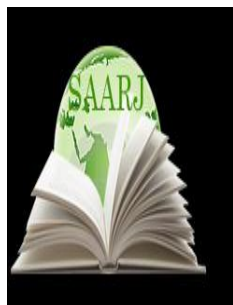
In broad terms, professional competence as a synonym for the word “competence” depends on the professional activities of the individual, thus encompassing all aspects of the professional competence are necessary for effective functioning of the person. This reflects the fact that professional competence is a multi-component product with a number of constituents.

CONCLUSION

The effective functioning of the education system, the development and implementation of advanced forms and methods of teaching, the achievement of high performance by students are all directly related to well-developed science and technology techniques. Nowadays there is a need to improve the professional qualities of the teacher, to design key elements of education, to update its content and to technology innovation activities.

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TECHNOLOGY OF PREPARATION OF STUDENTS FOR EDUCATIONAL ACTIVITIES IN HIGHER PEDAGOGICAL EDUCATIONAL INSTITUTION

Sanaeva Surayyo Bobonazarovna*

*PhD Senior Teacher,
Doctor of Philosophy in Pedagogical Sciences,
Department of Preschool Education,
Navai State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

A person-centered approach helps to develop and self-develop the individual, taking into account individual characteristics, to independently define and implement the goals of their activities. Preparing students for the organization of educational activities is a multi-stage and complex process that requires a technological approach to the process. The behavioral component covers the skills of planning educational activities, self-control, ability to reflect, and personal awareness. The mental component serves to understand the educational values that allow the formation of a new experience, the importance of its relationship with objective and subjective laws. More interactive lectures (lecture-conference, lecture-review, lecture-dialogue, lecture-essay) are used in the framework of coaching and spirituality hours.

KEYWORDS: *Lecture-Dialogue, Implementation, Acquisition*

INTRODUCTION

As we know, nowadays the effective preparation of students for the organization of the process of continuous education is one of the priorities in the development of higher education. Preparing students for the organization of educational activities is a multi-stage and complex process that requires a technological approach to the process. The technological approach to preparing students for the organization of educational activities requires its expediency and rational organization.

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated on December 31, 2019 № 1059 "On approval of the concept of continuous spiritual education and measures for its implementation", the aspects are taken into account in educating students on the basis of spiritual and moral principles. Accordingly, enriching students with practical exercises, assignments and pedagogical situations that allow them to absorb into the educational content and apply them in practice through the social sciences and humanities, spiritual and educational activities, the formation of indicators and competencies of spiritual education. The implementation of tasks such as the acquisition of modern knowledge, the development of media culture, the introduction of advanced pedagogical technologies, the promotion of the study of best practices in foreign countries imposes a great responsibility on higher education institutions. [1]

The basis of the educational process aimed at solving these tasks, the expected results and methods of achieving them; plans that require modeling methods of achievement, implementation of developed plans and models, educational activities of the teacher related to managing the activities and behavior of people.

Preparing students for the organization of educational activities is difficult process, and the technology of this does not always allow to achieve the expected results as the formation of spiritual culture has a holistic character, the pedagogical impact has small steps or gradual formation of individual qualities. The educational effect is realized as a whole, not in a step-by-step or parallelly. Bringing a person into this process is a complex task and requires the educator to lead the technological process from beginning to end. Here, based on general technology, individual skills are required.

The most important issues of preparing students for the organization of educational activities are understanding, describing and evaluating the need for objective, external factors (environment, interaction with people in different types of spiritual and cultural activities) and subjective, internal factors (emotions, interaction with the world) personal strengths and capabilities). That is why the leading factor in preparing students for higher education institutions for educational activities is the conscious management of their behavior on the one hand, and the practical activities of the individual on the other hand.

The priorities of the technology of preparing students for the organization of educational activities are:

- 1) Harmonization of active relations with reasonable demands;
- 2) Mutually beneficial development activities of teachers and students;
- 3) Self-government; organization and results of activities;
- 4) Refrain from direct coercion as a method.

These features of preparing students for the organization of educational activities are reflected in the axiological, person-centered and activity-oriented approaches. The axiological approach combines a number of universal values, such as justice, goodness, beauty, life, freedom, happiness, and is reflected in the transmission of spiritual and universal values from generation to generation. This approach is based on the principles of self-awareness and enrichment of students' learning activities with spiritual content. A person-centered approach helps to develop

and self-develop the individual, taking into account individual characteristics, to independently define and implement the goals of their activities. This approach allows the individual to have freedom of choice and responsibility and to engage in active communication. The activity-oriented approach assumes that the student has mastered the process of personal activism and the social experience gained as a result, because student's all personal qualities are manifested not only in his or her activity, but also in this process.

In order to achieve the expected results on the basis of this technology, the following can be recommended as necessary and important conditions for preparing students for educational activities:

- 1) Creation of a facilitating educational environment for preparing students for the organization of educational activities;
- 2) Freedom to choose the form of work to prepare students for the organization of educational activities;
- 3) Involvement of students in the classroom and extracurricular activities to prepare students for the organization of educational activities;
- 4) Spiritual mutual support and cooperation of teachers and classmates.

The implementation of these conditions ensures the composition of the emotional, behavioral and mental components of preparing students for the organization of educational activities.

The emotional component as an important mechanism for preparing students for the organization of educational activities reflects the emotional-value-oriented attitude of the individual to the activity, the assessment of the importance of external and internal influences for life, as well as achievements in spiritual culture. The behavioral component covers the skills of planning educational activities, self-control, ability to reflect, and personal awareness. The mental component serves to understand the educational values that allow the formation of a new experience, the importance of its relationship with objective and subjective laws.

The components of preparing students for the organization of educational activities are formed on the basis of certain types of activities. The emotional component is formed through the perception of realities related to educational activities, the study of art, literature, examples of creative activity. Adherence to ethics and executive discipline ensures the formation of a behavioral component and serves to unlock individual abilities. Analysis of sources on the educational process, creation of samples of creative work, participation in various charitable events and actions stimulate the formation of a mental component. Each type of educational activity serves to build students' knowledge, creative, social and personal experience.

Design and forecasting of results as a theoretical and methodological basis of technology for preparing students for the organization of educational activities reflects the stages of formation of the integrity of the pedagogical process, integrated goals, approaches, principles, pedagogical conditions, periodicity of activities, spiritual and practical activities.

The effective use of effective methods in the organization of educational activities is important as well. The methods used in the educational process were put into practice by classifying them into four groups:

- **Reflexive:** explanation, dramatization, essay, case study, dispute, discussion;
- **Project:** training, social tests, educational projects, "mental attack", action game;
- **Valuable:** incentives, dialogue, rewards;
- **Complex:** counseling, analysis of pedagogical situations, educational situations.

One of the key features of these methods is that they are based on an activity-oriented approach.

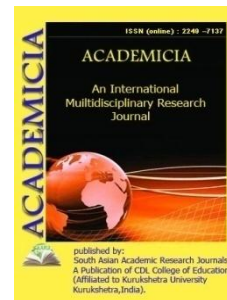
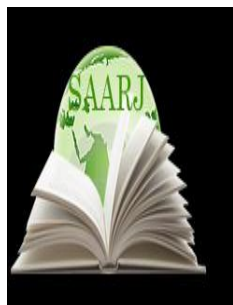
Coaches are also encouraged to use the dialogue method more in coaching and spirituality hours.

More interactive lectures (lecture-conference, lecture-review, lecture-dialogue, lecture-essay) are used in the framework of coaching and spirituality hours. Lecture-dialogue "should not only create a holistic view of the studied reality, but also encourage thought and research, arouse research interest in educational activities in the future educator" [2]. Lecture-dialogue serves as one of the most important means of motivating students to learn independently.

Forms and methods of organizing educational activities in modern pedagogy have a rich variety. The following forms can be presented in three groups as forms and methods appropriate to the needs and capabilities of students [2]: public (flash mobs, celebrations, events); team (club days, trainings, etc.); individual (exercises, participation in speeches, presentations, and others). They allow students to form a positive attitude to future professional activities, self-realization in the socio-professional space and take their rightful place, the formation of professional competencies.

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IMPROVING THE QUALITY OF EDUCATION AND MONITORING IN PRESCHOOL EDUCATION

Tashbaev Naim Sadikovich*

*Senior teacher,
Pedagogy and Psychology Department,
Institute for Retraining and Advanced Training of Leaders and,
Specialists of Preschool Education Institutions, UZBEKISTAN

ABSTRACT

In the 2017-2018 academic year, standard indicators and calculation methods will be coordinated to determine the ranking of teachers of preschool education. Providing methodological assistance to all state and non-state preschool education organizations and the development group established under them, one year of compulsory free preparation of children for primary education. Providing methodological assistance in working with gifted children in educational institutions are also can be considered as practical activities.

KEYWORDS: *Indicators, Evaluation, Acquaintance, Seminar-Trainings*

INTRODUCTION

The process of determining the ranking of teachers in the preschool education system for the 2017-2018 academic year will be held in May-June this year, and on the basis of the results of the rating will introduce a system of evaluation and incentives for teachers.

In the 2017-2018 academic year, standard indicators and calculation methods will be coordinated to determine the ranking of teachers of preschool education.

The Ministry of Preschool Education of the Republic of Karakalpakstan once a year during the academic year in the state preschool educational institutions to determine the rating of pedagogical staff. Tashkent city department of preschool education, regional departments of preschool education and district (city) departments of preschool education on the basis of appendices to this order.

The procedure for determining the rating of pedagogical staff of preschool education organizations have been established.

Providing educational quality in preschool organizations.

Systematic development of professional and pedagogical skills of preschool education workers on the basis of regular acquaintance with the achievements and innovations in science and technology in their field, advanced pedagogical technologies in the educational process, the use of innovative teaching methods, dissemination of advanced pedagogical practices training seminars, seminar-trainings, open sessions, cross-training observations, as well as theoretical and practical seminars are should be conducted for provision.

Preschool education organizations should be a new quality educational organization that implements strategic goals and functional objectives for the systematic development of the educational process in **ensuring the quality of education.**

The aim of providing the quality of education in preschool education is to ensure quality and meaningful implementation of the State requirements for the development of primary and preschool children of the Republic of Uzbekistan, improve their methodological services, and achieve high quality educational process, methodological recommendations based on best practices, visual aids, create and implement in practice through educators.

Tasks of quality assurance in preschool education:

- Development of uniform requirements for ensuring the continuity of preschool and primary education;
- Conducting training seminars to increase the creative potential of teachers, to help children learn modern methods of education, various tools, advanced and innovative pedagogical technologies;
- Educational-methodical and scientific support of information, educational-methodical and educational needs of pedagogical staff of educational organizations;
- Assistance in the implementation of targeted programs in the field of preschool education;
- To study the methodological needs of teachers and leaders, to provide them with practical assistance in the interval between the preparation for certification and professional development courses;
- Organization of experimental work on education, control over its progress, study, analysis, generalization of conclusions and preparation of reports to higher organizations. Establishment of experimental sites for the approbation of new pedagogical technologies, advanced ideas on the basis of educational organizations and provide them with methodological assistance;
- Promotion of best practices, innovations in the field of education through the press.

The main directions of ensuring the quality of education in preschool education are analytical activities.

Analytical activities identify and analyze the need for methodological support of preschool education organizations:

- Monitoring the professional and information needs of employees in the education system;
- Creation of a database of teachers of educational institutions;

- Identifying ways of studying, analyzing and improving the state of methodological work in educational institutions;
- Identification of methodological and didactic shortcomings in the educational process;
- Collection and analysis of information about the educational process;
- Issues of identification, study and generalization of advanced pedagogical experience.

Informational activities:

Formation of pedagogical database (legal, normative, scientific-methodical and methodical);

To acquaint pedagogical staff with news of psychological, pedagogical, methodical, scientific and popular literature;

Familiarization of teachers and administrators with innovative activities in the field of preschool education;

New directions in the development of preschool and primary education, new literature, programs, teaching aids, video and audio materials and recommendations;

Information on clubs in preschool education organizations and their equipment, methodological recommendations;

Documents on professional development of educators and study of work in the educational process in preschool educational institutions;

Information about creative teachers working with gifted children, working on modern pedagogical technology;

Information on preschool education organizations and other types of preschool education organizations;

Creating a database of best pedagogical practices and creative educators in educational institutions;

A set of educational tasks to determine the control criteria and children's knowledge necessary for monitoring the implementation of state requirements in preschool education institutions;

Promotion of best pedagogical practices, innovations in the field of education through the press.

Organizational and methodical activities:

- Organizing the work of district methodical associations;
- Identification of support organizations, development of a system of methodological assistance in them;
- Preparation and holding of scientific-practical conferences, pedagogical readings, professional competitions;
- Organization and holding of festivals, various competitions, seminars;
- Working with and coordinate with organizations and enterprises involved in the field of education;
- Ensuring the establishment and operation of creative teams at the regional, city and district levels.
- Planning and periodicity of professional development and retraining of teachers.

- To give methodical recommendations on conducting competitions "Educator of the Year" in educational institutions;
- Participate in the development and conduct of regulations for the organization of "Preschool of the Year" and other competitions in the district (city);
- Establishment of experimental sites for testing of modern pedagogical technologies, advanced ideas on the basis of district (city) educational organizations and providing them with methodological assistance.

On increasing the scientific potential of the preschool education system we need for:

- 1) Creation of a bank of experimental work carried out in preschool educational institutions of the republic;
- 2) Providing scientific and methodological support of innovation processes;
- 3) Organization of regular seminars on innovations;
- 4) Organization of events to cover the indicators of scientific development of the preschool education system, the results of experimental and innovative work.

Modern directions of methodical service activities are:

- Informatization of the preschool education system;
 - Organization of continuous professional development service,
 - Improvement of methodological support of this process;
- Creation of information and communication support of the preschool education system.

PRACTICAL ACTIVITY

As practical activities can be considered:

Development of a long-term program aimed at methodological implementation of the State requirements for the development of primary and preschool children of the Republic of Uzbekistan and the state curriculum "First Step", based on which to develop a plan and ensure its implementation;

Organization of preparation, publication and dissemination of methodical works in order to provide methodological assistance to educational institutions;

Organizing the production of educational toys, visual aids and other didactic materials for educational institutions in the region;

Identification, selection and popularization of advanced, modern pedagogical technologies that serve to improve education in educational institutions.

Providing methodological assistance to all state and non-state preschool education organizations and the development group established under them, one year of compulsory free preparation of children for primary education.

Development of a perspective development program is aimed at the education of preschool children in the region, city, district, its approval by the Methodical Council of the regional (city, district) Department of Preschool Education and the definition of measures based on this program, ensuring their implementation.

Development of measures are aimed at implementing the requirements of the State in preschool education and improving the quality of education, its discussion in the pedagogical council and ensuring its implementation.

Analyzing the results of monitoring in collaboration with the staff of the monitoring service of the regional, city, district Department of Preschool Education, develop measures to eliminate (fill) gaps (gaps) in the knowledge of students ensure the quality provision implementation.

Organization and holding of educational and methodical seminars at the regional, city and district levels, aimed at the study of all types of activities, innovative pedagogical technologies in educational work, best practices, training of educators.

Providing practical methodological assistance to methodological associations in all areas of activity at the district (city) level are also important.

Study of advanced pedagogical practices at the regional, city, district level, as well as popularization of those who meet the requirements by the decision of the Council of the Methodological Center in the district (city), recommendation for popularization in the region.

Providing methodological assistance in working with gifted children in educational institutions are also can be considered as practical activities.

Supervising the work of clubs in various areas of educational institutions and provide them with appropriate methodological assistance:

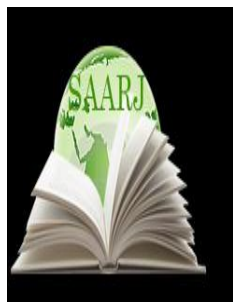
- To study, analyze the level of provision of methodological manuals, to make proposals to the regional department of preschool education on solving existing problems:
- Development of methodical instructions, recommendations and trainings aimed at ensuring the implementation of state requirements, increasing the effectiveness of education, improving the educational process and delivery to preschool educational institutions.

New opportunities for improving education quality include these principles:

- The availability of pre-school education and upbringing for every child;
- Equality of conditions for the development of each child's talents, passions and abilities;
- Unity of education, upbringing and health of preschool children, the educational impact of the family and the organization of preschool education;
- The combination of education and upbringing of preschool children; a personal approach aimed at the development of the child's personality; consistency and continuity of preschool and general secondary education; democratic and secular nature of education and upbringing; transparency and openness of the educational process; the content, level and scope of pre-school education and upbringing in accordance with the developmental characteristics and health status of preschool children.

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IMPROVEMENT OF ECONOMIC KNOWLEDGE OF STUDENTS WHEN TRAINING MATHEMATICS

Saipnazarov Shaylozbek Aktamovich*; Yakubova Umida Shuhratullayevna**;
Dilbar Khodjabaeva***

*Associate Professor,
Candidate of Pedagogical Sciences,
UZBEKISTAN
Email id: shaylozbek.s.a@gmail.com

**Senior Lecturer,
Tashkent University of Economics,
UZBEKISTAN
Email id: umidayakubova@rambler.ru

***Senior lecturer,
Tashkent University of Economics,
UZBEKISTAN
Email id: dxodjabaeva@gmail.com

ABSTRACT

The article shows examples of solving problems with economic content. In the process of solving problems, problems with production content are considered. And also some features of applied mathematics are revealed, the requirements for compiling an economic problem, the concept of mathematical modeling is introduced.

KEYWORDS: Profit, Costs, Profitability, Simulation, Optimal, Strategy, Economic Content, Production, Probability, Game, Player, Search.

INTRODUCTION

Is known that Polytechnic the formation of the most important means of the preparation of a young generation to life, one of the basic principles pedagogy determining the purpose, content and forms learning.

Speaking of economic development knowledge of students in the process of decision problems with the production content, we have mind first of all inculcation skills to identify causal relationships between economic factors and their mathematical interpretations.

In this case economic considered life situation as a result challenges contributes, on the one hand, the development of mathematical thinking on a specific material on the other-consolidate and deepening of economic knowledge as a result of high-quality quantitative and quantitative interpretation of economic concepts.

Solving problems with economic content, as well as any tasks with practical content, can be divided into three stages.

At the first stage – formalization, there as a the sition from the real situation to the construction a formal mathematical model. To build such a model, students should be able to do the following highlight the main relationships between the components of the problem being studied, analyze the completeness of the data available in the condition of the problem, express with mathematical symbols those economic situations and their relationships that are given in the condition of the problem, as a result of this work, a mathematical model should appear, adequately reflecting the given real situation.

At the second stage, the problem is solved within the mathematical model. At this stage, students must learn to choose the most suitable method for solving the posed mathematical problem: to use an auxiliary mathematical apparatus, to choose methods of solution.

At the third stage – interpretation, students must learn to move to the initial situation, to identity the correspondence of the results obtained to the economic situation under consideration, to particular ones, to evaluate the significance of these economic factors for practical activity.

Let us introduce the designations of some economic concepts and the basic relationships between them.

Profit – P , spending – S , cost price – C , Profitability – E , number of products – N , unit price – U , then

$$P = NU - S,$$

$$E = \frac{P}{S} = \frac{NU - S}{S} = \frac{NU}{S} - 1 \quad (1)$$

since the

$$C = \frac{S}{N} \quad (2), \text{ finally we obtain}$$

$$E = \frac{U}{C} - 1 \quad (3)$$

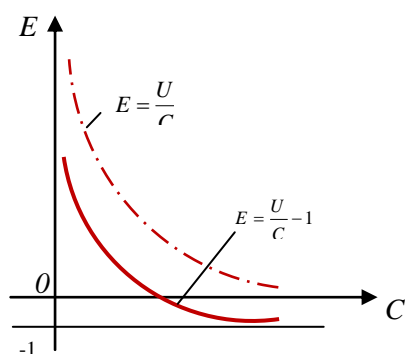


fig. 1.

Formula (3) has visual geometric interpretation (fig.1).

From formula (3) it follows that minimizing the cost of a unit of production is equivalent to maximizing profitability. It is clear that if:

- 1) $C < U$, then $E > 0$ (the enterprise is profitable);
 - 2) $C = U$, then $E = 0$;
 - 3) $C > U$, then $U < 0$ (the enterprise is unprofitable)
- we consider the following problem:

Task 1. Let the form be required to distribute arable land between two objects according to the following table:

| object | Area, fracture | Harvest centers/hect | costs, dollar/hect | Price for center | Costs of tractor shifts per 1 hectare | Cost of man-days per 1 hectare |
|--------|----------------|----------------------|--------------------|------------------|---------------------------------------|--------------------------------|
| 1 | X | 12 | 48 | 10 | 0,1 | 2 |
| 2 | Y | 18 | 72 | 12 | 0,2 | 6 |

Let, in addition, the production resources are given: land – 2000 hectares, tractor – shifts – 300, man-days – 6000 and the needs for both objects: for the first object - 12000 centners and for the second object – 7200 centners. The X and Y values are unknown and must be determined.

Solve the problem of optimizing three different criteria, namely:

1. maximum profit;
2. for the maximum profit per hectare
3. To the maximum profit per hectare.

Solution. The problem constraints are as follows:

$$\text{area limitation: } x + y \leq 2000 ; \quad (4)$$

$$\text{limitation on tractor shifts: } 0,1x + 0,2y \leq 300 ; \quad (5)$$

$$\text{limitation by man – days: } x + 3y \leq 3000 \quad (6)$$

constraints on the need for objects:

$$12x \geq 12000 , \text{ or } x \geq 1000 \quad (7)$$

$$18y \geq 7200 , \text{ or } y \geq 400 \quad (8)$$

moreover, it is clear that $x \geq 0, y \geq 0$

(9)

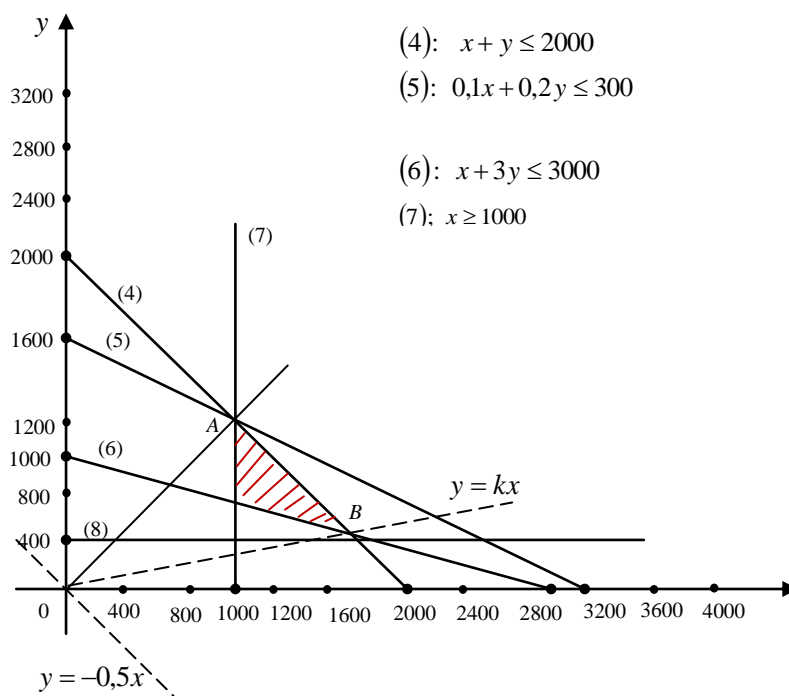


Figure 2.

Graphic solution system inequalities (4) – (8) gives a Polygon restrictions (shaded in figure 2). Rooms about direct correspond to the numbers of inequalities. For profit according to the table have formula.

$$P = 10 \cdot 12x + 12 \cdot 18y - 48x - 72y = 72(x + 2y); \quad (10)$$

for profitability – the formula.

$$E = \frac{P}{S} = \frac{72(x + 2y)}{48x + 72y} = \frac{3(x + 2y)}{2x + 3y} = \frac{3x + 6y}{2x + 3y}; \quad (11)$$

Denoting by P_1 from 1 hectare we have:

$$P_1 = \frac{72(x + 2y)}{x + y}; \quad (12)$$

Option 1)

The solution to the maximum profit. We must maximize profit, that is, according to formula (10)

$$x + 2y \rightarrow \max; \quad (13)$$

under constraints (4) – (9)

The equation

$$x + 2y = C;$$

corresponds to a straight line with a slope of - 0,5.

Note that changing C does not affect the slope of the line, but only carries out a parallel translation of the line. With an increase in C , the straight line shifts up along the Oy axis, and with a decrease, downward.

According to condition (13), the parameter C should be as large as possible, which means that the straight line $x + 2y = C$ must be shifted parallel to itself upwards until we leave the “constraint polygon”.

In figure 2 see that the solution of corresponds to the point B . Since the point B is the point of intersection of direct $x + y = 2000$ and $x + 3y = 3000$, you solving together these equations, we find the coordinates of the point of B and thus the answer tasks $x = 1500$ hectares, $y = 500$ hectares.

$$P = P(1500, 500) = 72(1500 + 1000) = 180000$$

Option 2)

Solution to the maximum profitabilaty.

For profitability have formula (11), where

$$y = \frac{2E - 3}{6 - 3E} \cdot x, \quad (14)$$

or otherwise, $y = kx$, where $k = \frac{2E - 3}{6 - 3E}$.

Equation (14) is a equation beam direct passing through the origin. Find out how to change k depending on the E .

Find the first derivation of k with respect to E . we have

$$\frac{dk}{dE} = \frac{3}{(6 - 3E)^2}, \quad E \neq 2$$

Since $\frac{dk}{dE}$, and hence, and $\frac{dk}{dE}$ positively, the increase in k entails early an increase of E , and as we need to E reached the maximum value, then it should be select the of direct beam (14), for which k reaches a maximum values, and this enough to tarn ray $y = kx$ coming from the origin, counter-clockwise to as long as he did not come beyond the “Polygon restrictions”. In figure 2 we see that the solution is obtained not at point B , but at point A . Since the point of A is the point of intersection direct $x = 1000$ and $x + 3y = 3000$, you solving the system, we find coordinates of the point and thus the answer in the form of $x = 1000$ hectare, $y = 2000/3$ hectare.

Option 3)

Solution for the maximum profit per hectare.

The profit from 1 hectare will be determined by the formula (12). Solving (12) with respect to Y , we have:

$$y = kx, \text{ where } k = \frac{P_1 - 72}{144 - P_1} \quad (15)$$

In this case, we can assume that $P_1 \neq 144$, since if $P_1 = 144$, then formula (12) implies that $x = 0$, which contradicts constraint (7). For the derivative $\frac{dk}{dP_1}$ we have $\frac{dk}{dP_1} = \frac{72}{(144 - P_1)^2}$, and since $\frac{dk}{dP_1}$, and hence $\frac{dP}{dk}$ are positive, then to increase P_1 it is necessary to increase k by turning the ray $y = kx$ counterclockwise, i.e. again we get a solution at point A.

The problem of game theory

Consider a 2×2 game, which is the simplest case of finite game. If such a game has a saddle point, then the optimal solution is a pair of pure strategies corresponding to this point.

Came in which there is no saddle point, in accordance with the main theorem game theory the optimal solution exists and is determined by a pair of mixed strategies $S_A^* = (P_1^*, P_2^*)$ and $S_B^* = (q_1^*, q_2^*)$. In order to find them, we use the theorem of active strategies. If the player A adheres to its optimal strategy S_A^* , then its average gain will be equal to the price of the game \mathcal{G} , whatever the active strategy or used player B.

Let the game be given by the payoff matrix

$$P = \begin{pmatrix} a_{11} & a_{12} \\ a_{21} & a_{22} \end{pmatrix}$$

The average payoff of player A, if he uses the optimal mixed strategy $S_A^* = \begin{pmatrix} P_1^* & P_2^* \end{pmatrix}$, and player B uses the pure strategy B_1 (this corresponds to the 1-st column of the payment matrix P), is equal to the game price \mathcal{G} :

$$a_{11}P_1^* + a_{12}P_2^* = \mathcal{G}$$

The same average payoff is received by player A, if player 2 applies strategy B_2 , i.e. $a_{21}P_1^* + a_{22}P_2^* = \mathcal{G}$. Taking into account that $P_1^* + P_2^* = 1$, we obtain a system of equations for determining the optimal strategy S_A^* and the price of the game \mathcal{G} :

$$\begin{cases} a_{11}P_1^* + a_{21}P_2^* = \mathcal{G}, \\ a_{12}P_1^* + a_{22}P_2^* = \mathcal{G}, \\ P_1^* + P_2^* = 1 \end{cases} \quad (16)$$

Solving this system, we get the optimal strategy

$$\begin{aligned}
 P_1^* &= \frac{a_{22} - a_{21}}{a_{11} + a_{22} - a_{12} - a_{21}} \\
 P_2^* &= \frac{a_{11} - a_{12}}{a_{11} + a_{22} - a_{12} - a_{21}}
 \end{aligned}
 \tag{17}$$

and game price

$$\mathcal{G} = \frac{a_{22}a_{11} - a_{12}a_{21}}{a_{11} + a_{22} - a_{12} - a_{21}}
 \tag{18}$$

Applying the theorem of active strategies for finding S_B^* - optimal player B , we obtain that for any of pure strategy player a middle loss player B is equal to the price of the game \mathcal{G} , that is

$$\begin{cases}
 a_{11}q_1^* + a_{12}q_2^* = \mathcal{G}, \\
 a_{12}q_1^* + a_{22}q_2^* = \mathcal{G}, \\
 q_1^* + q_2^* = 1
 \end{cases}
 \tag{19}$$

Then the optimal strategy $S_B^* = (q_1^*, q_2^*)$ is determinant by the formulas:

$$q_1^* = \frac{a_{22} - a_{12}}{a_{11} + a_{22} - a_{12} - a_{21}}
 \tag{20}$$

$$q_2^* = \frac{a_{11} - a_{21}}{a_{11} + a_{22} - a_{12} - a_{21}}$$

Task 2. Game search

Player is a can hide in one of the two shelters (1 and 2); player B looking for a player A , and if you will find, then gets a fine 1 money units from A , otherwise pays the player to A 1 money units.

Necessary to build a payment matrix games, and to find the optimal strategy and the price of the game.

Solution. Made by the payment matrix should be analyzed the behavior of each of the players. Player A can hide in the refuge 1 – we denote this strategy through A_1 or shelter 2 – strategy A_2 . Player B can look for the first player in shelter 1 – strategy B_1 , or in shelter 2 – strategy B_2 . If player A is in hideout 1 and player B finds him there, i.e. a pair of strategies (A_1, B_1) , is carried out, then player A pays a penalty, i.e. $a_{11} = -1$. Similarly, we obtain $a_{22} = -1$ (A_2, B_2). Obviously, strategies (A_1, B_2) and (A_2, B_1) give player A a payoff 1, so $a_{12} - a_{21} = 1$. Thus, for a 2×2 search game, we get the payoff matrix

$$P = \begin{pmatrix} -1 & 1 \\ 1 & -1 \end{pmatrix}$$

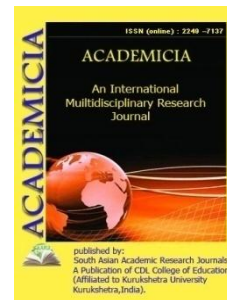
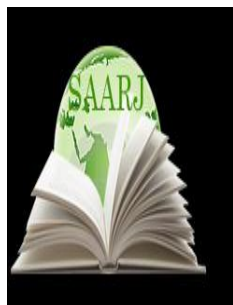
This game is without a saddle point, so we are looking for a solution in mixed strategies; for player A, the average payoff is equal to the price of the game \mathcal{G} (for B_1 and B_2); for player B_1 the average loss is equal to the game price \mathcal{G} (for A_1 and A_2). Systems of equations (19) and (20) in this case have the form:

$$\begin{cases} (-1)P_1^* + 1 \cdot P_2^* = \mathcal{G}, \\ 1 \cdot P_1^* + (-1)P_2^* = \mathcal{G}, \\ P_1^* + P_2^* = 1 \end{cases} \quad \begin{cases} (-1)q_1^* + 1 \cdot q_2^* = \mathcal{G}, \\ 1 \cdot q_1^* - 1q_2^* = \mathcal{G}, \\ q_1^* + q_2^* = 1 \end{cases}$$

Solving these systems, we get $P_1^* = P_2^* = q_1^* = q_2^* = 0,5$, $\mathcal{G} = 0$. This means that the optimal strategy of each player is to alternate their pure strategies at random, choosing each of the shelters with a probability of 0,5, with the average payoff equal to 0.

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INTERPRETATION OF THE SECRETS OF THINKING

Abduhamid Kholmurodov*

*Professor,
Doctor of Philological Sciences,
Navoi State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

The article comments on the importance of the textbook "Fundamentals of Literary Creativity", the relevance of the research issues and its role in strengthening theoretical and practical knowledge. Emphasis is placed on the textbook author's ability to explain the problem, and the analyses have a deep theoretical basis.

KEYWORDS: *Literary Criticism, Enthusiastic Inspiration, Theory, Reality Of Life, Imagination.*

I. INTRODUCTION

Man has always aspired to know the secrets of the universe. His miracles and creations amaze, and the desire to delve deeper into the depths of the ocean, to find answers to abstract and complex puzzles, grows in man. Because it has a tool of thinking that can study and analyze the intricacies of the mysterious world, curb its miraculous power, and with this tool it satisfies the spiritual needs of the lessons of the complex world. This need gave rise to an artistic understanding of the world, and the more its possibilities expanded, the more it rose spiritually. Everyone wants, aspires, strives for an artistic perception of existence. But this happiness is not for everyone. Because such an ability is a divine blessing, each artist has a different level of artistic thinking ability. Therefore, the essence expressed in the four verses of the poem evokes the most delicate feelings of a person. Another long poem, on the other hand, makes no impression because it is devoid of art. Any work written with high talent, whether it is poetic, prose or dramatic, is a product of artistic thinking and serves the spiritual growth of man, the growth of the value of artistic expression. That is why every creator, especially beginners, young people who are ready to knock on the door of the literary palace, who dream of becoming a mature writer, a mature poet, a mature playwright, know what art is, what its secrets are, how to obtain this key they must think about it and work hard to achieve this noble goal.

II.METHODS AND MATERIALS

Professor Hotam Umurov, a true worker of literary criticism, has been studying the secrets of art for many years, the requirements for art, the conditions and ways of mastering it, the responsibility of the artist, the criteria for cultivating creative talent and the current state and problems of artistic thinking. The famous scientist has created a number of textbooks, manuals, articles based on in-depth scientific analysis in this noble way. The textbook "Fundamentals of Art" is the first major scientific work of the scientist in this area [1; 202]. This scientific work consists of four chapters and a conclusion, which provides the necessary theoretical knowledge to young artists who want to learn the secrets of artistic creation. The importance of the textbook was recognized in its timely creation in enriching students' theoretical knowledge about artistic creation, which was highly appreciated by scholars and the literary community.

For the first time, the textbook "Fundamentals of Art", - says about this textbook, - extensively analyzes such issues as talent, talent, inspiration, artistic skill, creative plan, writer-hero-reader. It is based on the confessions of famous writers and artists, the experience of creative laboratories, and explains the nature of artistic creation in an interesting, touching, thought-provoking and convincing way "[2; 113].

Nearly twenty years later, the teacher revisited the noble work he had begun, and further supplemented and expanded his scientific and theoretical views on artistic creation, creating a perfectly new textbook. The textbook "Fundamentals of Literary Creativity" is of great importance for students studying philology, young artists to learn the secrets of artistic creation. It consists of theoretical and practical parts. The theoretical part consists of four chapters, which cover and theoretically substantiate issues such as the history of the creative process, talent and inspiration, the creative plan and the birth of the work, the writer-image-reader, the role of the author in the work. The practical part covers the content of practical classes on life and literary creation, levels of talent, inspiration and its nature, the secrets of artistic mastery, the art of living works.

Looking at the history of the process of literary creation, he emphasizes its invaluable role in the formation of writers and poets. Reflecting on the factors of longevity and impact of works, he draws attention to the fact that the reason for the emergence of dissimilar works is the extreme difficulty of the writer's work, each work of art is an attempt by the writer to find himself. The uniqueness of each writer, the diversity of literary techniques in the description of reality, the study of the psychology of literary creation is theoretically substantiated as one of the important tasks of literary criticism in the study and mastery of the laws of the literary process. Recognizing that the problem of the psychology of literary creation in world literature has been studied more extensively and deeply, M. Arnaudov, A.T. Tseytlin, L.S. Vygotsky, V.S. Meylakh, P.V. Medvedev, L.N. Yakovlev and others addresses his theoretical views and notes that this problem has not been sufficiently studied in Uzbek literature. However, a number of literary critics have studied and analyzed some aspects of the process of literary creation, including the history and poetics of the creation of some works, the issues of artistic mastery. In the books of P. Kadyrov "Literary Thoughts", U. Normatov "Education of Talent" some writers and poets studied some aspects of the laboratory of creativity. The inspirational processes of writers and poets, literary scholars in the emergence of a literary work, observations of the manifestation of

talents, analysis of experiences and the importance of awareness of the literary process in the creation of a true work of art are deeply analyzed.

Well-known critic I. Gafurov has convincingly argued that by studying experience, imitating the works of genius artists, following, absorbing traditions, new talents can grow and present themselves as true talents. "You really need a spark to spark talent," he said. "Without sparks, inspiration and inclination don't flow." Use, example so spark for exposure genius. He cuts the toasts. Tolstoy said, "When I was a child, I could not stand being dragged around and my limbs tied. "I would tear the diapers hard and forcefully." The tearing of cultural, scholastic blankets lasted until the end of Tolstoy's life. He tore the last blanket on the train on his last trip. Traditions are, in a sense, blankets. The diapers are torn off and the originality of the intention is revealed " [3; 264].

The textbook "Fundamentals of Literary Creation" reveals the secrets of achieving this originality. To do this, a writer must have a talent, to cultivate this talent, to perfect it, to study, master, use the traditions, experiences, artistic requirements of the literary process. Here is the opinion of E.Vakhidov on the education of talent and the responsibility of the artist in the creation of the work, which clearly explains the concept of talent to the reader. Explaining Gorky's opinion that 99% of talent is labor, E.Vakhidov emphasizes that a mature work cannot be born without one% of talent added to it, or with the help of 99% of labor itself. "Of course," says the poet, "there is a lack of innate talent to win the love of the country." The poet must be spiritually and intellectually up-to-date, and he must be widespread in the waves of people's life "[4; 12].

The fact that inspiration is also important in the emergence of talent has been theoretically substantiated through vivid examples, in-depth analysis. The description and analysis of interesting facts from the work of poets, writers, playwrights about the nature of inspiration, the process of its emergence, its levels, provided a full disclosure of the subject. E.Vakhidov, U.Hashimov's comments on the moments of inspiration, the state of the inspired artist, the importance of inspiration in the creation of a mature work of art, the responsibility of the artist in its use, his experience are noteworthy. A work that is a real event in the literary process is certainly born as a fruit of enthusiastic inspiration. But it is possible to write without inspiration. It is difficult to write or read such a work. E.Vakhidov likens the work created in this way to a kiss without love. This requires that any work be written with inspiration. But inspiration doesn't come naturally either. This requires constant work, study and study. The more a person reads, the more his imagination, his field of thinking expands, his knowledge increases, his worldview, his spiritual world rises. The scientist substantiates this in a comprehensive and deep way on the topic of "Levels of Inspiration". O.Yakubov's mastery of the actor in the creation of the image of Othello on the stage by A. Hidoyatov, giving his whole being, his whole feeling, creating this image, forgetting himself to show the figurative scene of real life on the stage, thus enchanting hundreds of spectators. gives the impression that his talent is the product of his inspired performance of his role. According to P. Kadyrov's book "Thoughts", the combination of inspiration and work, the need for each other is based on the creative experiences and ideas of writers such as Flaubert and Baudelaire. Artistic skill is necessary for a talent nurtured as a result of reading, studying, research to create a perfect work of art. This is a key and decisive factor in the creation of a mature work of art. The higher a writer's artistic skill, the more lasting the work of art he creates. It depends on the strength and power of the one percent talent that Gorky said,

which all other famous writers and critics have repeatedly emphasized. Literary scholars U.Normatov, O.Sharafiddinov, A.Rasulov and others have conducted research on the longevity of the work created by the power of talent, expressed valuable views on the aspects of artistic mastery, the role and importance of the creative personality in its manifestation. The author of the textbook, hard-working scientist, passionate teacher H.Umurov gives all of them through the prism of his own thinking, gives a broad and detailed theoretical knowledge about how the origin of the skill, how it is nurtured, what are the signs of mastery, a specific work practical example. In A. Kadyri's novel "Days Goneby", the fact that Otabek listened to the song "Navo" in one of the deep rural bazaars proves the importance of the author's skill in the perfection of the work through the extremely convincing image. Finally, a general conclusion can be drawn about the essence of artistic mastery: "Artistic mastery, on the one hand, is the art of seeing and analyzing the novelty of real life, and on the other hand, the deep knowledge of the secrets of art, techniques, thousands of emotional and visual means. If these two sides are in a dialectical connection, if they serve to "see the life of the heroes with all their fullness and clarity" (Ch. Aitmatov), the image can excite the reader, then the great truth of life will find its complete and beautiful expression." [4; 39].

In U.Normatov's research, there is a similar interpretation of the circumstances that determine the criteria of mastery. Munaqqid pays special attention to the issues of mastery in his views and opinions on the new qualitative changes that have taken place in Uzbek literature in the last decade after independence. In particular, Nazar Eshanqul's views on his works, the author's completely new approach to portraying the tragedy of the person, the writer's skill in convincing the reader of the image of this tragedy are deeply analyzed. Reflecting on the artistic features of Sh. Kholmiraev's story "The sun is wandering in the sky", the naturalness of the images, the reliability, the writer's skill are analyzed. The critic expresses his views on the problem of tradition and renewal in the literary process: "Ultimately, the role of each writer in the development of literature, his service, is defined by a new concept of life and man. A new approach to life, to the human person, still makes certain changes in the form of expression" [5; 64]. When we compare these with the theoretical ideas in the textbook, they complement each other and further enrich our understanding of the skill.

The second chapter of the textbook is devoted to the study of "The process of formation of the creative plan (fetus)." Indeed, a literary work initially appears in the form of a plan. This plan is ripe for a long time in the mind of a writer or poet, and there comes a time when it becomes a work of art. The formation of the work is likened to a fetus in the mother's womb. Russian critic V.G. Belinsky likens the state of a woman from the time of conception to the time when the fetus becomes a baby and gives birth to a child, the spiritual changes in it to the state of the artist. Writers, poets, critics have expressed many opinions about the emergence of the creative plan. In all of them, it is emphasized that the creative plan plays a crucial role in the creation of a mature, thorough, perfect work of art.

The fundamental research "Literary Theory" provides an in-depth analysis of the creative process. It provides a comparative analysis of the birth of the original plan and the fact that it is the basis for the creation of a work of art. The birth of the original plan and the transition from quantitative to qualitative changes are likened to the formation of a new substance as a result of the interaction of different substances in a chemical laboratory. The reaction does not occur even when another substance is added to the substance lying dormant in the flask, but the reaction also

occurs when only one drop of the catalyst is added to it. This is the moment when a life-giving impulse inspires the artist, who is developing a plan of the work to be born in his brain.

Such an analogy helps the reader to understand the creative process, the importance of the creative plan in the birth of a work of art. Russian poet M.Svetlov, writer L.Leonov, famous Uzbek writer P.Kadyrov's ideas about the birth of a creative plan and its development in the creative laboratory, thus contributing to the emergence of a new work with the help of creative talent, high skill, imagination, Oybek's "Great blood" The fact that before writing the novel the child's perception of the events that took place in the novel, the fact that he prepared for a long time to describe this period, complements the theoretical knowledge of the creative plan.

The birth of a new work is a synthesis of this process (the emergence of the first plan). The work is formed in the mind of the writer, in the consciousness of the mind, it becomes necessary to write it down, to work with inspiration. "The writer's talent, attention, and whole being are concentrated in one center; future heroes are identified. The main poetic idea of the work, its figurative expression is visible, and the images begin to move around this circle "[4; 54]. How and to what extent the work to be created depends on the artist's artistry. The scientist emphasizes that the vitality of the work depends on the pulse of the writer's heart, the magic of words, sharp understanding, inspiration, and the process of birth of a new work is conditionally divided into three periods. These are: 1) the period of material accumulation; 2) the period of "thoughtful" cooking of the work; 3) the period of its writing.

The writer describes life in his work. But it is not him who creates his artistic expression through the prism of his own thinking, but through life events like his. Accordingly, there are two truths: the reality of life and the artistic truth. How does artistic reality differ from the reality of life, how can it be created? We will answer these questions in the third chapter of the textbook through the topic "Writer and Life". The writer or poet writes about the events he sees and knows in life, does not copy them so blindly, but expresses his impressions in an artistic way, which affects the reader's feelings, makes him think, excites, distinguishes good from evil, kindness from evil. will receive. Abdulla Aripov says that he creates his poems under the influence of events he has seen and known in his life. "There was a pool in front of my office where goldfish were swimming. "One day I thought about how these fish live in a muddy pool, how they know the world is just that pool, and I wrote a poem called 'The Golden Fish.' "It hurts me ..." the poet says at the end of the poem. The artistic conclusion of the poem, which consists of only two verses, shakes the heart of the poet, urges everyone to imagine, think, draw conclusions about the meaning of life, the magic of the transient world. It is a testament to the artist's skill, his artistry, in turning the reality of life into an artistic reality. The writer must study life, know it well, make an artistic understanding of the events of life, draw universal conclusions from it, and be able to stir up the artistic truth in the heart of the reader. The textbook gives very vivid, characteristic examples of the similarity between the reality of life and the reality of art, the formation of artistic truth on the basis of the reality of life. One of them is A. Qahhor's life experience when writing the story "Patient", his memories of the event described in the story. In it, the writer recalls that his mother suffered greatly during childbirth while living in Yaypan. When the woman next door comes and says to her father, let the young boy ask God, he is innocent, his supplication helps and his eyes light up faster. His father urges young Abdullah to pray, "O God, save my aunt." The sleepy child repeats this prayer several times and falls asleep. When he gets up in the morning, his aunt's eyes light up. This is a real-life event that the writer

saw and witnessed as a child. In the story we see his artistic depiction. Sotiboldi's wife falls ill. No matter how much you see a doctor, the patient's condition does not improve. Sotiboldi cannot afford to be hospitalized. When he said the hospital, he saw a 25-sum red coin with a picture of a white pasha. So he calls his neighbor's wife. She straightens the patient's hair, then sits down and cries. Looking at Sotiboldi, who is sewing the jars of hope, he says that his four-year-old daughter will bless him. The girl is forced, and the girl, who does not yet speak Burro, sleeps and cries, "God, cure my uncle." At midnight, the patient dies. Sotiboldi picks up the girl sleeping in his arms and puts her to another bed. Then the girl repeats the prayer: "God, cure my uncle" ...

The artistic expression of the reality of life is so impressive that it reaches the depths of the reader's heart, awakens the most delicate emotions, arouses his admiration for the power of the artistic word.

Oybek, Ghafur Ghulam, Mirmuhsin's experience in observing real life in his work, his admission that his experiences are the basis, require that artistic reality be derived from the reality of life, even if it is not the reality of life itself. Evidence for this can be found in the work of any writer or poet. The deeper a writer studies life, the more convincingly the artistic reality he creates represents the reality of life. A writer who has studied life in depth in all its aspects discovers in his mind an artistic truth that reflects exactly the reality of life. Therefore, he does not always interpret the events he sees and knows artistically, but weaves the events that may occur in life in order to carry out the plan of an artistically born, artistically mature work, which can fully convince the reader of the artistic texture. A. Qahhor's story "The Thief" is an example of this. Cain and his bull were not stolen. But in the past, there have been many poor, miserable people like Grandpa Cain who have been brutally abused by local government officials. The writer has seen such a tragic life many times in his childhood. He was therefore able to express the tragic state of the person in an extremely convincing, moving way. The scientist describes it as follows:

"There is another way. In works created in this way, the imagination moves freely in relation to the experience, the impressions, which are sometimes received; it creates something holistic from something once known and experienced, even if its concrete appearance is not an objective reality. The artistic truth in this work corresponds so much to the reality of life as if it were a discovery"[4; 65].

When Qahhor wrote the story "Headless Man", law enforcement officers claimed that they would find the woman who committed the crime. O. Yakubov's story "Muqaddas" was warmly received by readers, who wrote thousands of letters to the author asking about the future of Sharif and Muqaddas. The writer finally had to reassure them that "Sharif and Muqaddas are now in each other's company, living happily ever after." Such phenomena are also found in world literature. When the famous American writer E. Hemingway won the Nobel Prize for his story "The Old Man and the Sea", a child came to the writer and insisted that he give me my share of the prize money. When the writer wonders why, he says that I will be the boy who fishes with the old man on the seashore you have described. The fact that the writer's artistic texture is so in tune with the realities of life certainly shows that the writer has a great deal of skill, that he knows life very well.

There is another criterion in the completeness of the work. This is a writer-reader-image problem. The fourth chapter of the textbook is devoted to the theoretical and practical solution of

this problem. In fact, this problem has been one of the objects of constant scrutiny of literary science. There have been and continue to be many heated debates on this topic in world literature. In recent years, Uzbek literary criticism has paid close attention to this issue, and interesting research has been conducted on the role of the writer in the creation of works of art, the attitude to the reader, the nature of the image and the writer's responsibility for its completeness. In 2013, Ulugbek Hamdam, a writer and literary critic and editor of Sharq Yulduzi magazine, said, "Do you also vote for the author's death?" and this provoked a heated debate. French critic Roland Barthes, in his analysis of Balzac's novel *Sarrazin*, raises the issue of the author's death. The interesting comments made in the discussion showed that this problem is not alien to our literature, our literary criticism, the author-image-reader relationship is very important for the development, growth and rise of artistic thinking. Munaqqid A.Rasulov expressed his attitude to this problem as follows:

In the nature of a work of art, there is a place for the work of the reader. In other words, any creative work creates a strong, honest, mature, demanding reader. Some writers are adamant: "I can't imagine any reader in my mind's eye. I write it for myself, just for myself." Any writer is a demanding reader in the first place. A reader in the spirit and imagination of a writer who says that he writes only for himself is stronger than any real, demanding reader "[6; 94].

The textbook "Fundamentals of Literary Creation" examines these three aspects. Academician A.M. Levidov in his study "Author-image-reader" shows these three cases as follows: 1) the author cannot give himself; 2) the author is obliged to give himself; 3) the author must not give himself up (must die).

The author's inability to give himself up is expressed in the fact that the writer's position is clearly visible in the work in which his point of view is created. It is impossible for a writer not to give up his views, beliefs, sincerity, confidence.

Why does a writer have to give himself up? Because he can't convince the reader of his work if he doesn't give himself up. This is theoretically proven in the example of S. Ahmad's novel "Horizon". The grace of the elder of grace is so vivid and convincing that you think that the writer himself has experienced it. No, this is the skill of the writer, the result of a very deep study of the psychology of people of such nature. When a writer creates a work, he is in the midst of the events described in it, imagining and describing them as if he had experienced them, but without losing his identity. Without it, the writer cannot convince the reader.

In the third case, the writer must be portrayed as the protagonists and characters of the work, not act as he wishes, not think as he pleases. Quotes from L. Tolstoy, G. Flaubert substantiate this concept. In short, a realist artist, whether he creates this or that view of life, a positive or negative hero, must stand above what he creates, consider it "something complete." Let the author describe not himself, his views and impressions, but only the natural life that develops spontaneously (for some reason, of course), and be objective to both "good" and "bad". He should not openly express his views, assessments, attitudes and conclusions to the reader "[4; 88]. This is the essence of the author's conditional death claim.

The second part of the textbook covers the topics of practical training. It focuses on the practical proof of the theoretical ideas mentioned in the first part on the example of a particular work, and directs students to apply what they have learned in practice. Through them, students get

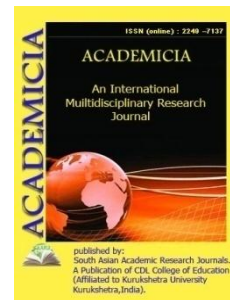
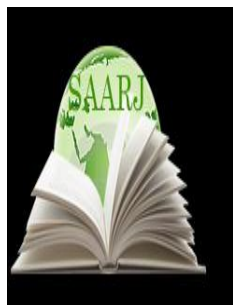
acquainted with the understanding of the work of art, its analysis, the secrets of the creation of a literary work.

III.CONCLUSION

Doctor of Philology, Professor, hard-working scientist Hotam Umurov created a textbook "Fundamentals of Literary Creativity" and did a great job. A similar textbook was in great demand in secondary schools, higher education institutions, students majoring in philology. Of course, the secrets of artistic creation cannot be mastered by creating a single textbook. It is a huge process that has gone through an infinite and long historical development stage, and there is no doubt that more research is still to be done on this subject.

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LAWS OF REGENERATION OF CATALYST OF METHANE OXYCONDENSATION REACTION

Raxmatov Sh.B*

*Bukhara State Medical Institute,
UZBEKISTAN

ABSTRACT

The mechanism and kinetics of coke-forming decontamination of the catalyst used in the catalytic oxycondensation reaction of methane were studied. Changes in the oxygen concentration at the outlet of the reactor over time at different temperatures were studied, and experimental data on the oxygen concentration were found to depend on the regeneration time. A mathematical model of an ideal extrusion reactor was used to describe the experimental dependences obtained at different initial concentrations of oxygen coke. Based on the calculated values of velocity constants at different temperatures, the activation energy of the coke combustion reaction was determined. Based on the obtained results, it was proved that the activation energy of the coke combustion reaction is 75.8 ± 5 kJ / mol, the activation energy of coke formation is 23.95 kJ / mol.

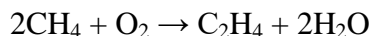
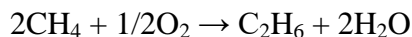
KEYWORDS: Methane, Oxycondensation, Ethylene, Coke, Regeneration, Activation Energy.

I. INTRODUCTION

Currently, the annual demand for ethylene in the world is 187 million tons, and this demand is growing by 4.5% per year. Currently, about 5% of natural gas is used in the production of valuable products, the rest is used as fuel. Ethylene is an important product of petrochemical chemistry and is used in the production of polyethylene, polyvinyl chloride, polystyrene, alkylbenzenes, ethylene oxide and others.

More than 30 years have passed since the discovery of the methane oxycondensation reaction, but this reaction has not yet been introduced into industry due to the lack of a stable catalyst with high activity and efficiency [1-5].

Indicators of methane oxidation process



- C₂ hydrocarbon yield up to 25%
- Selectivity for C₂ hydrocarbons - up to 80%
- Selectivity to ethylene - up to 55%

The methane oxycondensation reaction was first discovered in 1980 by Mitchell. This is a catalytic reaction that takes place at high temperatures. However, this process is a relatively low selectivity, a strong exothermic reaction, which makes it difficult to introduce this reaction into industry [6-11]. The most alternative and promising method of ethylene production at present is the process of catalytic oxycondensation of methane, which has not been introduced into the industry due to the lack of a stable catalyst with high activity and efficiency. In this process, the catalyst quickly loses its activity. This is due to the formation of coke on the surface of the catalyst [12-18].

II. EXPERIMENTAL PART

Experimental studies were conducted in a flow isothermal reactor with a diameter of 3 mm. 0.3 ÷ 1.0 g of catalyst was added to the reactor. Catalyst (Na₂MoO₄)_x·(Mn₂O₃)_y·(ZrO₂)_z were used in the experiments. The specific surface area of the catalyst is ~ 60m² / g according to BET. The catalyst (0.25 ÷ 0.5 mm fractions) was mixed with quartz to increase surface heat absorption. The experiments were conducted at 400-500⁰C when the air flow was 5 ÷ 20ml / min. The catalyst was heated in a nitrogen stream to the required temperature, then an air stream was connected. Changes in the oxygen concentration at the outlet of the reactor were detected chromatographically. For quantitative analysis of inactivating components, their extract was prepared on a Soxhlet instrument: catalyst mass - 10 g, extragenic (acetone) volume - 40 ml, extraction time - 1 hour.

The amount of extract components was analyzed by gas-liquid chromatographic method: flame-ionization detector, carrier-gas (hydrogen) flow rate-1 ml / min; Heating rate 100S / minute in the temperature range 40 ÷ 200⁰C; capillary column length 50 m, column diameter 0.32 mm, stationary phase-polyethylene glycol (thickness 1.2 μm). The concentration of oxygen at the outlet of the reactor was determined chromatographically.

III. EXPERIMENTAL RESULTS AND THEIR DISCUSSION

The results of the change in oxygen concentration at the outlet of the reactor over time at different temperatures are shown in Figure 1.

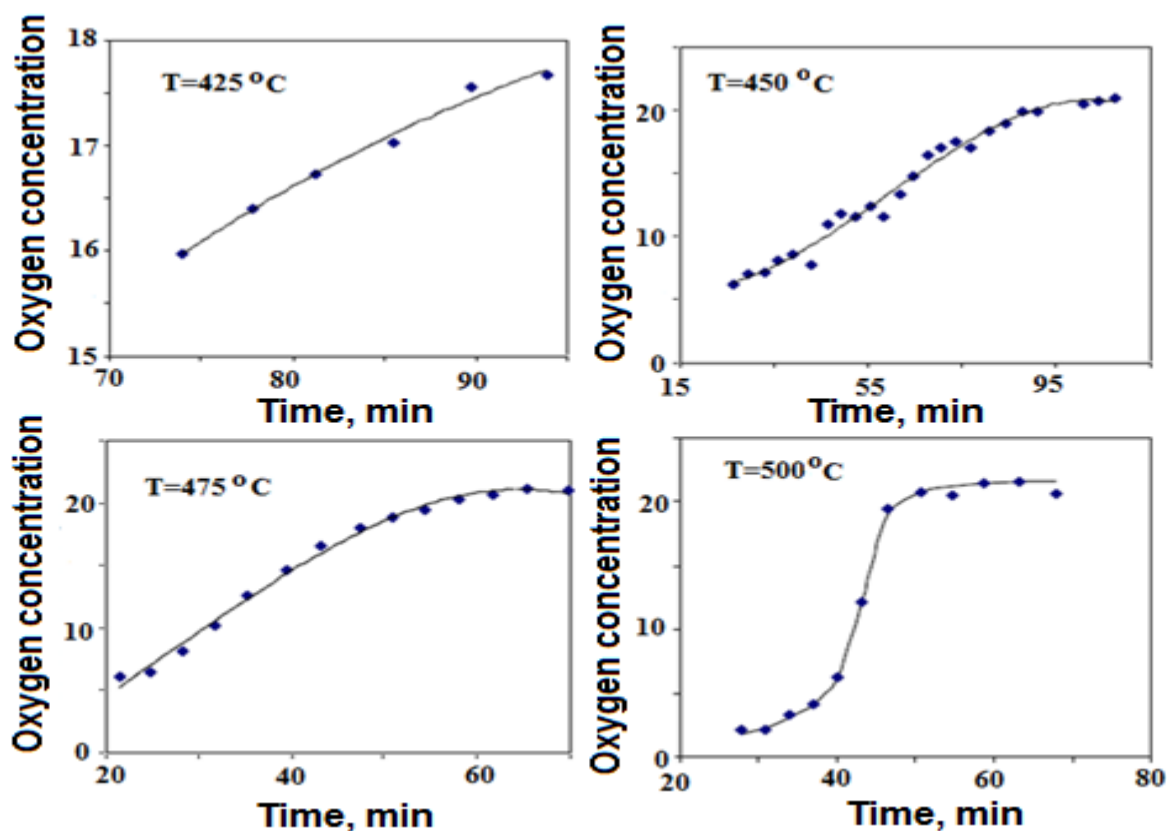


Figure 1. Changes in the oxygen concentration at the exit of the reactor over time at different temperatures

Using the formula $-\frac{1}{y} \ln\left(\frac{y_0}{y_1}\right) = k \cdot t + A$ it was studied that the experimental data on the oxygen concentration at the outlet of the reactor depend on the regeneration time. The results obtained are shown in Figure 2 below.

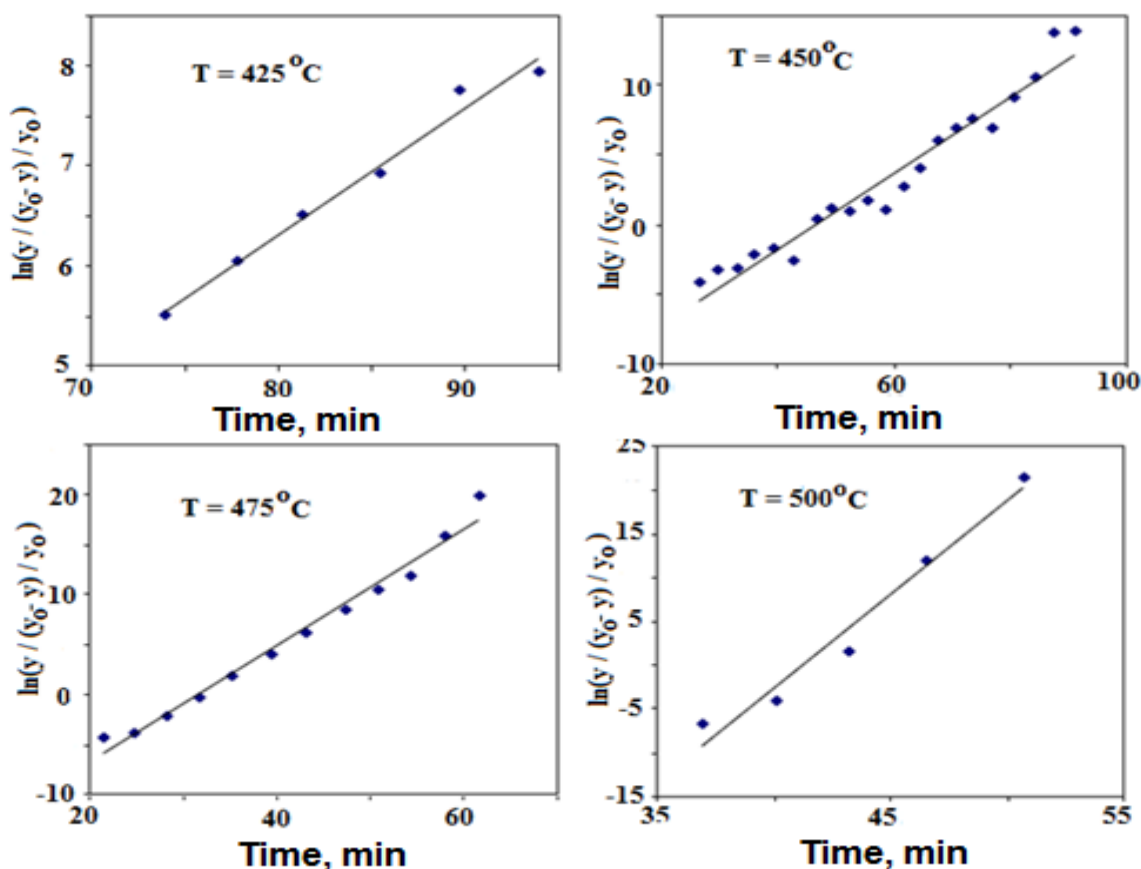


Figure 2. Experimental data on the oxygen concentration at the outlet of the reactor depend on the regeneration time

A mathematical model of an ideal extrusion reactor was used to describe the experimental dependences obtained at different initial concentrations of oxygen coke:

$$\frac{\delta g}{\delta t} = -r(T, g, C_0)$$

$$\frac{\delta C_{O_2}}{\delta Z} = -B_m \cdot \tau \cdot r(T, g, C_0)$$

To determine the value of the reaction rate constant at different temperatures, the relationship between the concentration of carbon dioxide at the outlet of the reactor and the regeneration time

$-\frac{1}{y} \ln \left(\frac{y_0}{y_1} \right) = k \cdot t + A$ was coordinated linearly. The results are shown in the figure below.

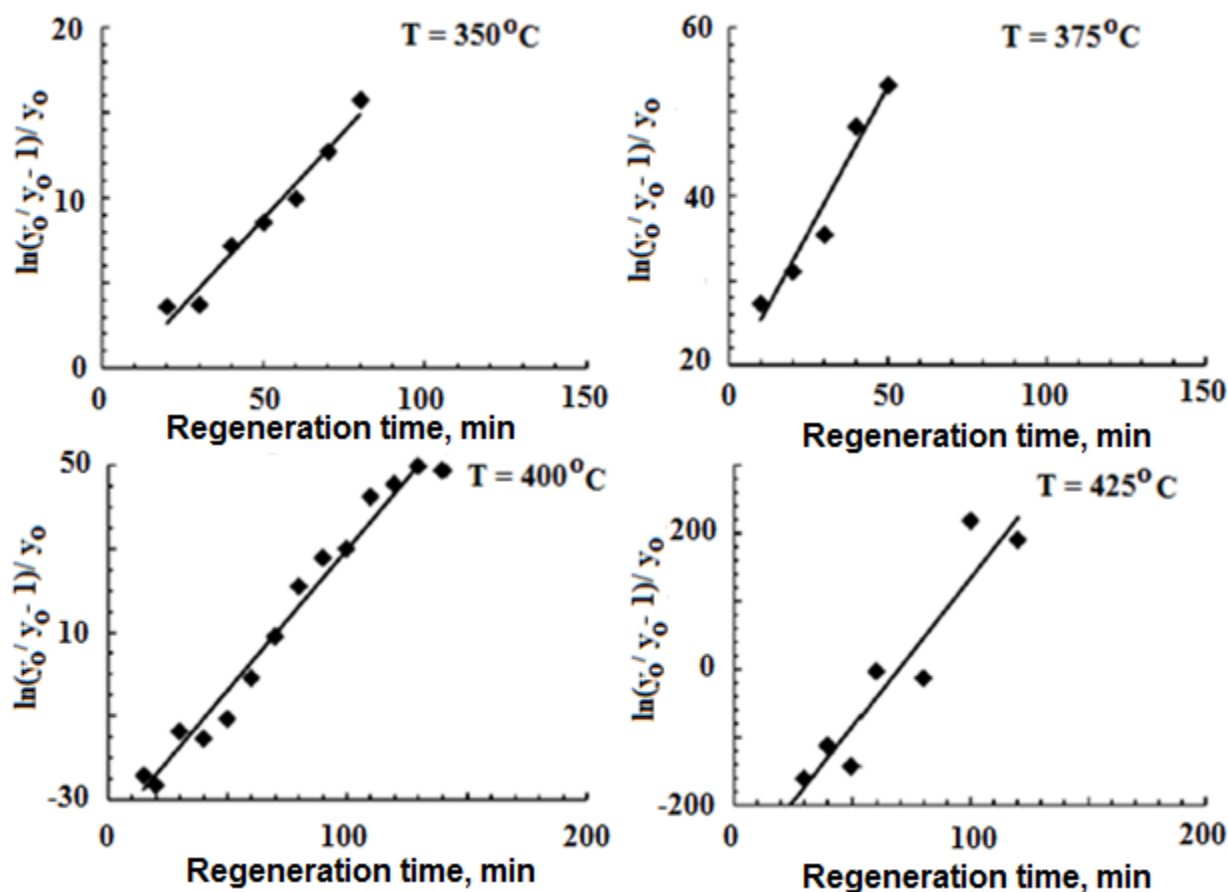


Figure 3. The relationship between the concentration of carbon dioxide at the outlet of the reactor and the regeneration time

Based on the calculated values of velocity constants at different temperatures, the activation energy of the coke combustion reaction was determined. For this, a correlation graph between $2 + \ln(k)$ and $1000/T$ was constructed and the activation energy was determined based on the value of the slope angle tangent. Based on the results obtained, it was proved that the activation energy of the coke combustion reaction is 75.8 ± 5 kJ/mol.

Before and after the catalytic test, the spatial composition of the catalyst was determined by X-ray phase analysis using $\text{CuK}\alpha$, $\lambda = 0,154187$ nm (database: PCPDFWIN and POWDER CELL 2.4) radiation on a Shimadzu XRD-6000 diffractometer.

The morphology of the catalysts was studied in a Vegall LMU (Czech Republic) instrument using wave electron microscopy (ZEM). Also, the porous structure was established on the basis of the analysis of adsorption curves obtained by the method of thermosorption of nitrogen. The surface area of the catalytic system (S_{area}) was determined by the BET method, and the volume of micro- and mesocytes was determined by the BJH method.

Mathematical model of catalyst oxidation regeneration. The kinetic model consists of the sum of the quantities that characterize the relationship between the reaction parameters of the rate of chemical change (pressure, temperature, reagent concentration, etc.) and the elementary

stages, reactions, equations. This relationship is determined on the basis of experimental data in the field of change of reaction parameters.

Coke combustion rate during regeneration of coked catalyst

$\frac{dq_c}{dt} = -W$ is calculated according to the basic form of the following kinetic equation:

$$W(T, C_0, q_c) = k_0 \cdot \exp\left(\frac{-15000 + 22000}{T}\right) C_0 q_c^n$$

In this case, T is the temperature, K; S_0 and q_0 are the concentrations of oxygen and coke.

In practice, the kinetic equation of the following form is used to express the rate of the combustion reaction:

$$\frac{dC_c}{dt} = W(T, C_c, C_{O_2}) = k_0 \cdot \exp\left(\frac{E_A}{RT}\right) C_c^p \cdot C_{O_2}^q$$

where C_c is the concentration of coke (in% of mass); C_{O_2} - concentration of oxygen (in% of mass); k_0 - exponential front multiplier, 1 / s; E_A - activation energy, kcal / mol; R - universal gas constant, kcal / mol; T - temperature, K; q - oxygen reaction order; p - coke reaction order; W - reaction rate, kg / (kg · sec).

The order of reaction on coke depends on the initial concentration of coke:

$$P = f\left(\frac{1 + C_c}{C_c}\right)$$

The order of the reaction on oxygen is 1.

Catalyst layer regeneration is nonstationary.

An ideal compression adiabatic reactor model was used to model the regeneration process. The following physicochemical processes take place in this reactor:

- coke combustion;
- mass and heat exchange between the gas stream and the catalyst particles.

The kinetic equation of coke combustion can be written as follows:

$$W(g, x, T_k) = k_0 \cdot \exp\left(-\frac{E_A}{R \cdot T_A}\right) g^p \cdot x^q$$

The mathematical model takes into account changes in the following quantities:

$$\beta = \frac{D_{eff}}{\{1 - \delta \cdot (\frac{g}{g_0})^{1/3}\}} \cdot \frac{\Omega}{d_z^2} \in (1 - \varepsilon) \Omega$$

Ω - coefficient representing the geometric characteristics of the particle;

δ - empirical coefficient;

\in - specific volume, empty volume of ε - reactor.

Concentration of coke in catalysts (g, kg / kg):

$$\frac{dg}{dt} = -r(g, x, T_k)$$

Oxygen concentration in the stream: ($y, \text{m}^3 / \text{m}^3$);

$$\frac{dy}{dz} = -\beta \cdot \tau(y - x)$$

Oxygen concentration in catalyst particles ($x, \text{m}^3 / \text{m}^3$):

$$\beta \cdot (y - x) = B_m \cdot r(g, x, T_k)$$

Gas temperature (T_g, K)

$$\frac{dT_g}{dz} = -\tau \cdot B_g \cdot (T_g - T_k)$$

Catalyst temperature (T_k, K)

$$\frac{dT_k}{dt} = B_k \cdot (T_g - T_k) + \frac{Q}{C_k} \cdot r(g, x, T_k)$$

Initial and boundary conditions:

$$Z = 0: y(t) = y_0, T_g(t) = T_{go};$$

$$T = 0: g = g_0, T_k(z) = T_{ko}$$

The criterion equation for determining the heat transfer coefficient between the catalyst and the gas stream is as follows:

$$Nu = 0,395 \cdot Re^{0,64} \cdot Pr^{0,333}$$

Definitions:

$$\tau = \frac{V_p \cdot \rho}{G}, \quad B_m = \frac{22,4 \cdot v_0 \cdot p_k}{M_c}, \quad B_g = \frac{a \cdot S_H}{\rho \cdot C_p}, \quad B_k = \frac{a \cdot S_H}{\rho \cdot C_k}, \quad Re = \frac{\rho \cdot U \cdot d_z}{\mu \cdot \varepsilon},$$

$$Pr = \frac{\mu \cdot C_p}{\lambda}, \quad Nu = \frac{a \cdot d}{\lambda}$$

To perform calculations on the above models, it is necessary to determine the following parameters:

$W(g, x, T_k) = k_0 \cdot \exp\left(-\frac{E_a}{R \cdot T_k}\right) \cdot g^p \cdot x^q$ Determine the order of the reaction r on coke and q on oxygen in the kinetic equation;

-determine the combustion rate constant k_0 and the activation energy E_a ;

-determine the heat of combustion of coke Q ;

-Determination of the diffusion coefficient D_E .

Activation energy of catalyst coking. The relationship between the oxygen concentration at the reactor outlet and the regeneration time was calculated according to the following formula:

$$-\frac{1}{y_0} \ln \left(\frac{y_0}{y_1} - 1 \right) = k \cdot t + A$$

To fully evaluate the rate and energy of the coke formation process, it is important to determine the reaction rate and activation energy.

The velocity constant and the activation energy are calculated based on the experimental data given in Table 1 below:

TABLE 1

| Temperature, K | τ , s | m_0 , r | m, r |
|----------------|------------|-----------|--------|
| 973 | 900 | 1.0128 | 0.9138 |
| 1073 | 900 | 1.0390 | 0.8595 |

The process of coke formation is a 1-order reaction. The equation for the rate of a first-order reaction is:

$$\frac{dx}{d\tau} = k(a - x)$$

The calculation of the velocity constant is performed according to the following equation:

$$k = \frac{2,303}{\tau} \lg \frac{m_0}{m}$$

The activation energy was calculated according to the following equation:

$$\lg \frac{k_2}{k_1} = \frac{E_a}{2,303R} \left(\frac{T_2 - T_1}{T_2 \cdot T_1} \right)$$

Speed constant:

$$T_2 = 1073$$

$$k_2 = \frac{2,303}{900} \lg \frac{1,039}{0,8595} = 2,11 \cdot 10^{-4} \text{ c}^{-1}$$

$$T = 873 \text{ K}$$

$$k_2 = \frac{2,303}{900} \lg \frac{1,0128}{0,9138} = 1,14 \cdot 10^{-4} \text{ c}^{-1}$$

Activation energy:

$$\lg \frac{2,11 \cdot 10^{-4}}{1,14 \cdot 10^{-4}} = \frac{E_a}{2,303 \cdot 8,314} \cdot \frac{200}{936729}$$

$$\lg 1,851 = \frac{E_a}{2,303 \cdot 8,314} \cdot \frac{200}{936729}$$

$$0,267 = \frac{E_a}{2,303 \cdot 8,314} \cdot \frac{200}{936729}$$

$$E_a = \frac{0,267 \cdot 19,15 \cdot 936729}{200} = 23,95 \text{ кЖ/моль}$$

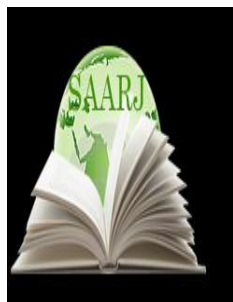
IV.CONCLUSION

Thus, the kinetics and mechanism of coke formation in the process of catalytic ox condensation of methane were studied on the basis of experimental data. Based on the calculated values of velocity constants at different temperatures, the activation energy of the coke combustion reaction was determined. Based on the obtained results, it was proved that the activation energy of the coke combustion reaction is 75.8 ± 5 kJ / mol, the activation energy of coke formation is 23.95 kJ / mol.

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STUDY OF COOPERATION COEFFICIENCIES OF WATER VOLUME IN THE LEAVES OF SUNFLOWER VARIETIES AND HYBRIDS

Seytbaev Rao'aj Sarsenbayevich*; **Aytjanov Baxitjan Uzaqbayevich****;
Aytjanov Uzaqbay Eshanovich***;

*Doctoral Student,
Nukus branch of Tashkent State Agrarian University,
Nukus, UZBEKISTAN

**Associate Professor,
Doctor of Agricultural Sciences,
Nukus Branch of Tashkent State Agrarian University,
Nukus, UZBEKISTAN

***Senior Researcher,
Doctor of Agricultural Sciences,
Head of Laboratory of Karakalpak Agricultural Research Institute,
Chimbay, UZBEKISTAN

ABSTRACT

In our study, the total amount of water in sunflower leaves was studied against an optimal background and against a modeled drought background. The total amount of water in the leaves of sunflower plants was studied simultaneously in the plants in both backgrounds. In the group of sunflower varieties identified under optimal conditions, the highest total amount of water in the leaves was recorded in the foreign Jant lower variety. This variety and Luchaferul and C-HS-H-2011g varieties did not differ from each other in terms of character, and the lowest amount of water in the leaves was found in Tels cultivars, and this variety was found to be reliably different from all other varieties.

KEYWORDS: *Sunflower, Hybridization, Basket, Productivity, Simple And Complex Hybridization, Hybrid Combinations, Modeled Environment, Flexibility.*

I. INTRODUCTION

In many countries around the world, a comprehensive study of agricultural crops is being carried out in order to identify existing sources of valuable economic features. One of the main tasks today is to develop the agricultural sector in the country and conduct in-depth scientific and practical research in this area. Due to the increase in our population, the demand for food products, especially fats and oils - the demand for various vegetable oils is growing day by day.

It is very important to create high-yielding varieties and hybrids that meet the requirements of agriculture under certain conditions in order to provide high-quality and high-quality agricultural products with abundant food products, and industry with sufficient raw materials.

Hybridization and selection are key factors in the creation of new varieties, and in many respects will depend on the hybridization methods chosen and the genotype of the starting material. One of the urgent tasks for different soil-climatic, hydro-ameliorative regions is the creation of fast-ripening, high-yielding and productive varieties of sunflower, resistant to various adverse conditions, drought, showing valuable economic characteristics.

R.Yu. Aliqulov and others [1] point out that one of the important indicators of plant water balance is the total amount of water in the leaves.

According to T.B. Azizov, I.U. Anarbayev [2], there is a correct relationship between the yield of agricultural crops, not only the variety, the technology of its cultivation, but also the yield of the crop and the level of leaves, its duration. Leaf level, its duration of operation, dry mass accumulation determine the photosynthetic productivity of the crop.

According to A.B. Dyakov [3], the decline in yield in sunflower is explained by the negative impact of drought in the air on the leaf surface and the process of photosynthesis.

According to D.Yormatova [4], the leaves of the sunflower plant are located in a long band of leaves, large, oval-hearted, pointed, with a serrated edge, thickly covered with hairs. The early ripening leaves have 15-25 leaves and the late ripening leaves have 30-35 leaves.

II. MATERIALS AND METHODS

In the research process, sunflower as a primary source is studied by the method of hybridological analysis of simple and complex G_1 hybrids with different genetic origins. In this case, the inheritance and variability of important morphophysiological and valuable economic traits in simple and complex G_1 hybrids is studied by comparing the scale of variability of some valuable economic traits in G_1 hybrids with parental forms.

In different irrigation regimes, data on morphophysiological characteristics and signs of value to the farm, as well as indicators of fertility are obtained from all combinations. They are subjected to dispersion, vaporization, correlation and covariance analysis. Dospekhov 1985, The coefficient of inheritance is determined by the Allard formula.

III. RESULTS AND THEIR DISCUSSION

In our research, the total amount of water in the leaves of sunflower varieties and their hybrids was 70-72% of soil moisture in the flowering-harvesting phase under optimal water supply (optimal background) and 48-50% against the modeled drought. The total amount of water in the leaves of sunflower plants was studied simultaneously in the plants in both backgrounds. In the

group of sunflower varieties identified under optimal water supply conditions, the highest total amount of water in the leaves was recorded in the foreign Jant lower variety (79.1%). This variety and Luchaferul and C-HS-H-2011g varieties did not differ significantly from each other in terms of character, and the lowest water content in the leaves was found in Tels (68.6%) cultivars, and this variety differed reliably from all other varieties.

In normal G_1 hybrids of varieties, the highest performance on this trait was in the combination of C-Alstor x KK-1 (79.0%), Luchaferul x KK-1 (76.6%) and Jant lower x KK-1 (76.8%), with a relatively low performance, while C-HS-H-2011g x KK-1 and Tels x KK-1 were found in hybrid combinations (76.4% and 75.7%, respectively). In the combination of G_1 (C-Alstor x KK-1) of Jant lower and Tels varieties with the highest and lowest values of total water content in the leaves, the mark index was 79.0% and the predominance level (hp) was 10.0, which in the hybrid showed that heterosis predominated over the cultivar with a high rate of character inheritance. G_1 (Jant lower x KK-1) of KK-60, KK-1, and C-Alstor sunflower varieties (total water content in leaves 74.4%, 72.4%, and 73.6%, respectively) with close relative to each other in the hybrid combination it was 76.8% and the predominance was $hp = 3.0$, i.e., in this combination the sign of the total amount of water in the leaves was inherited in the intermediate heterosis state. Inheritance of characters with positive heterosis in the predominant state in combinations G_1 (Tels x KK-1) G_1 (Ak-12/95 x KK-1) and G_1 (C-Alstor x KK-1) (hp 1.3; 3.5 and 10.0, respectively) was found to be In the second generation, these hybrid combinations of G_2 (Luchaferul x KK-1) and G_2 (C-HS-H-2011g x KK-1) accounted for 77.4% and 80.0%, while in the third generation they were 75.3% and 73, respectively, was equal to 9%.

In the first generation of complex hybrids, the highest values for the total amount of water in the leaves are G_1 (Jant lower x KK-1) x (G_1 (Ak-12/95 x KK-1) and G_1 (C-HS-H-2011g. X KK-1) x G_1 (C-Alstor x KK-1) combinations (79.9%, 78.9% each) and the lowest value of the sign was G_1 (Sor Gollips x KK-1) x (G_1 (Tels x KK -1) was recorded in the hybrid combination (77.6%, respectively).

TABLE 1. TOTAL WATER CONTENT, DOMINANCE (HP) AND FLEXIBILITY (K_{FLEX}) COEFFICIENTS IN THE LEAVES OF SUNFLOWER VARIETIES AND G_1 - G_2 - G_3 PLANTS

| T/ p | Varities and hybrid combin ations | G ₁ | | | | | G ₂ | | | G ₃ | | |
|---------|---|---|--------|---|--------|--------------------------|--|---|--------------------------|--|--|--------------------------|
| | | OF (%) (Relativ ely to CHDNS) 70-72%) | h p | MK (%) (Relati vely to CHDN S 48- 50%) | h p | K _{flex} , % | OF (%) (Relati vely to CHDN S) 70- 72%) | MK (%) (Relati vely to CHDN S 48- 50%) | K _{flex} , % | OF (%) (Relati vely to CHDN S) 70-72%) | MK (%) (Relativ ely to CHDNS 48-50%) | K _{flex} , % |
| 1. | KK-1 | 72.4±0.3 | - | 70.5±0.3 | - | -2.62 | 73.0±0.3 | 72.3±0.4 | -0.95 | 75.2±0.1 | 73.4±0.1 | 2.39 |
| 2. | KK-60 | 74.4±0.3 | - | 73.2±0.2 | - | -1.61 | 74.6±0.7 | 73.9±0.2 | -0.93 | 74.3±0.2 | 73.9±0.2 | 0.54 |
| 3. | Luchareful | 78.2±0.2 | - | 75.6±0.3 | - | -3.32 | 78.5±0.5 | 75.3±0.3 | -4.07 | 77.5±0.3 | 75.9±0.5 | 2.06 |

| | | | | | | | | | | | | |
|-----|---|----------|------|----------|-------|-------|-----------|----------|-------|----------|----------|------|
| 4. | Tels | 69.8±0.3 | - | 68.6±0.4 | - | -1.72 | 70.4±0.3 | 68.8±0.3 | -2.27 | 73.6±0.3 | 72.9±3.0 | 0.95 |
| 5. | C-Alstor | 73.6±0.3 | - | 72.2±0.4 | - | -1.90 | 72.3±0.2 | 71.8±0.5 | -0.69 | 75.5±0.3 | 72.3±0.3 | 4.49 |
| 6. | Jant lower | 79.1±0.3 | - | 75.2±2.1 | - | -5.17 | 75.6±0.04 | 72.3±0.1 | -4.36 | 78.8±0.3 | 75.3±0.1 | 4.44 |
| 7. | C-HS-H-2011g | 78.8±0.4 | - | 73.3±0.5 | - | -6.34 | 81.2±0.2 | 76.9±0.4 | -5.29 | 78.4±0.3 | 77.0±0.3 | 1.78 |
| 8. | Ak-12/95 | 74.3±0.3 | - | 72.2±0.4 | - | -1.90 | 73.2±0.2 | 72.3±0.5 | -0.69 | 75.5±0.3 | 73.1±0.3 | 3.19 |
| 9. | Sor Gollips | 77.2±0.3 | - | 73.2±2.1 | - | -5.17 | 76.8±0.3 | 72.3±0.2 | -3.36 | 78.4±0.3 | 73.3±0.1 | 2.54 |
| 10. | Luchaferul x KK-1 | 76.6±0.3 | 0.4 | 72.9±0.4 | -0.05 | -4.83 | 77.4±0.4 | 75.6±0.3 | -2.32 | 77.2±0.3 | 75.3±0.1 | 2.46 |
| 11. | Tels x KK-1 | 75.7±0.1 | 3.5 | 74.6±0.7 | 5.3 | -1.45 | 77.1±0.3 | 74.6±0.7 | -3.24 | 76.8±0.2 | 75.2±5.8 | 2.08 |
| 12. | C-Alstor x KK-1 | 79.0±0.2 | 10.0 | 75.2±0.5 | 4.5 | -4.81 | 79.0±0.1 | 75.7±0.6 | -4.18 | 77.5±0.3 | 76.6±0.3 | 1.16 |
| 13. | C-HS-H-2011g x KK-1 | 76.4±0.3 | 0.2 | 74.9±0.7 | 2.1 | -1.96 | 80.0±0.1 | 76.6±0.5 | -4.25 | 75.7±0.2 | 73.9±0.5 | 2.37 |
| 14. | Jant lower x KK-1 | 76.8±0.4 | 0.3 | 73.4±0.3 | 0.2 | -4.42 | 78.0±0.3 | 76.5±0.1 | -1.92 | 77.4±1.6 | 75.7±0.3 | 2.19 |
| 15. | Sor Gollips x KK-1 | 75.4±0.3 | 0.2 | 73.2±0.2 | 1.0 | -1.88 | 76.6±0.4 | 73.6±0.2 | -3.91 | 74.3±0.2 | 72.3±0.2 | 2.69 |
| 16. | Ak-12/95 x KK-1 | 74.6±0.3 | 1.3 | 72.2±0.4 | 1.0 | -3.21 | 72.3±0.2 | 71.0±0.5 | -1.79 | 75.5±0.3 | 73.3±0.3 | 2.91 |
| 17. | G ₁ (Jant lower x KK-1) x (G ₁ (Ak-12/95 x KK-1)) | 78.9±0.2 | 2.9 | 77.4±0.2 | 7.7 | -1.90 | 77.2±7.0 | 76.1±0.3 | -1.42 | 76.7±0.3 | 75.3±0.1 | 1.82 |
| 18. | G ₁ (C-HS-H-2011g x KK-1) x G ₁ (C-Alstor x KK-1) | 79.9±0.4 | 1.7 | 76.9±0.5 | 12.3 | -3.75 | 77.7±11.0 | 77.1±0.1 | -0.77 | 78.0±0.1 | 76.9±0.4 | 1.41 |

| | | | | | | | | | | | | |
|-----|---|----------|--------------|--------------|---------|-------|--------------|--------------|------|--------------|----------|------|
| 19. | G ₁ (Sor Gollips x KK-1) x (G ₁ (Tels x KK-1)) | 77.6±0.5 | 1 3. 7 | 76.5±0. 3 | 3. 7 | -1.42 | 78.0±1. 5 | 76.4±0. 2 | 2.05 | 80.0±0. 1 | 78.9±0.3 | 1.37 |
|-----|---|----------|--------------|--------------|---------|-------|--------------|--------------|------|--------------|----------|------|

In the combination of these complex hybrids G₁ (Jant lower x KK-1) x (G₁ (Ak-12/95 x KK-1)), the total water content in the leaves was 79.9% and the dominance coefficient (hp) was 1.7. Inheritance took place in a state of extreme dominance, as in the parental forms — simple G₁ hybrids. Another combination of complex hybrids, G₁ (Sor Gollips x KK-1) x (G₁ (Tels x KK-1)) had a dominance factor of 0.2 that is, the inheritance of the trait in this hybrid took place not in the state of extreme dominance of its parental forms G₁ in normal hybrids, but in the state of incomplete dominance of high-performance hybrids (hp = 0.2). 2% -78.0%) and in the G₃ generation families in the range of highest and lowest values of total water content in the leaves (76.7% -80.0%). Optimal with water in all genotypes studied under simulated drought conditions. Security found that the total amount of water in the leaves of sunflower plants decreased to varying degrees relative to the conditions. In the case of water scarcity, Luchaferul (75.6%) and Jant lower (75.2%) varieties had the highest total water content in the leaves, while Tels (68.6%) had the lowest. In the simple G₁ hybrids of the varieties, the highest index of total water content in the leaves was observed in the combination of C-Alstor x KK-1, C-HS-H-2011g x KK-1 and Tels x KK-1 (75.2%, 74.9%, and 74.6%, respectively), while the lowest rate was found in the combination of Luchaferul x KK-1 (72.9%). In the combination of G₁ Luchaferul x KK-1 of Luchaferul and KK-1 varieties (75.6% and 70.5%, respectively), which are reliably differentiated from each other in terms of total water content in plant leaves, the sign index is 75.6% and the dominance coefficient is hp. 0.4, and the inheritance was intermediate. Other mixing components close to each other in terms of sign performance in hybrids of Jant lower and KK-1 varieties (75.2% and 70.5%, respectively), ie in combination with G₁ (Jant lower x KK-1), the sign index is 73.4% hp while 0.2, i.e. in this case the inherited plants were under the complete dominance of the KK-1 variety, which had less water content in the leaves.

In complex G₁ hybrids in conditions of water scarcity in the soil, the highest values of the total amount of water in the leaves are in combinations G₁ (rim lower x KK-1) x (G₁ (Ak-12/95 x KK-1)) (77.4%, respectively, while the lowest values are 77.4%). G₁ (C-HS-H-2011g. X KK-1) x G₁ (C-Alstor x KK-1) and G₁ (Sor Gollips x KK-1) x G₁ (Tels x KK-1) in combinations (76 respectively) , 9% and 76.5%, respectively. The combination of simple G₁ hybrids inherited in a state of extreme predominance of the total amount of water in the leaves of the plant is a combination of rim lower x KK-1 (hp = 0.2) and Ak-12/95 x KK-1 (hp = 1.0) in the complex G₁ (Jant lower x KK-1) x G₁ (Ak-12/95 x KK-1) hybrid has a character index of 77.4% and a dominance coefficient hp of 7.7 in the inheritance of the character in this complex hybrid. The lower water content in the leaves showed that the simple hybrid of lower rim x KK-1 did not prevail. G₁ simple hybrids Sor Gollips x KK-1 with hp = 1.0, and Tels x KK-1 with hp = 5.3, these two hybrids in the complex G₁ (Sor Gollips x KK-1) x G₁ (Tels x KK-1) combination was hp = 3.7, i.e., the parent forms of the studied character were inherited in a positive extreme dominance state, unlike those of the normal G₁ hybrids. In the G₂ generation of ordinary hybrids

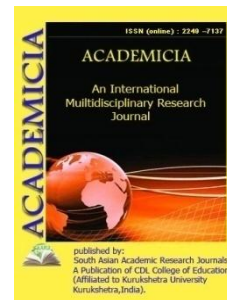
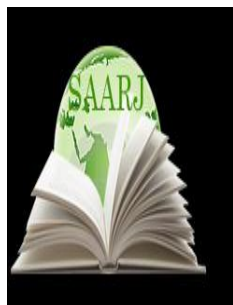
to the lowest value (71.0% -76.6%, respectively) and in the G_3 generation to the highest and lowest values of total water content in the leaves (72.3% -76.6%) was found to be in the range.

IV. CONCLUSION

In summary, compared to the water regime, the total amount of water in the leaves of plants in conditions of water scarcity in the soil decreased by 1.6-6.3% in varieties, 1.4-4.8% in simple hybrids G_1 and 1.4-3.7% in complex hybrids G_1 . In the second-generation cultivars studied, it decreased by 0.9–5.3%, in simple G_2 hybrids by 1.8–4.2%, and in complex G_2 hybrids by 0.8–2.0%. In the third-generation cultivars studied, it decreased by 0.9–4.5%, in simple G_3 hybrids by 1.2–2.5%, and in complex G_3 hybrids by 1.4–1.8%. This indicates that the total amount of water in the leaves of plants depends not only on the conditions of water supply, but also on the genotypic composition. The results showed that under different water regime conditions, this trait is inherited differently in simple and complex G_1 , G_2 and G_3 hybrids, with G_1 hybrid combinations varying depending on the dominance coefficients and water supply conditions in hp as well as the composition of the parent forms of hybrids.

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DISTRIBUTION OF TRAINING LOADS, TAKING INTO ACCOUNT THE PRE-COMPETITION TRAINING OF FREESTYLE WRESTLERS

Madraimov H. K*; Aliyev I. B;**

*Lieutenant Colonel of Academy,
Academy of the Armed Forces of the Republic of UZBEKISTAN

** Associate Professor,
Candidate of Pedagogical Sciences,
Uzbekistan State Physical Education and Sports University,
UZBEKISTAN

ABSTRACT

The article deals with one of the topical problems of the theory and methodology of freestyle wrestling and explains the issue of distribution of training loads at different stages of the annual training cycle, taking into account the training and competitive activity of freestyle wrestlers. The norms of training loads are also substantiated.

KEYWORDS: Training, Anaerobic - Aerob, Physical Preparing, Competitive Activity.

INTRODUCTION

Relevance of the article. Since ancient times, many of the techniques used in modern freestyle wrestling have been practiced in the national wrestling of many peoples; the program of the Olympic Games in Ancient Greece included wrestling competitions similar to freestyle wrestling.

Today, the field of physical culture and sports is distinguished by its priority in the world. In our country, a lot of research has been conducted on the selection of athletes in freestyle wrestling, planning training sessions, monitoring the competition process, the implementation of tools and methods used in psychological, physical, technical, tactical and functional training. In order to further develop and popularize the wrestling, especially among minors and youth, to strengthen the sense of national pride and patriotism in the younger generation, as well as to promote a healthy lifestyle in society and ensure high results on world sports arenas Resolution PQ-2821 "On preparation of Uzbek athletes for the XXXII Summer Olympics and XVI Paralympic Games in 2020 in Tokyo (Japan)", PQ-3031-June 3, 2017 "On measures to further develop physical

culture and mass sports" Resolution No. PQ-3306 of October 2, 2017 "On measures to further develop the national sport of Kurash", PF-5368 of March 5, 2018 "On measures to radically improve the system of public administration in the field of physical culture and sports" Decree No. was adopted.

Based on the above considerations, the increase in the volume and intensity of training and competition loads in modern sports requires the search for new tools and methods of training. Currently, the rapid growth of sports results requires the search for an optimal system of training in this area that meets modern requirements.

Main Part

The purpose of the work: to distribute the volume and intensity of training loads on the stages of preparation, taking into account the training and pre-competition training activities of freestyle wrestlers.

The authors (3,4,5,7) emphasize the importance of determining their ratio through targeted planning and control of training loads in improving the physical and technical-tactical training of wrestlers.

The technology of effective training of freestyle wrestlers requires effective research in planning and managing the training process, assessing the level of physical and technical-tactical training, improving sports results, pre-competition training and control of competition activities (6).

Research results and discussion: The results of the research show that the norms of the total volume of training loads in the annual training stages of freestyle wrestlers were developed on the basis of a reasonable distribution of training loads, taking into account the training and pre-competition training activities of freestyle wrestlers.

1-schedule

The total amount of training loads in the training process for freestyle wrestlers.

I. The special preparatory phase of the preparation period - 3 month

| т/р | Phase name and type of weekly MTs | Load capacity and intensity |
|-----|---|-----------------------------|
| 1. | Development of special aerobic capacity of freestyle wrestlers | 3400-3620 submaximal |
| 2. | Development of basic techniques in the mode of anaerobic-aerobic (mixed) direction | 3600 submaximal |
| 3. | Development of basic techniques in the mode of anaerobic-lactate and aerobic-glycolytic direction | 3780-4000 maximal |
| 4. | Recovery MTs (U.R.M. sports games, running, swimming, etc., as well as the development of basic techniques in the low-intensity zone) | 1300-1600 medium |
| 5. | Development of non-specialized absolute power capabilities | 2600 high |
| 6. | Development of general non-specialized speed capabilities | 3800 maximal |
| 7. | Development of basic techniques in mixed mode | 1650 medium |
| 8. | Development of special power capabilities | 3750 submaximal |

| | | |
|-----|--|----------------|
| 9. | Develop specific speed and MF level | 4000 maximal |
| 10. | Recovery MTs (non-specialized general exercises) | 1000 under low |
| 11. | The development of special coordination skills of freestyle wrestlers requires complex combinations, tactical preparatory actions, programmatic dynamic situations, etc. | 2600 high |
| 12. | Improving technical and tactical skills and raising the level of MF | 4000maximal |
| 13. | Recovery MTs | 1650 low |
| 14. | Control MTs. TTT and MF level control | 4000maximal |
| 15. | Development of general coordination and basic techniques | 2600 high |
| 16. | Development of special coordination skills | 2600 high |

II. Special preparatory stage of the competition period. 2month

| | | |
|--|---|-----------------|
| | Control and preparation MTs training sessions and competitions | 3800 maximal |
| | Approximative MTs, intense MF, various task training competitions, modeling upcoming competitions | 3600 maximal |
| | Recovery MTs. Non-specialized loading with aerobic properties | 1600 medium |
| | Improving specific coordination skills in high-intensity load conditions | 4000 maximal |
| | Further improvement of technical and tactical skills. Development of special power capabilities | 3600 submaximal |
| | Development of special agility capabilities and coordination skills. All exercises are basically done at high speed | 3700 submaximal |
| | Recovery MTs. Aerobic loads | 1650 medium |

III. Direct preparation for the competition. 1 month

| | | |
|--|--|-----------------|
| | Development of technical and tactical skills, modeling of upcoming competitions | 3750 submaximal |
| | Increase MF level. Control, training competitions. Modeling the competition of the opponent ahead. | 4000 maximal |
| | Recovery MTs. Specialized download | 1000 low |
| | Technical and tactical skills, complex offensive actions, improvement of tactics in different line modes | 3750 submaximal |
| | MF development, control training competitions | 4000 maximal |
| | As you approach the race, reduce the load from maximum (days 1 and 2) to medium (days 3 and 4) and small (days 5 and 6). | 3000 submaximal |

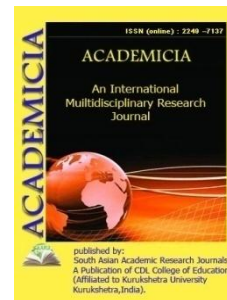
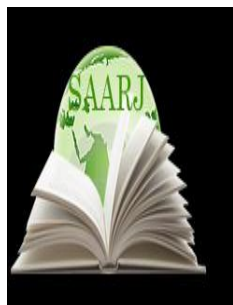
As it can be seen from the table, such distribution of training loads at different stages of the annual training cycle, taking into account the training and pre-competition training activities of freestyle wrestlers, is the basis for the growth of their results in the competition.

CONCLUSION

In conclusion, it should be noted that the use of optimized training loads in the training process increases the effectiveness of competition activities so that athletes engaged in freestyle wrestling achieve high results in responsible competitions. At the same time, it allows you to achieve high results during the competition activities.

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THE IMAGE OF ADOLESCENT PSYCHE IN WORLD AND UZBEK CHILDREN'S PROSE

Mohigul Yusufvna Qahharova*

*Lecturer,

Department of Foreign language in Humanities,
Bukhara State University, Bukhara, UZBEKISTAN

ABSTRACT

This article discusses the problems of adolescent psychology in Uzbek children's prose. In the last years of the twentieth century, the psyche of the protagonist in detective and adventure stories is interpreted artistically. In world literature, the study of the origin, composition, types and genres of children's literature, the study of its artistic-aesthetic, enlightenment-spiritual and educational significance plays an important role in determining the spiritual maturity of the younger generation and the future of the nation. Indeed, attention to children's literature is of great importance in the development of society as a response to the spiritual maturity of mankind, and each national literature is distinguished by its own peculiarities.

KEYWORDS: *Psychologism, Writing Skills, Heroic Spiritual Experiences, External And Internal World, Image, Protagonist, Secret Island, Hero, Fiction, Short Story, Commit Crime, Racial Discrimination, Orphan, Mutual Love.*

INTRODUCTION

The twentieth century has changed children's literature with its revolutions, wars, acute social problems, sharp contradictions, and political views. The horrors of the world penetrated the pages of the little reader's work. The psyche of their protagonists, children and adolescents, is also reflected in the interpretations of the psyche according to the realities of each period. Consequently, the problems of the time are reflected not only in realistic works, but also in detective, fiction, adventure stories, novels and short stories. In particular, the twentieth century Uzbek and world children's prose of the last years of independence has its own interpretation of the hero of detective, adventure, fantasy stories, including the psychology of adolescents.

In particular, figurative expressions such as changes in the psyche of heroic adolescents, self-struggle, the psychology of adolescents immersed in the criminal world, the attitude of society to adolescents and adolescents to society are interpreted differently in world literature. In addition, books on environmental issues, the world around us, animals and plants play an important role in modern children's literature. The image of adolescents in it transcends the task of caring for nature and all living things, and love for them.

Main part

Agatha Christie's novel "The Ten Negro Children" depicts a criminal conflict and the administration of justice. The Negro Child is used figuratively to describe the arrival of 10 Negroes of different professions on a trip to an island. At the beginning of the work, the previous crimes of the ten guests are exposed. One by one, these heinous criminals receive their punishment through death. Even society does not accept this type of criminal.¹ They should be punished according to their crimes.

The story of the work may seem artificial, but it is structured carefully and clearly. As for the name of the novel, in the early twentieth century, the word "negro" was used in a negative sense in North America, denoting racial discrimination. The novel was later renamed "Then there were none." The events of the novel take place on the island of Niger. The 'black' aspects of British life are also revealed on the island.

The motives of crime, selfishness, and greed of the early twentieth century are vividly demonstrated by the writer. We can see the mastery of Agatha Christie in that the writer keeps the person who committed the murder a secret from the beginning to the end of the story.

Of course, in this case, the reader seeks to study carefully every action of the short story's heroes. It is as if the murder was organized by someone else than the protagonists of the work. The skill of the writer is also manifested in this. Agatha Christie emphasizes that all crimes in the world will one day be exposed and justice will overcome injustice.

The theme of orphanhood is promoted in the works of Charles Dickens and Mark Twain. The English word "orphan" refers to the word "eternal other," which means "living as another person". "Living as a special person" can be natural and innate. Critics view the term as a person far removed from society.

Charles Dickens was the first English writer to focus on orphanhood. His memorable orphan heroes are Pip Pirrip in "Great Expectation", Oliver Twist in "Oliver Twist", and David Copperfield in "David Copperfield".

Orphaned heroes are evident in the novels of Charles Dickens. These orphaned characters are heroes who need protection and they are alone in this world. The Industrial Revolution of the nineteenth century had a profound effect on human life. Representatives of the middle class were emerging as a class of wealthy aristocrats. Those who were left without an orphan were the victims of this period. Lonely children are seen as people with no past and no future.

Charles Dickens strives to show a pessimistic view of the world in children. In this case, the children's struggle for survival emphasizes that they have to work hard.

There seems to be no real family in “Oliver Twist”, “Great Expectation”, and “David Copperfield”. The protagonists live in this life in search of mutual love, friendship, compassion and security to escape homelessness.

For example: “I was crying all the time but expect that I was conscious of being cold and dejected, I am sure I never thought why I cried. At last in my desolation I began to consider that I was dreadfully in love with little Emily and I had been torn away from her to come here where no one seemed to want me, or to care about me, half as much as she did.

This made such a very miserable piece of business of it that I rolled myself in a corner of the counterpane and cried myself to sleep”(Dickens, p-48)

Young David, frustrated and crying, recounts how Emily took care of him. The images of the protagonist above are vividly portrayed as portraying David as a lonely and in need of love.

At David Copperfield, Peggot is cared for and supported by a young servant and his family.

The Industrial Revolution of the nineteenth century did not affect the works of Charles Dickens, but entered the life of mankind like lightning.

The image of Oliver Twist is portrayed as a representation of the working masses. He works hard for a loaf of bread:

“But now he was enveloped in the old calico robes which had grown yellow in the same service, he was badged and ticketed, and fell into his place at once- a parish child –the orphan of a workhouse –the humble, half-starved drudge –to be cuffed and buffeted through the world - despised by all, and pitied by none. Oliver cried lustily. If he could have known that he was an orphan, left to the tender mercies of church-wardens and overseers, perhaps he would have cried the louder ”

(Dickens, p-6)

A lonely child cannot cry or tell anyone about his or her pain. He endures the hardships alone and continues his life.

Mark Twain’s “The Adventures of Tom Sawyer”, “Huckleberry Finn” Tom and Geck’s protagonists have always aspired to be independent and they loved adventure. Douglas is always worried about Geck of Huckleberry Finn. He tries to nurture him as a worthy child of nineteenth-century American society. He even provides Gecky with clothes and prepares him for school:

“Huck Finn is alone: there is no more solitary character in fiction. The fact that he has a father only emphasizes his loneliness; he views his father with a terrifying detachment ”

Mark Twain is one of the writers who knows the psychology of children very well. He portrays the heroes in his works as people who fought for injustice in American society. Geck in Huckleberry Finn follows his friend as his companion. The black Jim fights for independence.

In "Ten Negro Children" by A. Christie, an invitation is sent to 10 people who have nothing to do with each other. The island of Negroes was bought by an American millionaire - a passionate yachtman. He soon erected a modern-style luxury home on the island, not far from the Devonian coast. But this millionaire’s wife was forced to sell the island because she could not bear the

shipwreck. Then the news came that the island had been bought by Mr. Onim. Invitations were sent to the perpetrators. The guests were said to arrive on Negro Island on August 8, where they would be greeted.

Also, living on the island seems like a real adventure to the guests. Especially for Emily Brent, a free vacation was a great opportunity to save money at a time when financial situation was tight for her.

General MacArthur was intrigued to see Negro Island, who was awarded with the symbol of the Order of Merit. He wanted to see his old friends in the military, as well as, to gather, and to talk about precious times with them.

Dr. Armstrong was a well-known physician. He was leaving London for a vacation and spending a few days on an island off the coast of Devon. Although the letter was written in very vague sentences, the check attached to it in the end caused the suspicion to disappear. Dr. Armstrong thought Mom had a lot of money and was worried about his wife's health. The woman did not want to see a doctor.

As Anthony shouted at his Marston-car, he thought to himself: he wondered what kind of person that Mom was. He really wanted to be surrounded by movie stars there.

Vera Claythorn was a physical education teacher in high school. She was overjoyed when she received the letter about the job. She was told she had been offered a job by the Business Women's Agency.

The commencement of duty on August 8, the departure of the train from Paddington Station at 12.40, his meeting at Oakbridge Station, and the shipment of five pounds for travel expenses were all recorded by Anna Nancy Onim.

When Judge Wargrave took the letter, he saw clearly written sentences between the notes. It was said that he would definitely come to the island of Negro, to be in the bosom of nature, to be healed in the sun. Finally, it was stated that he would be met at 12.40 from Paddington Station in Oakbridge, and that he would be greeted by his long-awaited acquaintance, Calmington, with a silent signature.

Ten people, who had nothing to do with such mysterious letters, came home to a deserted island. A secluded island, a large mysterious house with a winter corridor, and ten strangers who visited the house at the invitation of the owner of Negro Island, the beautiful scenic house on the island attracted visitors with its comfortable conditions.

The guests enjoyed the delicious food and the sounds of entertaining music. But their joy did not last for along time. It was a trick to trap the guests.

Soon the guests who fell into this trap did not know what to do. The sound confused them. The voice grew louder:

“Ladies and gentlemen! Please keep silent! You will be charged with:

Edward George Armstrong, you are responsible for the death of Louise Mary Klin on March 14, 1925.

Emily Carolina Brent, you are guilty of the death of Beatrice Taylor on November 5, 1931

William Henry Blor, you caused the death of James Stephen Landor on October 10, 1928

Vera Elizabeth Claythorn, you killed Cyril Ogilvy Hamilton on August 11, 1935.

Philip Lombard, you killed 20 people from an East African tribe in February 1932.

John Gordon MacArthur, you sent your wife's paramour Arthur Richmond, on February 4, 1917, to the deliberate inevitable death.

Anthony James Marston, you killed John and Lucy Combs on November 14 last year.

Thomas Rogers and Ethel Rogers, you killed Jennifer Brady on May 6, 1929.

Lawrence John Wargrave, you are guilty of Edward's death on June 10, 1930.

Defendants, what can you say to justify yourself? The voice stopped.²

RESULTS AND DISCUSSIONS

The author's goal is to expose and punish crimes that are lawless. For this, the writer punishes each criminal according to his own sin. But the person who kills the criminals from the beginning of the work is kept secret until the end of the story.

According to a lower level of guilt, Anthony Marston and Mrs. Rogers were sentenced to death and they were first to die.

Marston: In an instant, Mrs. Rogers had died peacefully in her sleep. Because under the influence of her husband, she committed the crime of possession of property after the death of her mistress.

The perpetrators had reasons to commit such crimes:

When General MacArthur learned that his wife had an affair with a Richmond officer in the regiment, he sent her on intelligence to the war. Richmond died.

A couple of servants -Rogers killed their mistress. Because according to the will, after the death of the housewife, they also received money. Knowing this, they deliberately did not give her the medicine as she was taking it on time. Rogers thought it was impossible to prosecute under the law.

Dr. Armstrong underwent surgery while intoxicated, resulting in the death of a woman.

Vera Claythorn caused the death of a young boy in order to win the love of a man named Hugo Hamilton. Knowing he was going to drown, she released the boy into the sea.

Emily Brent, a housekeeper, drove Beatrice Taylor out into the street when she found out she was pregnant. When everyone turned away from Beatrice Taylor, she committed suicide.

Not every crime goes unpunished. The criminals die one after another.

Uzbek writer Tahir Malik's book "Goodbye Childhood" tells about the tragic fate of young people. Their tragic fate is caused by the fact that they are left without parents, or become orphans while they are parents.

It is said that these young people, who have made the wrong decision from their point of view a law for the rest of their lives, need the love of the good, and that the children of the brokenhearted will go astray.

Adolescents like Qamariddin, Asror, Salim, who commit crimes and thefts, become victims of hardship.

Qamariddin grew up in an orphanage without knowing the love of his parents:

"When Kamariddin found out that strangers would come and take the children away, he waited with hope that someone would come, pat him on the head, hug him and kiss him."

The children in the orphanage lived waiting for their parents to arrive. There were various legends about their parents:

"Kamariddin also believed that his father was a pilot and his mother a military doctor, and that they had died in Berlin on the day of the war."

The philosophy of life of children growing up without parents, the infidelity of parents is formed much earlier. It arouses hatred in their hearts towards their parents. An example of this is the image of Qamariddin in the story. Ten years later, when his mother comes to pick him up, Qamariddin doesn't even want to approach him. When her grandmother came to see Qamariddin, she told him, "Tell her not to see my mother, I will kill her." Her grandmother did not expect this from a 10-year-old boy.

When he started going to school, Qamariddin was insulted and abused by children. Because of these insults, he felt compelled to take revenge one day:

"Why is an innocent person punished, not a sinner? Is it my fault that I don't have parents or am I an orphan? Qamariddin thought a lot. He did not yet know that there were worse injustices in life. The biggest injustice for him is living orphanhood. You have no defender, no one will turn to you, you have to fight injustice yourself. Defend yourself, fight, overcome. Show them who you are!"³

Thus, children like Qamariddin enter the path of theft and crime. He was jailed for killing his father's "friend." When he was released from prison, he gathered idle children around him and taught them to steal and fight. He achieved to arouse hatred in children towards those around them.

One such child was Asror. Asror went to weddings with his father and made money. But Kamariddin did not want Asror to enter the world of crime, thinking that he was studying. We can see Qamariddin's kindness in his good deeds to Asror. He emphasized how many times he helped Asror with his studies. He used to insist on Asror that if something happened to Qamariddin, he would leave money for him to study. The children gathered around Qamariddin considered him a vindictive, not a criminal. The children gathered around him were different by nature.

For example, Salim is one of the teenagers who became involved in crime due to the poverty of his family.

Salim's father can't walk without a cane. The mother, on the other hand, looks after her eleven children day and night. Her sisters went from house to house buying milk and yogurt.

Dilfuza - her mother had died. His father couldnot walk. She was helpless because of the absence of her mother. No one was friends with him at school. Only Asrorgina cared for him. We could see Asror's kind service in giving Dilfuza money all the time, taking care of her like a brother. He even gave Dilfuza money to buy his father a new stroller.⁴

The writer's goal is to reflect the gang of the bad, to warn the good. He tries to draw readers' attention to this gang. He states: "Not hiding the good of the good, the evil of the bad will be armored. All of them break this armor and do not see the truth. His goal is to break through this armor."

CONCLUSION: There are many similarities and differences in the interpretation of adolescent psychology in world and Uzbek children's prose, the study of which reveals the problems of the external and internal world of contemporary adolescents. In addition, only children's prose today has acquired a colorful, unique form and principles in terms of its genre and thematic features. Because the most famous writers in the world are dedicating their talents and activities to him. It is already clear that the future of humanity is in the hands of the rising generation, that the psychology of today's adolescents is an important factor in future society.

In world literature, the study of the origin, composition, types and genres of children's literature, the study of its artistic-aesthetic, enlightenment-spiritual and educational significance plays an important role in determining the spiritual maturity of the younger generation and the future of the nation. Indeed, attention to children's literature is of great importance in the development of society as a response to the spiritual maturity of mankind, and each national literature is distinguished by its own peculiarities.

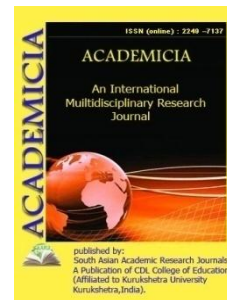
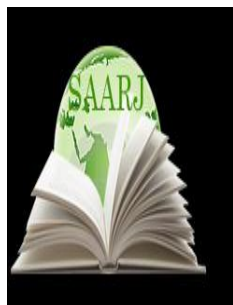
In the world of literature, especially today, the issues of approach to children's literature as an artistic and aesthetic phenomenon, the discovery of creative artistic skills, the artistic interpretation of the relationship between children and adults are widely covered. The role of representatives of world children's literature in the development of national children's literature, the study of the scope and themes of the works of writers of different nations, the peculiarities and commonalities of artistic interpretation and the study of traditional and artistic skills in children's literature in terms of literary influence and national mentality.

The study of the processes of renewal in children's literature, the principles of leading development and artistic thinking, as well as poetic research in the creative style, has a special significance in the Uzbek literary criticism of the independence period.

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THE EFFECT OF SOWING TERMS ON THE FERTILITY OF SEEDS OF GREEN PEAS VARIETIES IN FIELD CONDITIONS

Abduvali Abdumannobovich Iminov*; **Salimjon Rahimjon ogli Khatamov****

*Associate Professor,
Doctor of Agricultural Sciences,
Tashkent State Agrarian University,
Republic of UZBEKISTAN

**Senior Lecturer,
Doctor of Philosophy (PhD) in Agricultural Sciences,
Andijan Institute of Agriculture and Agrotechnology,
Republic of UZBEKISTAN

ABSTRACT

The article provides information and discusses the impact of sowing dates on the germination of seeds of varieties of green peas "Asia-2001" and "Spelta" in the field. In the variants sown in the first ten days of October, compared to the variant sown in the second ten days of this month, 1.2-1.9%, provided a higher yield of 4.3–5.0 per cent compared to the variant planted in the third decade.

KEYWORDS: *Green Peas, Sowing Time, Seeds, Germination, Air Temperature.*

INTRODUCTION

The basis of agricultural crops grown on irrigated lands of the Republic are cotton and winter cereals. More than a million hectares of the country's irrigated land are sown with autumn crops every year. This means that after harvesting winter wheat, it will be possible to grow re-crops on the same plot of land. In this regard, the main focus in the areas free of winter wheat is the cultivation of legumes, cereals, vegetables and fodder crops that meet the daily food needs of the population to further strengthen food security in the country, to fully meet the needs of the population in agricultural products. creates the ground. It is important to increase the efficiency of the use of irrigated lands in the country by expanding the cultivation of intermediate crops on the areas vacated by these secondary crops. Especially when legumes are grown as an intermediate crop, they play an important role in meeting the needs of the population in food and fodder

products. In this regard, it is important to determine the optimal planting dates for new varieties of green peas in the autumn.

The Degree to Which the Problem has been Studied

It is known that regardless of the type of crop, the influence of moisture, temperature, light and other external factors on the soil should be sufficient for the seeds to germinate without hindrance, and also the quality of the seeds should be high.

Sowing times also have a significant effect on seed quality. Sowing time should create favorable conditions for the plant to grow, develop and overwinter normally. If spring crops are planted earlier with soil maturation, late spring crops are planted when the risk of soil freezing is over [1].

The higher the germination energy, laboratory germination, and growth rate of the seeds, the higher the germination in field conditions. If the soil is not moist enough, sowing too early or too late will reduce the germination of seeds in field conditions. Even if the seeds are mechanically damaged, the germination under field conditions is reduced.

Large seeds have high field germination. High as well as low temperatures, weeds, pests, lack of moisture, sowing seeds too deep or surface, lack of soil compaction also reduce the germination of seeds in field conditions. Fertility in field conditions depends on environmental and agrotechnical factors and can vary from 17 percent to 80 percent [3].

Green pea seeds begin to germinate at a temperature of 1-2 ° C, but a 10 cm layer of soil must be heated to 7-10 ° C in order to form a rapid and sloping grass. Green pea seeds germinate in 6-7 days at 12-15 ° C, 8-9 days at 9-11 ° C, 10-12 days at 7-8 ° C and 13-15 days at 5-6 ° C. out Green pea grasses tolerate cold at 5-6 ° C [6].

Research Conditions and Methods

In our research, we studied the effect of sowing dates on seed germination of blue pea varieties in field conditions.

“Asia-2001” and “Spelta” varieties of green peas were used in the research.

Our research was conducted in 2018-2019 in the conditions of typical irrigated gray soils of Tashkent region. The field experiment included 6 options, each occupying an area of 120 m², of which 60 m² were taken into account. The studies were conducted in four repetitions.

Placement, calculations and observations of field experiments were carried out on the basis of “Methods of conducting field experiments”, “Field experiment methods”, “Methodology of State Variety Testing of Agricultural Crops” [2, 4, 5].

RESEARCH RESULTS

In our research, it was observed that sowing green pea varieties at different times affects seed germination in the field.

Green pea cultivars were sown in the first, second and third decades of October, the seeds were sown to a depth of 4–5 cm. After sowing the seeds, a watering pot was needed due to insufficient soil moisture. The first shoots appeared 3-4 days after fertilization (table 1).

According to the results of field observations in the varieties planted in the first decade of October 2018, as of October 13, the number of green pea seedlings in the “Asia-2001” variety

was 11.2%, in the “Spelta” variety - 10.7%. found that.As of October 16, the number of seedlings in the Asia-2001 variety was 30.6%, while in the Spelta variety it was 29.2%.Three days later, another seed germination survey was conducted. As of 19 October, 54.5% of Asian pea seedlings had sprouted, compared with 52.4% for “Spelta”.As of October 22, 79.6% of the seedlings germinated in the “Asia-2001” variety, 78.1% in the “Spelta” variety.According to the results of the last period of observation, 90.4% of the seedlings sprouted in the “Asia-2001” variety, and 88.4% in the Spelta variety.

According to the data on field germination of seeds of green pea varieties in the second sowing period, the first observation was made on October 22. The number of seedlings of green peas in “Asia-2001” was 10.6%, while in “Spelta” it was 9.8%. , was found to be formed.As of October 25, the number of seedlings grown in the “Asia-2001” variety was 28.9%, while in the “Spelta” variety it was 28.0%.Three days later, another seed germination survey was conducted. As of 28 October, 51.3% of Asian pea seedlings had sprouted, compared with 50.6% for “Spelta”.As of November 1, 77.4% of seedlings sprouted in the “Asia-2001” variety, compared to 77.1% in the “Spelta” variety.According to the results of the last period of observation (November 4), 88.5% of the seedlings sprouted in the “Asia-2001” variety, and 87.6% in the “Spelta” variety.

According to the data on field germination of seeds of green peas in the third sowing period, the first observation was made on November 3, the germination of green peas in “Asia-2001” was 9.8%, while in “Spelta” it was 9.2%. percent.As of November 6, the number of seedlings grown in the “Asia-2001” variety was 27.5%, while in the “Spelta” variety it was 26.8%.

Three days later, another seed germination survey was conducted. As of November 9, 49.9% of green pea seedlings had sprouted in “Asia-2001”, compared to 48.7% in “Spelta”.As of 12 November, 74.6% of seedlings sprouted in the “Asia-2001” variety, compared to 73.8% in the “Spelta” variety.According to the results of the last period of observation (November 16), the number of seedlings grown in the variety “Asia-2001” was 85.4%, and in the variety “Spelta” - 84.5%.

TABLE 1 FERTILITY OF SEEDS OF GREEN PEA VARIETIES IN FIELD CONDITIONS

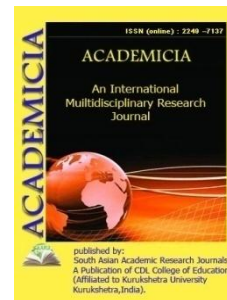
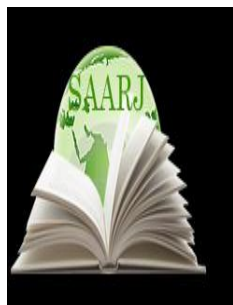
| № | Sowing dates | Varieties | Germination rate, % | | | | |
|---|---------------|-----------|---------------------|-------|-------|--------|-------|
| | | | 13.X | 16.X | 19.X | 22.X | 25.X |
| 1 | October 1-10 | Asia-2001 | 11,2 | 30,6 | 54,5 | 79,6 | 90,4 |
| 2 | | Spelta | 10,7 | 29,2 | 52,4 | 78,1 | 88,8 |
| | October 10-20 | | 22.X | 25.X | 28.X | 1. XI | 4.XI |
| 3 | | Asia-2001 | 10,6 | 28,9 | 51,3 | 77,4 | 88,5 |
| 4 | | Spelta | 9,8 | 28,0 | 50,6 | 77,1 | 87,6 |
| | October 20-30 | | 3. XI | 6. XI | 9. XI | 12. XI | 15.XI |
| 5 | | Asia-2001 | 9,8 | 27,5 | 49,9 | 74,6 | 85,4 |
| 6 | | Spelta | 9,2 | 26,8 | 48,7 | 73,8 | 84,5 |

CONCLUSION

Delays in sowing green peas also affected seed germination in the field, resulting in a 1.2-1.9% decrease in germination after 10 days and 4.3-5.0% after 20 days. Observations also revealed that the germination of seeds of the Asia-2001 variety of green peas in the field was slightly higher than that of the Spelta variety.

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THE ROLE OF THE HERMENEUTIC METHOD IN THE RESEARCH OF SUYIMA GANIEVA

Sohiba Zakirovna Umarova*

*Lecturer,
Department of Distance Education,
Tashkent State Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

This article discusses and analyzes that literary commentary is a hermeneutic method, with the aim of enabling the reader to understand the essence of the work by interpreting some passages pointed out by the author in commenting on the text by scholar Suyima Ganieva. In classical literature, it is in poetry itself that the use of words serves a poetic function, serving to convey a specific idea for a hermeneutic transformation.

KEYWORDS: *Hermeneutics, Hermeneutic Approach, Commentary, Suyima Ganieva's Interpretations, Classical Literature, Hermeneutic Transformation, Nava'i, Ghazal, Byte, "Majlis Un-Nafois", "Nazm Ul-Javohir", "Vaqfiya".*

INTRODUCTION

Although the process of interpretation may seem like a comparison to a simple dictionary, in fact it is a special scientific approach formed on the basis of the introspection (observation) of the researcher. In understanding the text of a work of art or literature, it is sometimes necessary to address the issues of time and culture to a considerable extent. Such a process requires the interpretation of the text - a hermeneutic tool that must be relied on to understand the text. A commentary is a set of information that, in the opinion of the commentator, is necessary for the recipient of the commentary to understand the text sufficiently. Recipients of the review may be a broad readership, representatives of another language or industry. Typically, the commenter assumes that he or she fully understands the text and provides an opportunity for the commenter to understand. In the East, which has had stages of development since ancient times - interpretation, that is, a meaningful interpretation of the context, the analysis has its own bright methodological character. Although the term "hermeneutics" has not been used in the history of literary criticism in the East, it has been observed that its style of thinking has existed since

ancient times. For example, the linguist Maḥmūd al-Kāšgarī collected the oldest sources in the creation of the encyclopedic work “Dīwān Lughāt al-Turk”, studied the texts and included them in his work by describing them. Most of the examples of folklore collected in the work are older than the period of writing V-VI centuries. In his work “Dīwān Lughāt al-Turk” Maḥmūd al-Kāšgarī carried out in-depth textual analysis and interpretation to reveal the meanings of words, to interpret ancient sources.

MAIN PART

“Literary history examines fiction retrospectively, that is,” looking back “at the causes and consequences of past events” [1. 7], it also finds its expression in the text of the work of art. Literary critic Suyima’s research method and criteria are her means of cognition, and it is noticeable that the scholar has resorted more to the hermeneutic approach in his scientific and literary work. For example, the scholar’s “Amir Temur and the Temurids in the eyes of Nava’i” [2. 4] in his article entitled Nava’i mentions Amir Temur at the seventh session of the Majlis un-nafois: *Abdol zi bim chang bar Mushaf zad* (Content: The verse “Darwish dusted the Qur’an out of fear” is analyzed. The verse quoted by Timur Badihana is the fourth verse of the famous rubai “Havraiya” by Sheikh and poet Abu Sayyid Abdulkhair, one of the great sages of the X century. About this rubai and the narration related to it, Jami in “Nafohot ul-uns” and Nava’i in “Nasayim ul-muhabbat” focus on the idea dedicated to Abu Sayyid Abdulkhair. Rubaiyat text:

Havro ba nazorai nigoram saf zad,

Rizvon ba ajab bemondur kaf bar kaf zad.

Yak xolii siyah baron ruxon mutraf zad,

Abdol zi bim chang bar Mushaf zad.

That is: The angels lined up to see my beauty, the gatekeeper of heaven was surprised and applauded. A black spot covered their faces, and the madman dusted the Qur’an with fear.” [2. 4]. It is noteworthy that, as B. Valikhodjaev wrote, “this rubai was very common in those days, and various interpretations of it required commentary on it” [3. 104] and even Hoja Ahrori Wali wrote a treatise on Huraiya or Havraiya dedicated to this rubai commentary.

RESULTS AND DISCUSSION

The scientist approaches the essence of the work, revealing its artistic and aesthetic features through the interpretation of the creative idea reflected in the text of the work, that is, the hermeneutic method. Suyima Ganieva considers the process of interpreting the text of the work as a tool to help the reader understand the work and takes the process seriously. In the text commentary, some passages pointed out by the author, things that for one reason or another have not been written openly or that do not need to be explained, are interpreted and the essence is revealed. In the publication of samples of our classical literature, words, phrases, etc. in the text are commented and some places are translated. Suyima Ganieva uses the same method in her commentary on the publication of Alisher Nava’i’s 20-volume collection of excellent works. If we consider the method of commenting on the text of such works as “Majlis un-nafois”, “Nazm ul-javohir”, “Vaqfiya”, “Arbayn”, in terms of the content of the comments can be divided into the following groups:

a) Translation of difficult words and sentences in the language of the text;

- b) interpretation of complex metaphorical and symbolic bytes;
- c) works mentioned in the text, information about their authors;
- d) commentaries on poetic arts;
- e) description of historical and legendary figures;
- g) Comments on problematic or scientific research.

It is clear from the relative classification that in interpreting the text, Suyima Ganieva referred to sources in the field of literature, literary history, literary theory, history, linguistics, religion. Focusing on every point related to the text, Suyima Ganieva considers it necessary for the modern reader to explain the meaning of words such as *bugro*, *tavochi*, *ulufa*, *maqomat*, *rind*, *tafsil*, *anchor*, *qushchilik*, *sipohiylik*. In particular, the scientist said that “*bugro* is a lagman-like dough; [4. 211] *tavochi* - an official who conveys and implements the orders and instructions of the king to the appropriate places and people [4. 200]. Such textual interpretations, while seemingly formal, are valuable because they relate to different areas of science and require scientific research. Another necessity of interpretation stems from the fact that the language level belongs to foreign languages. In the literary and scientific heritage of Alisher Nava’i, words in Arabic and Persian are widely used, and in the opinion of the commentator, such words should be interpreted in order for the text-oriented reader to understand them. In particular, in “*Majlis un-nafois*” Nava’i writes that he read and memorized the rubai inscribed on the tombstone of the poet Mavloni Talib Jojarmi from Sheroz, and the poet quotes the quartet:

Dar ko‘chai oshiqi ba paymon durust,

Meguft ba man ahli dile ro‘zi naxust,

Tolib matalab kase ki u g‘ayri tu just,

Tu tolibi u boshki, u tolibi tust. [4. 24]

Of course, it is expedient to interpret the meaning of the rubai, which Nava’i read and memorized once, and the translation of the rubai is given as follows: “On the street of love, a man of heart (that is, a charming, kind-hearted man) who had made a covenant with me, said to me: Do not urge anyone who seeks someone other than you to want him, you want such a person, and he wants you too.” In the commentary, the meaning is central, the weight i.e. the shape is not preserved, the brevity and precision are important. A literal interpretation was made, not a poetic translation. In the text of the rubai, the word “*talib*” is used three times, while in the commentary the word “*Talobgor*” is used as much.

It is well known that in classical literature, it is the use of words in poetry that serves a poetic function and serves to carry a specific idea for a hermeneutic transformation. Motivation in words also arises between its external and internal meanings, through transformation each word acquires a new, original meaning, an original form, depending on the content of the text. The external meaning of a word helps to expand the internal meaning - the word form can always be a source for motivation. The scholar’s “Nava’i, understand, the chapter is not written ...” [5. 72-74], Nava’i’s “*Khazayn ul-Maoniyy*” college in the “*Favoyib ul-kibar*” in dewan “**Vafo tariqida ulkim tilarki, qilsa suluk, Kerakki, tutsa vafo ahli shevasin masluk**” of a gazelle beginning with a mat

Navoiy, anglaki, bobi vafo yozilmaydur,

Agar "Fusus" durur, gar "Nusus"u yo'qsa "Fukuk", -

maqta was analyzed. The literary critic, first of all, writes that in this ghazal the poet thinks about fidelity and its essence, the devotion of the people of fidelity. Then he explains the last verse of the ghazal and the lexical meaning of the words "Fusus", "Nusus", "Fukuk" mentioned by the poet and the reason given in the ghazal. In particular, in the article: "Fusus" is a plural of the Arabic "fass", which literally means precious stones set in the ring eye, the full name of "Fusus" in the byte is "Fusus al-hikam" (Pearl of Wisdom). This work was written by the famous scholar Abu Bakr Muhyiddin Muhammad ibn Ali al-Hotami al-Andalusi (nicknamed Sheikh Akbar), known as Ibn al-Arabi "[5. 73]. Through these two verses, S. Ganieva showed that Nava'i expressed the divine wisdom, the real symbols through the art of iyham, referring to the works of mystical scholars.

The founder of the doctrine of "Wahdat ul-Wujud", which is widespread in the Islamic world, is the famous Sheikh Kabir Muhyiddin Ibn Arabi (1165-1240). The doctrine of Wahdat ul-Wujud inspired many thinkers, especially poets, in the East after Ibn Arabi. The philosophical and philosophical views of Abdurahman Jami, one of the great representatives of the 15th century, were led by the doctrine of unity and existence [6. 31]. If we take into account the influence of Abdurahman Jami on the philosophical and philosophical worldview of Alisher Nava'i, "Vafo tariqida ulkim tilarki, qilsa suluk, Kerakki, tutsa vafo ahli shevasin masluk" the scholar's attention to the content of the praise of the ghazal, which begins with the mat, is of particular importance in the correct understanding of the poet's views. That is, the poet who used the art of talmeh is in this position "In the form of fidelity, whoever seeks the right path should be guided by the form of fidelity, Nava'i concludes that the door of fidelity is not written, even if you are familiar with such great works. The next bytes of the ghazal continue as follows:

Zamona ahli vafo tarkin aylamish demangiz

Ki, bu zamonda yo'q amri vafo kebi matruk.

Firoq shomiki, kiydi qora, yoyib sochin,

Jahonda tutti hamono vafo azosig'a suk.

Falak vafog'a azo tutqan o'lsa ahli vafo,

Tirik netib yurugaylar jamoati mafluk.

Ketur qadahki, vafo lofini malak ura,

Mening qoshimda shak ermaskim ul erur mashkuk. [7. 229]

Navoiy anglaki, bobi vafo yozilmaydur,

Agar Fususdurur, gar Nususu yo'qsa Fikuk.

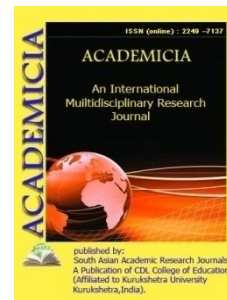
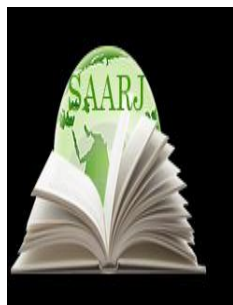
The scholar was able to interpret the notion of fidelity reflected in Nava'i's two-line poem through a hermeneutic approach and give the reader an opportunity to understand.

CONCLUSION

In literature, interpretation is an instrument of the hermeneutic method. The process of interpretation occurs as a result of scientific research, and the original text is given for the understanding of the reader. Literary critic Suyima Ganieva has made extensive use of hermeneutic means in her research, in particular, Alisher Nava'i's excellent collection of textual commentaries - a combination of scientific, artistic and historical information. This is a unique aspect of Suyima Ganieva's scientific and literary views.

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ISSUES OF EDUCATION OF MORAL NEEDS IN THE TEACHINGS OF SUFISM

Tukboyeva Dilshoda Zayniyevna*

*Teacher of the Department,
"General pedagogy and psychology",
UZBEKISTAN

ABSTRACT

In this article, the main ideas of scholars such as Ahmed Yassaviy, Najmiddin Kubro, Hoja AhrorVali, Bahovuddin Nakshband, Ahmed Yugnaki, Yusuf Hos Hojib, Hafiz Sherozi, Lutfi, Ati, Jomi, Navoi, Mashrab, Ogahi, to glorify him, to lead him to the path of reason and manners.

KEYWORDS: *Ethics, Moral And Spiritual Values, Ahmed Yassaviy, Najmiddin Kubro, Hoja Ahror Vali, Bahovuddin Nakshband, Ahmad Yugnakiy, Yusuf Hos Hojib, Hafiz Sherozi, Lutfi, Atoyi, Jomi, Navoi, Mashrab, Ogahi.*

I. INTRODUCTION

Moral needs are a special and unique feature that is unique to man. What embodies man as a human being, first of all, expresses his spiritual image, depends on the ways and means by which these moral needs are met. At the same time, the spiritual and philosophical aspects of moral needs come to the fore. The concept of need is complex and multifaceted. In social philosophy, its economic-material, social, spiritual aspects and its interrelationships are studied. In their structure, biological, physiological, psychological, aesthetic, socio-political, moral features of needs are studied.

At the heart of Eastern philosophy, especially mysticism, has always been the human problem, its essence, psyche, morality, its place and role in society, the sacred duty and duty of humanity and God as the flower of the whole being. Among them are the ideas and views of Sufism about the morality, needs and rational ways of satisfying them, as well as the idea of not falling into the trap of immorality, ignorance, arrogance, ignorance of the difference between haram and halal. The science of mysticism, with its deep philosophical content, is a science about the essence and psyche of man. Sufism is the rebellion of man against himself, the realization of his faults and sins, the struggle against the natural and animal features, that is, the struggle against the nafs, the

body, the materialism that nurtures the nafs. It encourages one to go to one's divinity, to think of one's holiness, to act in a way worthy of one's greatness.

So, what does the concept of lust mean? Why the science of mysticism calls us to be wary of it, to be aware of it. The nafs is the passion for food and drink, the wealth is the passion for the world. The concept of self is aimed at the survival of man, the satisfaction of his biological, physiological and material needs. Lust in all circumstances has serious consequences.

The great thinker Hoja Ahmad Yassavi connects the scourge of lust with such vices as ignorance, immorality and ignorance in people. According to him, the king who defeats the nafs is the king who conquers the nafs. The following immortal conditions of Yassavi are the most dangerous for entering the path of nafs and it is necessary to fight tirelessly to get rid of it:

“He who enters the path of lust will be disgraced,

He loses his way, slips and falls.

If he lies down, he will be with the devil,

Restrain the nafs, restrain the nafs, O evildoer. ”The calamity of the nafs will eventually humiliate a person and lead to hard times.

The nafs has led me astray,

He made the people tremble. (Khoja Ahmad Yassavi's Wisdoms. - Tashkent - 1993.) All the great thinkers, scholars, poets, scholars, nobles and saints who condemned the scourge of the self and weighed man with the scales of goodness and intellect were called. The great representatives of Sufi philosophy, such as Ahmad Yassavi, Najmiddin Kubro, Khoja Ahror Vali, Bahovuddin Naqashband, Mahmudi Azam, The main ideas of the works of dozens of scholars such famous sheikhs as Ahmad Yugnaki, Yusuf Hajib, Khorezmi, Saadi, Hafiz Sherozi, Lutfi, Atoi, Jami, Navoi, Mashrab, Ogah were devoted to human appreciation.

According to historical sources, Naqshband advocated self-satisfaction and voluntary poverty, the abandonment of worldly possessions and luxuries. He made a piece of bread for his daily living by his own labor, lived on an old mat, drank water from a cracked jug, and considered it a sin for a Sufi to keep servants and slaves.

After his death, Bahovuddin Naqashband gradually became famous as a famous miraculous saint, a mediator of his servants, a protector of ordinary citizens in the sight of Allah. Admission to the Naqshbandi sect, asking for help to get rid of all kinds of troubles and oppression, is widespread not only in his homeland Central Asia, but also in neighboring Islamic countries. The king was a prince, a scholar and a poet. The great poets Abdurahmon Jami and Alisher Navoi belonged to the Naqshbandi sect, followed its mystical path and propagated it in their works. The great Uzbek poet Boborahim Mashrab followed the path of Naqshbandiyya, learned the truth in the hands of Ofoq Khoja, and as a great representative of mysticism, and in his work "Mab dai nur" on this path to purity, honesty and Allah described as the only means of maturation. Until the end of his life

He went astray from the Naqshbandi sect.

It is known that Bahovuddin Naqashband followed the path of the Khojagan sect, founded by his compatriot Abdukholik Gijduvani, a great mystic.

He established the organizational basis of the Naqshbandi sect, which was fully formed by his successors. Bahovuddin Abdulkholiq Gijduvani added to his teachings leeches, rules, laws and methods.

II. METHODS

Naqshbandiyya is based on strict Sunniism, and its spiritual chain is one of the 12 sects that go back to Abu Bakr Siddiq on the one hand and Ali ibn Abu Talib on the other. Spiritually, he is connected with the Prophet Muhammad (peace and blessings of Allaah be upon him) through Abu Bakr and physically through Ali ibn Abu Talib. Speaking about the peculiarities of the Naqshbandi sect, we can say that the spirituality of a member of this sect - Physical fitness, exercise are connected with spiritual purification and purification of the heart - education and hardening.

Naqshband's books on Sufism, his teachings, and other sources are as follows: illuminated by:

1. The owner of the sect should keep the remembrance of Allah in his heart and walk in a happy state.
2. The owner of the sect should always learn from what he sees.
3. The owner of the sect, even though he lives in his homeland and at home, has knowledge, creativity, let him think about the whole world.
4. The owner of the sect must be with the people outwardly, with the truth inwardly.
5. The owner of the sect should always live in the memory of God and always in his remembrance should be.
6. The owner of the sect should always pray in the work of God.
7. The owner of the sect always puts his thoughts in one place and keeps the remembrance of Allah in his heart should walk.
8. The owner of the sect is always aware of the doctrine of the unity of the universe to be and to believe in it.
9. The owner of the sect always keeps track of his time - how much time thinking about how much was spent for good and how much was spent for evil should walk.
10. The owner of the sect always means the oneness, solitude, oneness of God should hold.
11. The owner of the sect should always remember the absolute (Allah Almighty) with his heart with) should be in secret.

It is obvious that it is very difficult to study the teachings. It takes a great deal of knowledge and experience to study it followed by gits. Now it is very expedient to use the wisdom of mystics in the development of young people, boys and girls, to include them in school curricula puts it on.

The correction of human morality must begin with the elimination of the negative, animalistic forces of human nature. Therefore, it is necessary to bring up a generation of believers, that is, pure and honest, honest and truthful. Therefore, faith is a sacred feeling for a person. Do you believe in the Truth? Do not deceive anyone, distinguish between what is lawful and what is

unlawful. . According to Alisher Navoi, perfection can be achieved only if everyone is seriously engaged in the elimination of "evil":

There is so much honor in the human race,

Whoever commits bad morals will be eliminated.

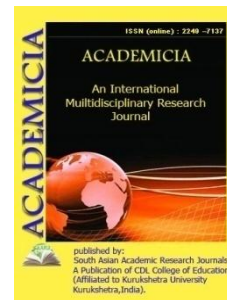
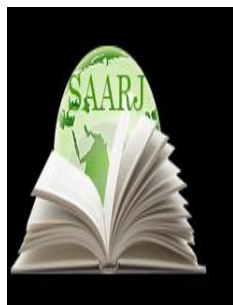
III.CONCLUSION

Therefore, it can be said that mysticism is the attainment of the light of divine qualities by abstaining from bad morals, and mysticism is the attainment of good and high morals and the exit from low morals.

So, today we must look at mysticism as one of the most invaluable spiritual and enlightenment values, and boldly inculcate it in the content of our national pedagogy, spiritual and moral education in the minds of the younger generation.

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KINETIC LAWS AND MECHANISMS OF METHANE OXYCONDENSATION REACTION

Tursunova N. S*

*Samarkand State University,
UZBEKISTAN

ABSTRACT

The study studied the kinetic laws and mechanism of the catalytic oxycondensation reaction of methane. Manganese-based oxide catalysts prepared by the absorption method for the oxycondensation reaction of methane have high catalytic activity and efficiency, and the best results were obtained in the presence of the catalyst $(Mn_2O_3)_x \cdot (Na_2MoO_4)_y \cdot (ZrO_2)_z$. The conversion of this catalyst methane was 52.6%, the selectivity for ethylene was 81.4%, and the yield of ethylene was 42.8%. The heterogeneous-homogeneous mechanism of the catalytic oxycondensation reaction of methane showed that the methane molecule interacts with the atomic oxygen in the catalyst defect to form the methyl radical CH_3 . Methyl radicals CH_3 recombine in the gas phase to form C_2H_6 . The resulting C_2H_6 crystal forms ethylene in the presence of oxygen atoms in the lattice defect.

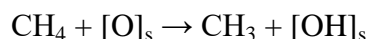
KEYWORDS: Methane, Oxycondensation, Ethylene, Kinetic Laws, Contact Time, Mechanism.

I. INTRODUCTION

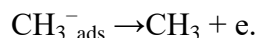
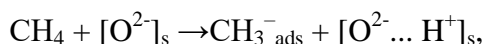
The catalytic conversion of methane to high hydrocarbons by the formation of C – C-bonds in the presence of oxidants is called methane oxycondensation (MOC). In practice, this process directly leads to the production of the most common and inexpensive hydrocarbons, natural gas and satellite gases, the main component of mixtures of various process gases from methane - much more valuable compounds, including olefins and aromatic hydrocarbons. Typically, the MOC process is seen as the mainstay of petrochemical synthesis and the potential basis for ethylene extraction technology, the largest tonnage by-product. It is known in advance that high hydrocarbons can be formed during methane pyrolysis, including oxidative pyrolysis. For a long time, the production of acetylene was based on this process, which in turn is the basis for the numerous synthesis and production of various organic compounds. Among the first works on the oxidation of methane [1] is a patent. It describes the formation of significantly higher

hydrocarbons (primarily ethane, ethylene, and benzene) when methane interacts with complex solid contacts containing basic and reversible oxides, as well as platinum group metals. Soon the first journals appeared [2-3], which also showed that significant amounts of C₂-hydrocarbons could be obtained when methane interacts with oxidative systems. Studies have shown that when methane interacts with oxygen under stable conditions, the MOC process can be carried out and in the presence of gaseous oxygen from the relatively inert methane can be obtained highly reactive substances that retain unsaturated compounds [4-5].

In the literature [6-7], two possible pathways for the formation of free radicals during the catalytic oxidation of methane have been proposed. The most discussed mechanism requires a homolytic disruption of the C-H bond in the methane molecule. When it collides with a strong oxidizing center on the surface of the catalyst, the formation of a surface hydroxyl group and a free methyl group occurs simultaneously [8-9]:



Alternatively, the process takes place through the heterolytic disruption of the S-N bond in the methane molecule with the formation of the CH₃ – ads anion at the strongly grounded centers of the catalyst and its subsequent transition to the electroneutral state [10-12]:



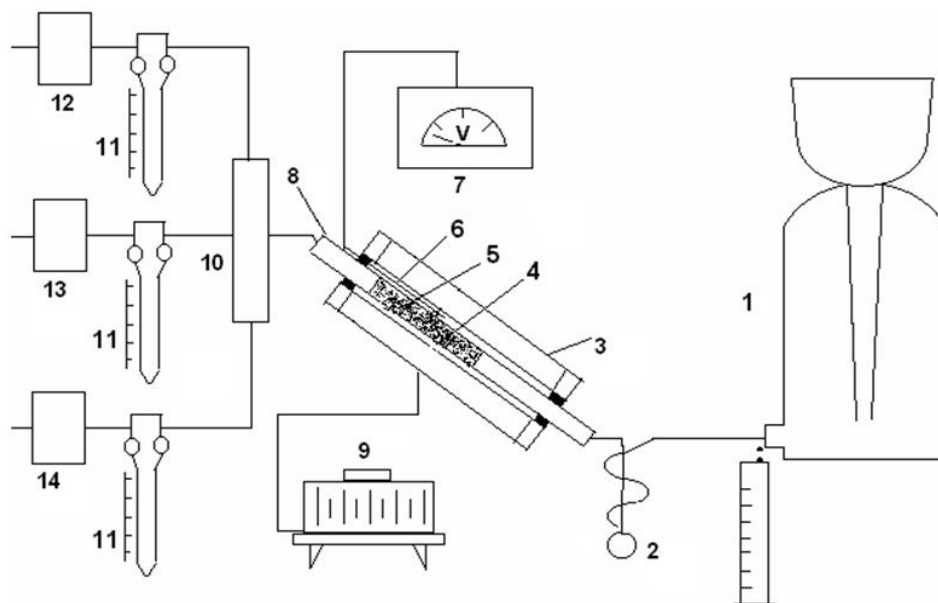
According to this concept, electrophilic forms of oxygen and various structural defects that occur when oxidative catalysts are saturated with alkali metals may be involved as electron acceptors (oxygen vacancies, coordination-unsaturated cations).

II. EXPERIMENTAL PART

The laboratory device for methane oxycondensation is shown in Figure 1 below.

The reactor is a quartz tube with a length of 650 mm and an inner diameter of 8 mm. The size of the catalyst is 0.25–0.5 mm [13–16].

Dimerization of methane in the presence of atmospheric oxygen was carried out in a flow-operated device at atmospheric pressure (Fig. 1). The device consists of a tubular electric furnace (8) and a quartz reactor (9). The upper and lower parts of the reactor are filled with an inert filler-porcelain (10) nozzle, and the middle part of the reactor is placed in the "reaction zone" with a catalyst (12).



1 - gas meter; 2-receiver (receiver); 3-tube oven; 4 – catalyst; 5 – nozzle; 6 – thermocouples; 7 – voltmeter; 8- quartz reactor; 9 – autotransformer; 10-mixer; 11 – rheometers; 12 – methane source; 13 – compressor; 14 – inert gas (helium) source

Figure 1. Diagram of the device for conducting the dimerization reaction

The upper part of the reactor serves to heat the initial mixture. The temperature in the reactor was measured using a chromel-drop thermocouple (11) connected to a voltmeter V7-35 and monitored with an accuracy of $\pm 278 \text{ K}$ (5°C) using LATR-RNO-250. The device consists of the main nodes of the gas circuit: sources of methane (1), oxygen (2) and helium (3), rheometers (4, 5, 6) to control the flow rate of gases.

During the experiment, methane and oxygen (as well as helium if necessary) are sent from sources (1, 2, 3) through rheometers (4, 5, 6) to the mixer (7) and then to the top of the reactor. After the heated homogeneous mixture passes through the catalyst layer, the resulting vapor products are condensed and collected in the collector (receiver) (13), the separated gaseous products are sent to the gas chromatograph (14) for analysis.

Methane and technical oxygen of 99.9% purity were used for the reaction. The gases were mixed before entering the reactor. The contact gas leaving the reactor was cooled in an aqueous refrigerator-separator.

In order to check the repeatability of the analysis results, the analysis of each sample was repeated 5 times and the metrological characteristics of the analysis were evaluated. The gaseous and liquid products of the methane oxycondensation reaction were analyzed qualitatively and quantitatively by gas chromatography [17-21].

The qualitative composition of the components was achieved by comparing the retention values of the reference substances. Based on this Figure 2, the yield of the products was evaluated. It appears that the yield of ethylene is much greater than the yield of other gases. This can be seen from the surfaces of the peaks.

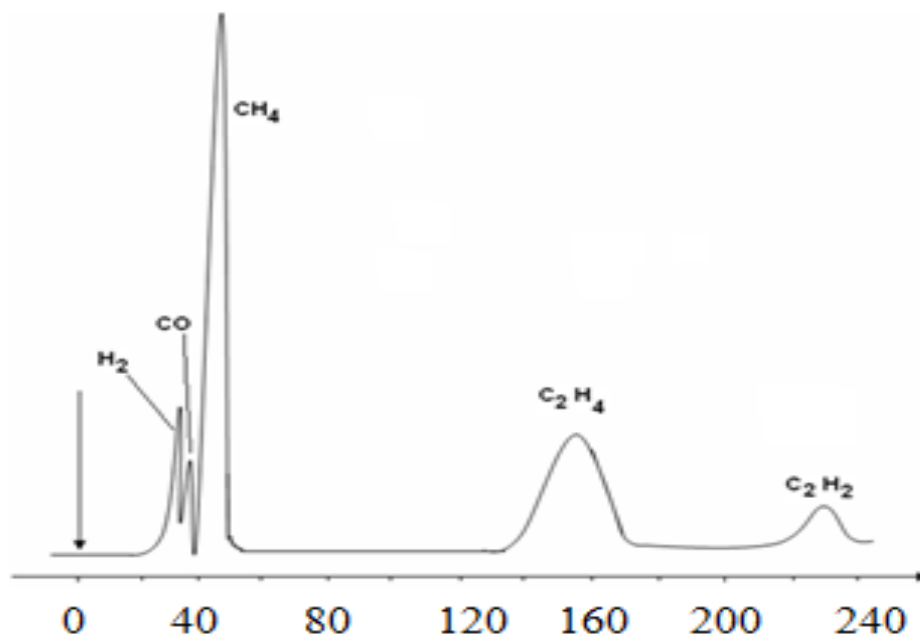


Figure 2. Chromatogram of an artificial mixture obtained under optimal conditions

Under selected conditions, other components of the reaction gaseous products - (O₂, CO₂) are not recorded.

The absolute grading method was used to accurately perform the quantitative analysis of the components. For this purpose, a grading graph of the dependence of the chromatographic peak surface (S) on the volume of the gaseous substance (V) was constructed for each component. From these data, a ranking coefficient was determined for each component. The volumetric concentration of each component in the sample was calculated using the following formula [22-25]:

$$V_i = \frac{k_i S_i}{V} \cdot 100\% \quad \text{and} \quad k_i = \frac{V_i}{S_i},$$

where V_i - the volume of the component in the sample; the correction factor of the k_i - component; V - The total volume of the sample; S_i - the surface of the i -component peak in the chromatogram.

III. EXPERIMENTAL RESULTS AND THEIR DISCUSSION

Manganese-based catalysts have high catalytic activity and selectivity in the process of obtaining ethylene by oxycondensating methane. Therefore, we studied the promoter properties of various compounds in manganese-based catalysts.

We added compounds of d-elements to the catalyst based on $\text{Mn}_2\text{O}_3 \cdot \text{Na}_2\text{MoO}_4$. The best results at this time were obtained when ZrO_2 was added to the catalyst. The results of the experiment are presented in Table 1.

TABLE 1. INFLUENCE OF CATALYST COMPOSITION ON ACTIVITY OF METHANE IN OXIDATION CONDENSATION REACTION $T=1023\text{ K}$; $\text{CH}_4:\text{air}=1:2$; $V=1000\text{ h}^{-1}$; $(\text{Mn}_2\text{O}_3)_x \cdot (\text{Na}_2\text{MoO}_4)_y + 2\% \text{ promoter}$

| № | Catalyst content | CH ₄ circling degree, % | | Selectivity, % |
|---|--------------------------------|------------------------------------|-------------------------------|----------------|
| | | Total | C ₂ H ₄ | |
| 1 | La ₂ O ₃ | 42.2 | 28.6 | 67.8 |
| 2 | PbO ₂ | 46.4 | 29.7 | 64.0 |
| 3 | KCl | 40.9 | 28.6 | 70.0 |
| 4 | KBr | 37.1 | 21.2 | 57.1 |
| 5 | ZrO ₂ | 52.6 | 42.8 | 81.4 |
| 6 | BeO | 48.2 | 34.6 | 71.8 |
| 7 | ZnO | 49.5 | 34.9 | 70.5 |

The inclusion of zirconium (IV) oxide in the catalyst had a positive effect on its activity. When ZrO₂ was added to the catalyst, the yield on ethylene was 42.8% and the selectivity on ethylene was 81.4%. Subsequent experiments were performed in the presence of an acceptable catalyst containing $(\text{Mn}_2\text{O}_3)_x \cdot (\text{Na}_2\text{MoO}_4)_y \cdot (\text{ZrO}_2)_z$.

Manganese-based oxide catalysts prepared by the absorption method for the oxycondensation reaction of methane have high catalytic activity and efficiency, and the best results were obtained in the presence of the catalyst $(\text{Mn}_2\text{O}_3)_x \cdot (\text{Na}_2\text{MoO}_4)_y \cdot (\text{ZrO}_2)_z$. The conversion of this catalyst methane was 52.6%, the selectivity for ethylene was 81.4%, and the yield of ethylene was 42.8%.

Methane conversion, process selectivity for C₂-hydrocarbons depends not only on the catalyst composition used, but also on the reaction conditions (temperature, methane: air ratio, specific volume rate). Therefore, we studied the effect of various factors on the reaction rate.

The results of the study of the effect of partial pressure of methane on the oxycondensation process while maintaining the linear velocity of the gas flow at different values of temperature and volumetric velocity are given in Table 2.

TABLE 2. INFLUENCE OF CH₄: O₂ MOLE RATIOS ON C₂-HYDROCARBON YIELD AND METHANE CONVERSION

| T, °C | n _{CH₄} ⁰ , mol/s | n _{O₂} ⁰ , mol/s | Methane conversion, % | Yield, % | | | | |
|-------|--|---|-----------------------|-------------------------------|-------------------------------|-----|-----------------|-------------------------------|
| | | | | C ₂ H ₂ | C ₂ H ₄ | CO | CO ₂ | C ₂ H ₆ |
| 800 | 0.27 | 0.09 | 73.0 | 12.8 | 14.8 | 3.1 | 24.7 | 0.03 |
| 700 | 0.27 | 0.09 | 70.0 | 10.2 | 11.9 | 3.4 | 18.5 | 0.07 |
| 750 | 0.27 | 0.09 | 70.9 | 11.4 | 9.7 | 3.1 | 22.7 | 0.16 |
| 800 | 0.30 | 0.12 | 56.2 | 11.1 | 31.7 | 2.2 | 12.2 | 0.08 |
| 700 | 0.30 | 0.12 | 48.1 | 10.8 | 17.9 | 2.7 | 8.72 | 0.05 |
| 750 | 0.30 | 0.12 | 54.4 | 10.1 | 27.8 | 3.9 | 10.6 | 0.07 |
| 800 | 0.40 | 0.20 | 48.3 | 11.4 | 11.3 | 2.8 | 17.8 | 0.07 |
| 700 | 0.40 | 0.20 | 43.2 | 10.1 | 15.2 | 3.2 | 12.8 | 0.02 |
| 750 | 0.40 | 0.20 | 45.0 | 8.42 | 15.0 | 3.0 | 16.4 | 0.07 |
| 800 | 0.35 | 0.23 | 46.8 | 10.1 | 8.7 | 4.1 | 13.9 | 0.03 |
| 700 | 0.35 | 0.23 | 42.7 | 15.9 | 17.5 | 2.5 | 6.84 | 0.09 |

| | | | | | | | | |
|-----|------|------|------|------|------|-----|------|------|
| 750 | 0.35 | 0.23 | 44.1 | 13.7 | 16.0 | 2.6 | 12.7 | 0.13 |
|-----|------|------|------|------|------|-----|------|------|

As can be seen from the table, the contact gas at the exit of the reactor contains C_2H_2 , C_2H_4 , C_2H_6 , CO and CO_2 .

The dependence of oxygen conversion on the contact time and temperature of the reagents in the oxycondensation reaction of methane in the presence of a catalyst containing $(Mn_2O_3)_x \cdot (Na_2MoO_4)_y \cdot (ZrO_2)_z$ was studied.

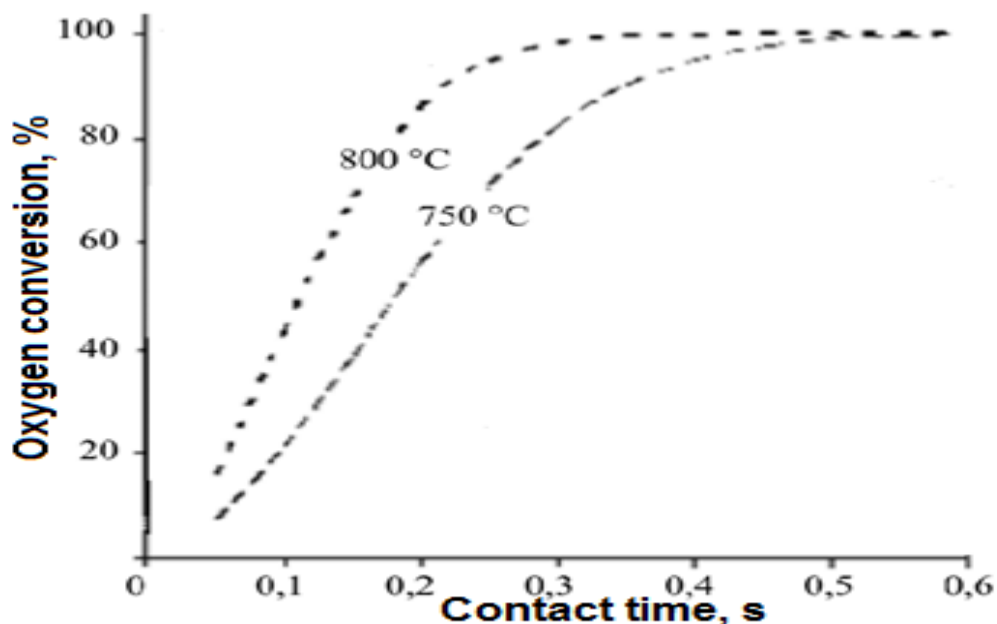


Figure 2. CH_4 :air = 2: 1 and 0.1 MPa dependence of oxygen conversion at reagent contact time and temperature

As can be seen from the figure, deep oxygen conversion is achieved at 0.6 sec at $750^\circ C$ and 0.3 sec at $800^\circ C$.

The effect of contact time and reagent ratio on oxygen conversion was studied in the range 750 – $800^\circ C$, methane: air = 6: 1 ratio, and pressure 0.1 MPa.

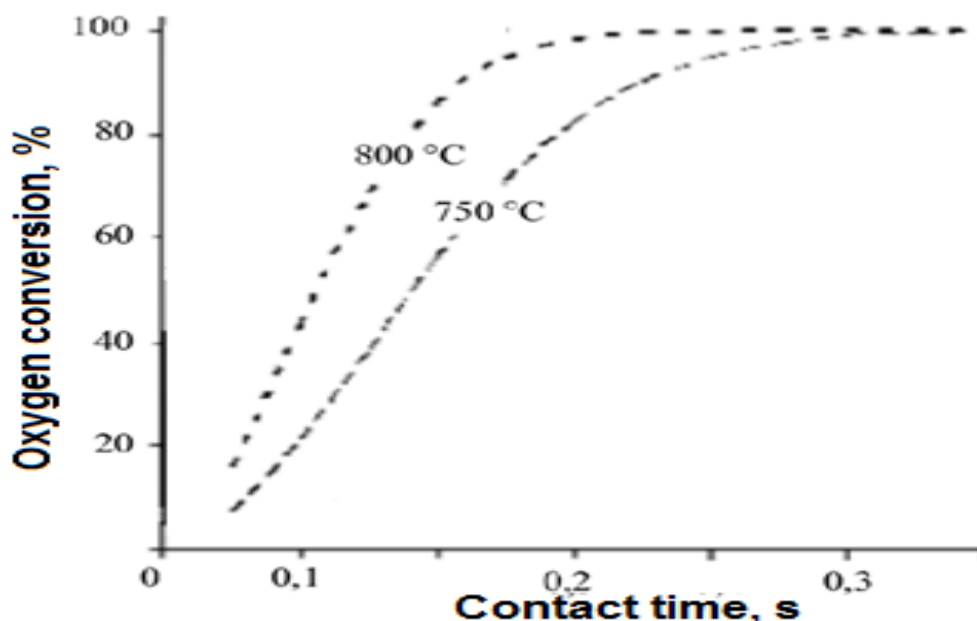
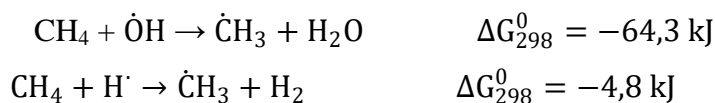


Figure 3. CH_4 :air = 6: 1 and 0.1 MPa dependence of oxygen conversion on reagent contact time and temperature

Comparing the results of the study of CH_4 : air (1: 3 and 1: 6) at different temperatures and different ratios of reagents to the time of oxygen conversion, we can see that the time to achieve complete oxygen conversion decreases with increasing CH_4 : air ratio.

The heterogeneous-homogeneous mechanism of the catalytic oxycondensation reaction of methane showed that the methane molecule interacts with the atomic oxygen in the catalyst defect to form the methyl radical CH_3 . Methyl radicals CH_3 recombine in the gas phase to form C_2H_6 . The resulting C_2H_6 crystal forms ethylene in the presence of oxygen atoms in the lattice defect. The nature of the active center of oxides modified by halides changes.

It is known from the literature that the slowest step in methane activation is the disruption of the C-H bond. $\text{CH}_4 + \text{OZ} \rightarrow \text{CH}_3 + \text{OHZ}$ The energy barrier for the activation of the methane molecule by the reaction is $\approx 230 \text{ kJ/mol}$. It should also be noted that the energy of activation of the methane molecule by OH radicals is $\approx 23 \text{ kJ/mol}$. The following is the change in Gibbs energy when activating a methane molecule with hydroxyl and hydrogen radicals:



The activation of methane in oxycondensation in the presence of an acceptable catalyst containing $(\text{Mn}_2\text{O}_3)_x * (\text{Na}_2\text{MoO}_4)_y * (\text{ZrO}_2)_z$ can be expressed by the following scheme:

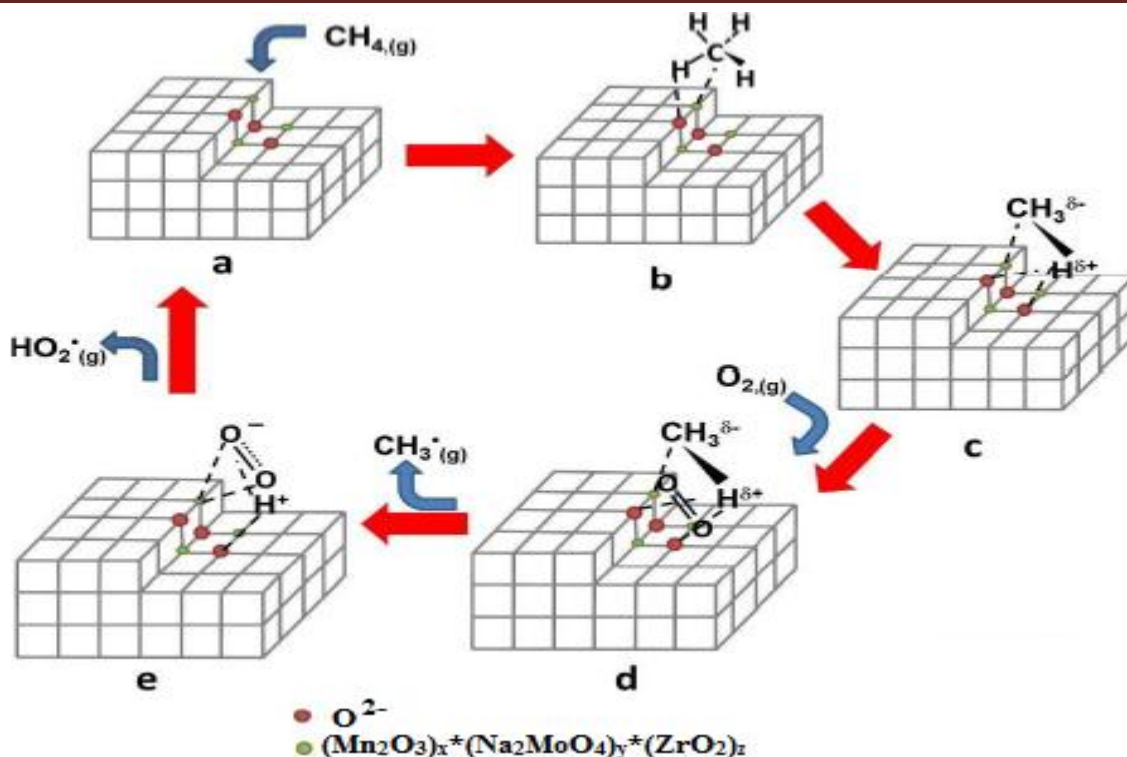


Figure 4. Activation of methane $(Mn_2O_3)_x * (Na_2MoO_4)_y * (ZrO_2)_z$ on the catalyst

IV.CONCLUSION

In summary, based on the study of the effect of various factors on the rate of the methane oxycondensation reaction, a catalyst containing $(Mn_2O_3)_x * (Na_2MoO_4)_y * (ZrO_2)_z$ was selected yield proved to be 42.8%.

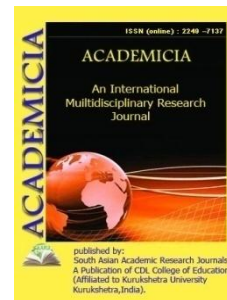
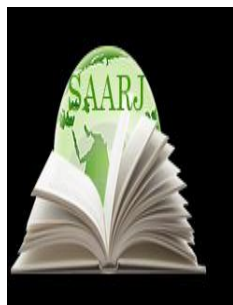
Based on the results obtained, the catalytic oxycondensation reaction of methane proceeds according to the heterogeneous-homogeneous mechanism. That is, the methane molecule interacts with the atomic oxygen in the catalyst defect to form the methyl radical CH_3^\cdot . Methyl radicals CH_3^\cdot recombine in the gas phase to form C_2H_6 . The resulting C_2H_6 crystal forms ethylene in the presence of oxygen atoms in the lattice defect.

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INNOVATIVE TEACHING OF TECHNICAL SCIENCES IN HIGHER EDUCATION

Kholikov Kamoliddin Abdiganiyevich*; Sapaev Ibrokhim Bayramdurdiyevich**

*Tashkent Institute of Irrigation and Agricultural Mechanization Engineers,
Tashkent, UZBEKISTAN

**Tashkent Institute of Irrigation and Agricultural Mechanization Engineers,
Tashkent, UZBEKISTAN

ABSTRACT

The article presents the experience of implementing innovative teaching methods used in the teaching of technical sciences. It also reflects innovative forms of teaching that allow teachers to activate students' cognitive activity. This article provides information on the use of innovative technologies in the teaching of technical sciences in universities.

KEYWORDS: *Interactive Form Of Teaching, Innovative Form Of Teaching Technical Sciences, Technical Textbooks, Multimedia Systems, Interactive Whiteboard, Increase Of Knowledge Activity, Efficiency Of Educational Process*

INTRODUCTION

Nowadays, at the current stage of modern student development, the ability to ensure the correct reception of information by the student, the study and mastery of technical sciences, is very important for the formation of motivation. Article 14 of the Law of the Republic of Uzbekistan "On Education" states that "higher education provides training for highly qualified specialists." Training of specialists with higher education is carried out in higher education institutions (universities, academies, institutes and other higher education institutions) on the basis of secondary special, vocational education. [1]

Education plays an important and critical role in shaping the skilled workforce on a global scale. For decades, the use of textbooks has been a traditional teaching method; however, the emergence and introduction of methods for assessing teaching effectiveness have found that most students do not master the course content to the expected level. As a result, many researchers are focusing on improving and developing existing teaching methods, as well as introducing and experimenting with new teaching methods. Unfortunately, researchers have not

been able to agree on the effectiveness of the new teaching methods ; so they require additional verification. To solve this problem, five innovative and effective methods of teaching in all technical sciences were selected (fracture room, game plan, design thinking / practical training, self-study research and social media) and in-depth analysis of their content. The advantages associated with each new teaching method were explored and information relevant to the teaching methods was identified and evaluated. The results showed that in 2000 and 2017, the self-study method and Social Media were written more in magazine articles than other teaching methods. Most of the researchers distributed questionnaires to gather the data needed to evaluate the accepted teaching methods. It was concluded that the use of independent teaching method improves students ' ability to research and think. In addition, the use of social media enhances effective communication between students. The results of this study can significantly help teachers, educators, and professors apply the most effective teaching methods based on their lesson goals.

Education is an important part of any society and it can make a great contribution to a country's economic growth. At a time when technology improvement and innovation are a priority, there are many opportunities for innovative teaching and learning methodologies. Traditional methods of teaching were mainly based on explaining the subject of the textbook to the teacher; the students were not active participants in the class. New teaching methods encourage students to take an active part in the lesson to stimulate curiosity and creativity. Mc Carthy and Anderson (2000) conducted research to study, analyze, and compare the results of students taught in traditional methods with students taught on the basis of active learning methodology. The results of the quizzes showed that students who were actively involved in reading had higher scores than students who were taught in the traditional way. More research is being conducted and several new methods are being experimentally introduced and applied to increase the efficiency and effectiveness of students. In this regard, several methods have been introduced and used to measure the effectiveness of the training methods implemented.

Over the past two decades, many researchers have tried to find a unique teaching method that can help all students learn effectively. However, most researchers agree that there is no one-size-fits-all teaching method suitable for all types of students of all ages and races . Several researchers also used different methods to evaluate the effectiveness of different teaching methods.⁵ The researchers introduced five new teaching methods: fracture room, design, thinking, self-study, and social media. . The aim of this study was to comprehensively review five new teaching methods published based on the existing literature between 2000 and 2017 and to provide an in-depth analysis of their approaches. Three steps have been taken to achieve these goals : the distribution of teaching methods used from 2000 to 2017 has been determined, and the methods of assessing the effectiveness of the five teaching methods identified in the last 17 years have been identified, and each of the indicated teaching methods identify learning objectives related to. The results of this research will significantly address student-related issues and help teachers and professors select the most effective teaching methods based on the learning objectives for their courses.

RESEARCH METHODOLOGY

These five new teaching methods to achieve the objectives of the research journal dedicated to articles, conference, materials, insurance licks and research reports identified and collected

enough and that the number of journals to publish more seriously than other sources since it had to be removed, the authors decided to focus only on them.

Scientific and technological progress and the external environment are transforming modern enterprises into increasingly complex systems that require professionals. The solution to these problems largely depends on the content and technology of training future professionals in the higher education system, in particular, the teaching of technical sciences. The use of innovative technologies in technical sciences allows the selection of the necessary content and training manuals for the program, modern production requirements and the chosen specialty. A modern teacher needs to be competent, aware of the latest advances in education and technology, as well as motivate students. Shape the direction of the students with the necessary psychological and pedagogical aspects should be taken into consideration. Recent advances in technology and science have made a significant contribution to the understanding of the role and methods of using information and communication technologies, which should be used to successfully engage young people in the learning process and effectively and truly expand their interest in the technical discipline being studied causing changes. Technical science, technical manuals and taught (DARK) will speed up the transfer of information and interactive forms of education material, illustrations expands, creates a problematic situation, student research activities, Reader contributions improves the foundation, forms learning motivation, individualizes and differentiates the learning process - the whole course of lectures and serves as a top-level audience that will ensure the integrity and completeness of it by the method of providing large amounts of theoretical material. When giving a lecture, it is recommended to conduct binary or web binary lectures with the participation of a teacher and a highly qualified production specialist. Lectures with planned errors are very effective. This form of lesson organization attracts the attention of students throughout the lesson because they have to look for the teacher's mistakes. It is also very important to use animation and video materials in the lectures; it will be easier to master the material visually. However, the lecture teaches passive perception of the material being studied. To prevent this, direct communication between students and teachers is effectively used, for example, in the form of a press conference. When reading lectures on technical sciences, an innovative method of teaching using a multimedia system - an interactive whiteboard (ID) is used to increase interest and learn new materials. - The most common form of practical training is to work in small groups of 5-7 people. The groups are given tasks to solve. Tasks are designed for 5-10 minutes, and each student should have a deep understanding of the solution to this problem. Students who complete the work first will be able to help the rest of their peers using the peer-to-peer approach. As well as executing a virtual model of the task to create a detachable, LAB VIEW, Logic or Crocodile virtual environment, such as I If you can use. [2] - Make effective use of Internet resources, brainstorming technologies, and invention problem-solving theory when implementing design. While completing the assignment, students learn to look for material for work, express their opinions intelligently, listen to the interlocutor, find several types of solutions to the assignment, use technical manuals, and go outside the classroom; identify what cannot be seen with the naked eye, simulate any situation, discuss y solution options, and select the most optimal y solution.

When conducting laboratory work on the subject "Electronics and Circuit Engineering" students are given the following tasks: TTL and CMOS circuits are set to LE 2I-NOT, in small groups

students should study the methodical material, colleague on physical models, measurement get the results, build. I - V character graphs and transfer properties of elements, perform virtual laboratory work, lead to corrosion of contacts and compare the parameters of graphs. To complete the work, students are formed, small groups work in a team: 1st student - collects circuits for TTL, 2nd student - assembles the chain of contacts in CMOS No. 3 - 4th student deletes the results of both periods - 5th student Creates a CVC graph in the TTL circuit. 6 - students - CMOS schemes I - V form characteristic graphics, 7 students - virtual labs working with the Internet looking for this circuit materials. The team works together because if it doesn't work, the result of the work won't be at least one reference. The essence of the education debate is to exchange ideas on how to solve a particular problem. An important task of discussion is to constantly stimulate and support the student's learning and cognitive activity, which helps to acquire new skills as students are offered several ways to achieve the result. [4] The advantages of TSM in the technical field are: 1) it has a strong emotional impact; 2) allows to reflect a process or event in its development, dynamics; 3) evokes different sensations (world of sounds and colors); 4) provides a high emotional tone and, as a rule, increases efficiency; 5) reduce the time required by the teacher. The use of innovative teaching methods provides effective results in the learning process. Innovative technologies in science and technology can be combined with each other. Each teacher of the university has more than 20-25 interactive methods of working with students. It is not necessary to know all the available interactive methods. It is very important for the teacher to use the methods that TSM uses. The use of TSM in technical sciences activates the transmission of information, expands illustrative material, creates problem situations, organizes the student's search activities, improves the emotional basis of learning, forms learning motivation, individualizes the learning process and differs. [5] The advantages of TSM in the technical fields are: 1) it has a strong emotional impact; 2) allows to reflect a process or event in its development, dynamics; 3) evokes different sensations (world of sounds and colors); 4) provides a high emotional tone and, as a rule, increases efficiency; 5) reduce the cost of time required by the teacher.

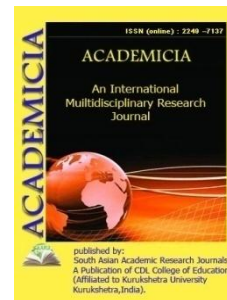
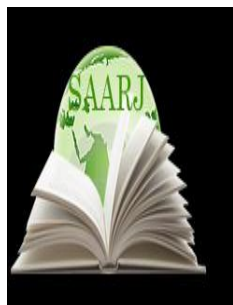
Didactic requirements for the preparation of the lesson using modern technical manuals: 1) analysis of the objectives of the lesson, its content and the logic of studying the material; 2) highlight the key elements that the student needs to learn; 3) determines at what stage and for what purposes the technical training manuals should be used; 4) choose the best technical training manuals; 5) identification of methods and techniques that provide students' cognitive activity, the formation of tasks. Modern computers allow you to achieve a variety of didactic goals - to organize demonstrations of the studied topic, event or process, to test the knowledge of the audience using tests, to simulate the operation of the device in different situations (including emergencies), etc. [6]. Analysis of the results of lessons conducted using innovative technologies shows that: - the student's interest in science; - activation of students; - teamwork skills; The use of innovative technologies in the educational process is a necessary part of modern student education. The teacher achieves the effectiveness of mastering the teaching material when working with interactive and innovative technologies. It should be borne in mind that ultra-modern TSS, if they do not develop the necessary methodological training and didactic materials, violate ergonomic and psychological-pedagogical requirements, unreasonably expand the scope of application, they will not give the desired effect if used accidentally. Innovative teaching methods help to train quality professionals who can apply the acquired knowledge in enterprises.

CONCLUSION

Many researchers are working to maximize learning outcomes while benefiting students from learning and learning outcomes. In journal articles, this study selected five new and effective teaching methods (Flipped Classroom, Gamification, Design Thinking / Case Study, Independent Learning, and Social Media) that can be applied in all engineering sciences. The distribution of data collection types was determined and compared with five teaching methods. The results showed that many studies on independent teaching methods have been conducted because free information is open and accessible to all. It was also concluded that many researchers prefer to use questionnaires / questionnaires as a means of gathering information from many respondents. The results showed that the use of independent teaching method improves students' research ability and thinking ability. This study also concluded that the use of teaching methods on social media enhances effective communication between students. Choosing the most effective and appropriate teaching method requires a lot of knowledge and involves many factors. This research will help teachers choose teaching methods that are appropriate to the learning objectives of the lessons to meet the needs and wants of the students while benefiting the students and teachers.

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PSYCHOLOGICAL IMAGE OF THE IMAGE AVAZ IN UZBEK EPICS

Jonmirza Nematovich Mirzaev*

*Director of Information Resource Center,
Tashkent state university of Uzbek Language and,
Literature named after Alisher Navoi, UZBEKISTAN
Email id: Jonmirza87@mayl.ru

ABSTRACT

Every word, every action in folk epics is aimed at revealing the psyche of the hero. Unlike the written literature, the epic adheres strictly to good traditions. He portrays the hero, he portrays in accordance with the hopes and aspirations of the people. So the epic creator tries to reveal his psyche in every way when depicting the image of the protagonist. This article examines in detail the psychological image of the protagonist in the epic text on the example of the analysis of the image of Avaz.

KEYWORDS: *Epic, Mythological Thinking, Motive, Image, Plot, Method, Artistic Image, Psychological Image.*

INTRODUCTION

Any epic embodies the spiritual world and identity of this nation. Each epic is built primarily on the mentality of this people, its psycho-aesthetic attitude to the world, life, society, social relations. The same goes for the "Gorogli" epic. Whichever nation created it, it reflects the motives we have considered above, the artistic and aesthetic perceptions of the world, as well as the inclinations and desires, habits, spiritual image of that nation. Any work of art, in its essence, is built on showing itself the boundary between good and evil, in other words, on the victory of good in the struggle between evil and good, drawing attention to the conclusions that emerge from that struggle. It is the struggle for goodness, its victory, the ethno-psychology of the people through the attitude of the heroes to each other and to the forces of evil, the homeland, as well as the influence of the chosen path on the listener, reader, viewer, listener, mood and situation. This tendency, in turn, shapes his tastes, attitudes, and ethical and ethnic attitudes toward evil. These different mental processes in the epic are one of the important points that determine the ethno-psychology of the epic. Given this situation, works of art, whether written or oral, become the indirect educator of their reader as they shape this kind of relationship. Whichever play does not

reflect the national mentality and national mental process, or does not conform to the national psychological state, such works, regardless of whether they were born in that language, will not infect this nation. The people cannot own this kind of work, which seems psychologically alien to them. Therefore, each epic is noteworthy, first of all, because it is built on the ethno-psychic mentality of its people, its ethnic aspirations, dreams, visions, views. In other words, the people must see themselves and their psyche in the work of art. Works that are alien to the psyche remain nationalized.

THE MAIN FINDINGS AND RESULTS

In this sense, the epic “Gorogli” is an enviable epic. It is distinguished by the fact that it is built on the pure national mental state, relations, ethno-psychology of the Turkic and Uzbek and Tajik peoples.

We see this in situations ranging from simple human relationships to complex conflict situations.

This kind of ethno-psychology is even more evident in Avaz's attitude towards his father, mother, children, and Chambil. Different psychological states of the protagonist are tested by the devotees through different situations, situations.

In the epic “Zulfizar and Avazkhan”, Avaz encourages his father and states that he is ready to serve instead of his father in order to solve the problem caused by the alien pottery.

...XizmatkoraylaginAvazqo'zingdi,

Sen turgin, mengaxizmatlozimdir,

Qo'ldanberma, ota, Chambilelingdi.

Make a servant your son Avaz,

Stay; let me be your servant,

Don't miss it, Dad, Chambil is your homeland.

In fact, this kind of approach in the epic, i.e., imagining the son as the father's cat-catcher and treating the father in this way, is ethnos-specific and a peculiar manifestation of ethno-psychology. As a hero in the folklore, Avaz acts and speaks in accordance with all the requirements of ethno-psychology. This is one of the most important criteria of an ethnic alpine. For this reason, Avaz, even though he is angry, never rises up against his father “Gorogli” and does not act contrary to ethno-psychology. He should be an example to the ethnos not only physically but also spiritually and morally. That is why bakhshis create the epic hero they create on the basis of the moral and spiritual beliefs of the ethnos. In most of the epics related to Avaz, knowing every word, gesture, and state of “Gorogli” as a law, Avaz begins to fulfill his childhood duty. In general, it is the child's duty to please the father. For this reason, even when Ahmad Khan is angry with Ahmad Khan's box, he does not look straight at his father, disrespect him, or raise his head against him. He unconditionally accepts every judgment of “Gorogli”.

In the epics “Golden Pumpkin” and “The Red Merchant”, thanks to Ahmad, his children were sold and deported, but he did not keep a cake for AvazGorogli. Avaz is not arrogant in front of Gorogli, he does not speak against him.

Tirikborman, qaytarmasmanso'zingni,

Qiyomatlibolamdedingo'zimni!...

...Xudoyimnilozimko'rgano'zimni,

Birxudoyimbo'larmengamehribon! ”

I am alive, I will not return your word,

You called yourself a precious child! ...

... I found myself in need of God,

I will have a god who is kind to me![2] ”

The Uzbek people, in general, according to the psychology of the people of the East, the fact that the son does not repeat the word of the father, to serve the father until the end, to say "father agrees, God agrees" are the most important psychological attributes of our ethnos. It is true that the historical foundations of these kinds of customs go back to mythological notions and views typical of the paternal period. But many pillars and pillars of an ethnos, including its ethno-psychology, are built on the same mythological notions that it lived. Therefore, any mental state and behavior of the epic hero reflects both the social realities of the people who created the epic, as well as their ancient imaginations.

In general, this kind of attitude, which is characteristic of ethno-psychology, further enhances the qualities of the protagonist, inspires self-respect and envy.

In the epic "Balogardon", when Yunus, the fairy, gets angry and takes Girat away, Avaz encourages his father, who is depressed, and supports him spiritually, and promises his father to bring both the horse and Jonah.

Ota, eshitmeningaytgannolishimni,

Yolvoribxudoygasoldimishimni.

Ochko'zingni, ko'tarota, boshingni.

...BoshimnisarfqildimEramyo'liga,

Eramboqqatalabqildim, Otajon...

Father, hear my murmur,

I begged God to give me my job.

Open your eyes, raise your head, father.

... I spent my head on the path of Eram,

I asked Eram for a garden, father ... [3]

An epic alpine adventure ensues, and the voice brings back both Yunuspari and Girat.

Unwilling to return, Yunuspari deceives Gorogly that he is dead. This lie of Avaz is also a psychological method, reminiscent of the hadith, "The lie used for peace is not a sin." Avaz uses lies to reconcile his father and mother. But this lie was a lie made for a good cause, for the peace of his father, and for the peace of his country.

The most important aspects of the ethno-psychology of the Alps are revealed in his attitude to his father Gorogli, even though Avaz is obsessed.

Falling in love with Gulihromon, Gorogli tries to explain to him that it is dangerous to turn Avaz, who is on his way to fetch him, out of the way. But Avaz stands firm in his opinion, in this respect he proves that he is a worthy successor to Gorogli.

“Avazkhan: - Father, does a man back down from what he said? It is the work of a nomad to say what he says. If there are ten years on the shore, he will fight, and if he says fight, he will fight. If you are a thousand years old, Avaz's age, if you don't answer for this charm, cut off the head of a hero like me, - he says.

In the epic "MalikaiAyyor", Gorogli falls in love with the princess, presses her breasts to the ground, and while depressed, Avaz begins to realize his father's dream.

Ota, eshit, men aytgannolishimni,

Selqilibto'karmanko'zdanyoshimni,

Ochko'zingni, ko'tar, Ka'bam, boshingni.

...Ota, eshit, meningaytgantilimni,

XizmatkoraylaginAvazulingni.

Father, hear my complaint,

I will pour out my tears,

Open your eyes raise your head, Kaaba.

... Father, hear the language I speak,

Make you son a servant, Avaz [5].

It is in such situations that the spiritual world of the alp seems to fit the true ethno-psychology. As we can see in the example, no matter how great and powerful Avaz is, he considers himself a servant to his father. This attitude is also reflected in the attitude of his mother, Jonah, towards his children. In this relationship, Avaz is a capable child, a father who gives his life for the protection of children, a helper to the weak, a forgiving, tolerant alpine, and with these qualities he becomes a hero of the people's ideal. The epic hero is so valuable that his qualities and attributes reflect the qualities of the whole nation. Avaz's attitude towards his father, in general, his qualities are in fact the qualities of the nation, the people. People express their qualities and virtues through ideal heroes.

We see a similar situation in the Tajik version. In the Tajik version, too, Avaz responds by putting his hand on his chest and bowing when he sees his father or when he orders something. Or he gets permission from his father first to do something and listens to his father's judgment with his hand on his chest and his head bowed.

As can be seen from the examples, since the ethno-psychology of the two peoples is close to each other, both the spiritual world of the protagonist and his attitude to his parents and relatives are almost identical, derived from epic traditions.

Both Avaz embody the most positive aspects of the nation.

The epic protagonist is first and foremost manifested by his heroic qualities. We see this in the bright plates and lines in the epics of both peoples. In both epics, Ava's struggles with evil forces such as giants, witches, invaders, traitors, and enemies reveal her spiritual world, the psychology of the epic hero.

In the Uzbek epic "Gavdaroz", the fight between Avaz and Gavdaroz giant demonstrates the fight of a real fairy-tale hero with a giant or a dragon, and, in general, the mental attitude of the people to the enemy, the battles with AvazGavdaroz in the Uzbek epic and Govdorshah in the Tajik epic are noteworthy in this sense. In both epics, the enemy invades Chambil. So both Govdorshah and Govdaroz are invaders. In this struggle for the defense of the homeland, the image of Avaz reflects the attitude of the whole nation to the homeland and the invader. In both epics, the Avazlar defend Chambil and fight one on one with Gavdaroz and Govdorshah, without hesitation. Demonstrating his courage and bravery, he goes to the invader's chest. Bakhshis further enhance the qualities and characteristics of the hero by depicting the hero in defense of the homeland in various psychological situations.

In the Uzbek epic, Gavdaroz comes to destroy the giant Chambil and take Avz and Gorogli captive. To exaggerate the heroism of the epic hero, the bakhshis say that Govdaroz, the son of a giant, is a giant creature who eats bulls in the forest like a fly, his lower teeth to the sky like a spear, and his upper teeth like a plow.

The reader is left wondering if there is anyone who can stand such a giant. Such images of his opponent further exaggerate the power of the epic hero. Avaz goes to Chambil's defense against such an opponent and says to his father, "Chibinchi invisible giants in my eyes." Govdaroz does not even notice Avaz, he first tries to defeat him through a psychological threat, but at the same time he wants to break the hero mentally without entering the battle. Such mental receptions of the methods of warfare are still preserved today.

Even today, athletes make various psychological threats to break their opponent. We witness this in our daily sports competitions. These same psychological threats of epic hero rivals are present in almost all epics. To break the spirit of the epic hero, they call them "young children", "breast milk has not left their mouths", "pajmurda", and their horses "dragon – fly", "ant". Through these threats, they have assessed the power of themselves and the epic hero. Govdaroz uses a similar style to Avaz. "How can you drive me away with a stick like a wheat stalk?" he threatens. It is through this analogy that Govdaroz gives Avaz his first psychological blow. But the epic protagonist does not shy away from such threats. He stares straight at his opponent, who is several times physically superior and physically strong, and attacks him boldly and courageously: he turns Girko around the giant's head and begins to fly. And he stabs the spear in the giant's throat. But this does not affect the giant "as much as a bee stings". Then Avaz stabbed him in both eyes. Ogre collapses screaming and the fight ends with Avaz's victory.

The struggle between giant and Avaz reminds us that involuntarily Odessi puts a spear in the eye of a cyclops - one eye. Of course, we are not talking here about comparing or interacting these two epics. There is no basis for this here. Like Homer, this scene of struggle is a product of the imagination inherent in folk oral art. But in both epics one thing is clear - the hero is mentally superior to his opponent.

CONCLUSION

The fearlessness of the voice, the mental superiority of its rivals, will be the basis of its victory. We have not wasted this example. In general, Uzbek bakhshis make extensive use of traditional techniques of folklore, in particular, rhymes, in expressing not only Gorogli, but also Avaz's alpine. This situation is evident in almost every battle and adventure associated with Avaz. The Spirit, who is spiritually superior and does not shy away from the spiritual attack of his opponent, wins. The enemy abandons Chambil and flees. It is in this little epic that we, the bakhshis, use artistic styles to further deepen the characteristics of the epic hero. At the same time, the attitude of the people towards the invaders of the homeland is visible. In general, for the epic hero, the homeland is interpreted as a generation above the souls of honor, and they deserve to be epic heroes for the same virtues.

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COMPARATIVE ANALYSIS OF THE MOTIVE OF CAPTIVITY IN THE EPIC “ALPOMISH” AND THE “BOOK OF DADA KORKUT”

Jabbor Solievich Eshonkulov*

*Professor,

Doctor of Philology,

Director of the Alisher Navoi State Museum of Literature

Academy of Sciences of the Republic of UZBEKISTAN

Email id: jabbores@yandex.ru

ABSTRACT

There is a lot in common between the plot and motives of the epic: “Alpomish” and “Book of Dada Korkut”, a written example of oral creativity. This similarity is realized through a combination of motives such as birth, dream, travel, ordeal. The motives of birth and travel in both sources have been analyzed by folklorists. However, no comment has been made so far on the motive for the captivity. This article discusses the motive of captivity in the epic, its mythological basis, its place in the structure of the work.

KEYWORDS: *Epic, Motive, Plot, Structure, Myth, Mythological Interpretation, Literary Monument, Typological Similarity.*

INTRODUCTION

The image, character, thinking, psyche and level of each nation were reflected primarily in its oral work. The history and stages of development of thinking are reflected in examples of oral creativity. Folklore embodies the steps and processes of people towards peace, self-knowledge and understanding.

Epics of Turkic peoples such as “Alpomish”, “Book of Dada Korkut” and “Manas”, “Gorogly” show that the primitive imagination, unlike today's imagination, perceived the world through symbols, evaluated with symbols, interacted with nature through symbols. We can say that the language of our ancestors is the language of symbols in the full sense. Art without a symbol was not a creation at all. Folklore, epic today is not only a work that can be studied as a mythological or historical basis, but also an art that needs to be studied as an art of symbolism. In folklore, including the epic “Alpomish” and “Book of Dada Korkut” we are talking about today, each

image, each symbol represents a certain aspect and stage of the people's worldview. Although such images are characteristic of the lowest stage of emblem, they are invaluable in initiating the first poetic observation. In folklore, everything is created in one way or another on the basis of symbols. Without understanding the mystery and essence of symbols, folklore cannot understand its essence.

MAIN PART

In the epic "Alpomish" and "Book of Dada Korkut" there are many mythological motives, one of which is the state of captivity (prison) of the Hero - the Alps. Captivity - the interpretation of this situation in our "Alpomish", "Book of Dada Korkut" and other epics, allows us to interpret the symbol embedded in it. In the second part of the epic "Alpomish" Alpomish returned to the land of the Kalmyks to save his father-in-law - Boysari. The old Surkhail intoxicated them under the pretext of entertaining them, and burned the forty young men of Alpomoish. "Does not burn in fire", "Bulletproof", "the sword does not cut" he throws himself into prison by tying himself to the tail of his horse - Boychibor (!). The Kalmyks describe Alpomish's state of intoxication as "a dead, drunken misfortune," while Alpomish describes his state as "intoxicated, I deserve to be imprisoned". [1]

In the "Book of Dada Korkut", the story of the looting of Salor Kazan's house causes him to leave his home, or rather his country, and go hunting, and his son and wife become captives of zeal. [2] **The captivity of the Bomsî flag is also actually caused by drunkenness.** [3. 130] It should be noted that in both the epic "Alpomish" and the "Book of Dada Korkut" intoxication causes the captivity of the Hero - the Alps. In our other fairy tales and epics, the state of intoxication and captivity (in the mountains, in caves, wells, in prisons, and sometimes in castles) coincides. In the epic "Yusuf and Ahmad", Yusuf and Ahmad are captured by the king of Egypt due to drunkenness [4. 78]. In the epics of the "Gorogly" series, Gorogly addresses forty young men and holds a glass of wine. Not everyone drinks mayonnaise because those who drink may have to complete an important task, i.e. pass a test.

Just as not everyone is a shaman, not everyone is able to drink wine. Only the Alps can drink wine. It is known that according to the law of the epic, the Alps are divinely prophesied before birth, and they are always with the help of patron spirits. The childlessness of the parents before the birth of the Alp and the hero was in fact symbolic, it is about the birth of a new generation - the Alps, which will strengthen the kingdom and reunite the scattered people. In the epic "Alpomish", the same situation is observed in their homeland before the birth of Alpomish, the Bomsî Bayrakin the "Book of Dada Korkut". In the epic "Alpomish" the division of the nation is achieved through the migration of Boysari to the Kalmyk people. In every story in the "Book of Dada Korkut", only when the princes of Oguz unite will they defeat the enemy and achieve their goals. It is no coincidence that in each of the twelve stories this unity is repeatedly emphasized. That is, if we understand it in the language of symbols, the Bomsî Bayrak will return the lost power, the kingdom, back to the Oguz people.

In Alpomish, only Alpomish can shoot a rusty bow left by Alpinbi in the lake. The rusting of the Alpine bow on the lake shows that Alpinbi failed to complete his mission - his mission, to complete the consolidation of the kingdom. Only the new generation - the Alps - will complete such a mission. The drunkenness and captivity of Alpomish and Bomsî Bayrak was not

accidental, it was one of the next tests of their Alpine status, which was destined for them at birth. [5. 50]

Intoxication is a state of hallucination, ecstasy of shamanism, communication with patron spirits, according to the ancient ritual of the Turkic peoples. Only in this state does he go to the other world. Drunkenness and anesthesia are symbolic states of “death”. The purpose of intoxication and anesthesia is to go to the state of “death” - to travel to the afterlife, to have divine power and to be born again..

In the first part of the Alpomish epic, Barchin, on his way to fetch, spends the night in the tomb (the mountain, the cave, the tomb is sacred, that is, the place where the spirits communicate). There, however, the chiltans meet the spirit of Alpomish and the spirit of Barchin. [5. 86]

It is clearly stated in the “Book of Dada Korkut” that Salor Kazan was a captive and that this captivity was connected with a journey to the afterlife.[3. 235]

The same symbolic meaning is also hidden in the spread of the news that Alpomish was imprisoned for seven years and Bomsı Bayrak for sixteen years in prison. The protagonist is the purpose of the Alpine journey to the afterlife, to have magical powers, to be reborn, to rise from one status to another. Therefore, in the surviving rituals of the Turks, including the Altai shamans, there are cases of anesthesia, self-mutilation, beheading, and dismemberment of the body.

Intoxication and anesthesia are also found in the “Avesto”. In the “Avesto”, the drink haumo is described as a drink that arouses a person and gives him divine power and immortality. who drinks it has the ability to be both on earth and in the spirit world at the same time.

THE MAIN FINDINGS AND RESULTS

It is no coincidence that the cases of drunkenness and imprisonment in the epic “Alpomish” and “Dada Korkut” coincide. The protagonist underwent various tests as he ascended from one status to another. Both Alpomish and Bomsı Bayrak face similar trials. In the epic, only the Alps can pass such tests. If Alpomish and Bomsı Bayrak meet the conditions set by their spouses and pass the first test and reach the first position, their release from captivity due to intoxication reflects the transition to the second position. The first test shows that the Alpine shaman has reached the age of puberty, while the second test shows the power of the head of the country, the power of the kingdom. This indicates that the roots of the mythological layer in the epics “Alpomish” and “Dada Korkut” go back to antiquity. After all, in ancient times, according to the ritual of shamanism, the shaman, who passed the status of anesthesia, had the power to defeat evil spirits, evil forces.

There are legends in ancient Turkish and Indian myths about putting a sinner in a closed vessel (i.e. captivity). A person returning from the womb is equated with being reborn from the mother's womb. The Hindus have a ritual of rebirth from a cow. According to this ceremony, the priest enters the reflected tulup of the cow and is considered reborn when he returns from it. The dungeon (well, etc.) is reminiscent of a mother's womb with darkness and emptiness.

Note that the Alps are always tested with the help of patron spirits. Sponsors also play a key role in freeing them from captivity.

Alpomish is freed from captivity with the help of his own horse - the tail of Boychibor, and Bomsı Bayrak with the help of a rope lowered by a girl. The horse's bridle, and sometimes the girl's hair, the rope, all have a magical ritual character, the roots of which are connected with ancient imaginations. According to the primitive human worldview, hair or bridle spirits live. In many fairy tales of the Turkic peoples, a giant, a horse, a wolf, or a fairy who gives a strand of hair comes to the rescue as soon as the hero catches the way.

We also see that both Alpomish and Bomsı Bayrak were released from prison with the help of the patron spirits, i.e. they were reborn and raised from one position to another as they changed their appearance after the captivity. After seven years of employment, Alpomish returns to his homeland in the form of Kultay, and the Bomsı Bayrak in the form of the Dalli Ozone.

The fact that the Alps came in a different guise after his release from prison shows that the plot of this epic, the mythological layer in it, is ancient. The change in the appearance of the protagonist means that they have been reborn and attained a high status as they travel to the afterlife. Disguise, that is, the mask, was considered a sign of divinity. Only the highest-ranking shaman was able to move from one form to another. There seems to be no clear answer in the epic to the question of why Alpomish took on the image of Kultay and why did Bomsı Bayrak take on the image of Dalli Ozone.

The transformation of Bomsı Bayrak into the image of the Dalli ozone is the transformation into the image of the patron saint - Korkut ota. There are clear references to this in the "Book of Dada Korkut". Korkut ota comes and names Bomsı. [3.121]

Somewhere in the epic it is pointed out why Alpomish took on the image of Kultay. "Kultay said: That was the sign of Alpomish. On his right shoulder were the marks of Shahimardon Pir, and on his left shoulder were the marks of my five paws". [5. 153]

It is a coincidence that Kultay chose a horse for Alpomish, as Korkut named his father Boms and wanted him to be a gray stallion.

The owner of the five paws on Alpomish's shoulder was Kultay, who gave him a name and saved Alp from prison in the form of a horse. That is why Alpomish enters the image of Kultay, who represents the cult of ancestors.

The connection of both Kultay and Korkut Ata with the ancestral cult is given symbolically in many places in the book. It is well known that the patron saint, who represents the cult of the ancestors, becomes the person who connects the unseen world and people in the age of the cultural layer. Just like Kultay in the epic "Alpomish". Korkut ota is also played in the play as a patron saint.

In the cultural period, the cult of the ancestors manifests itself mainly in dreams. Such a mythological layer has been observed in world folklore.

In the epic "Alpomish" it is predicted that Alpomish would sleep in a shepherd's hut, see a prophet in a dream, and with the help of Shahimardon Pir he would pass further tests and achieve his goal. [5. 92-93] As the well-known folklorist Hodi Zarifov said, the events related to Shohimardon Pir were the product of later times, and in fact Alpomish was Kirtay, which represented the cult of ancestors in its patronage.

In the “Book of Dada Korkut” Yaganak’s dream of the father Korkut clearly states the connection with the cult of ancestors - the patron saint: “...While my eyes were asleep, I had a dream. I saw the world with my own eyes: I saw the alpine horses galloping. I took the white helmeted alps with me. I heard advice from the white-bearded Korkut father. I climbed the black mountains that lay across. I crossed the sea opposite, I crossed. I saw a Earth shining from head to toe near a mountain in the distance...” [3. 201-202].

The adjectives in the dream, such as “white gray horses”, “alpenes with white helmets”, “white-bearded Korkut ota”, have a mythological character, and each has its own meaning and interpretation. The white-bearded Korkut ota is a symbol of the patron spirit, representing the ancestral cult.

CONCLUSION

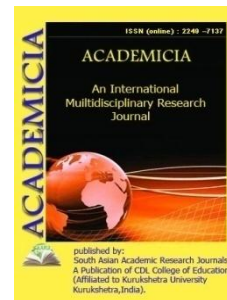
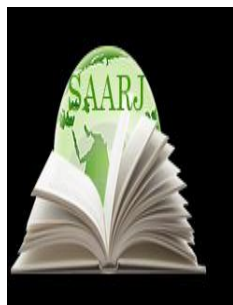
In the cultural empirical period, the ancestors as a mythological element retain their character only in the dream, and sometimes these cults are directly mixed with religious concepts and become a patron spirit, a patron cult. It is logical that after seven years of captivity, Alpomish chose the image of Kultay, and Bomsil Bayrak chose the image of Dalli Ozone, that is, in fact, they entered the image of the patron spirit - Kultay and Korkut ota. The change of appearance after captivity and captivity is also found in Homer’s epic The “Odyssey”. Odysseus, who has changed his appearance from another world, reveals his image by firing a bow. Both Alpomish and Bomsil Bayrak return home after captivity and shoot from their bows. However, their faces will not be revealed until they die with their companions. The fact that Alpomish came to his wife’s wedding and died in the form of Kultay, Bomsil Bayrak in the form of the Dalli ozone, once again indicates that the historical roots of these epics go back to ancient times. The resurrected shaman in the form of a patron spirit was to demonstrate that he had not only physical but also magical powers. That is why in ancient times the words shaman and baxshi had the same meaning.

As we have seen, the drunkenness and captivity of Alpine heroes in the epic “Alpomish” and “Book of Dada Korkut” and their transformation after captivity are associated with the ancient ideas of the Turkic peoples, which found symbolic meaning in the epic and direct text. This is due to the antiquity of the mythological layer in the epic “Alpomish” and the book “Dada Korkut”, which are the pride and glory of all Turkic peoples, and these works are considered to be rare examples of world literature. “Odyssea”, “Kalevala”, “Mahabharata”, and “The Story of the Nebulae” are great works that can stand up to them.

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ARTISTIC CHARACTERISTICS OF GENRE ELEGIES IN MODERN KARAKALPAK LYRICS

Konakbay Turdibaev*

*Dean of Karakalpak Philology Faculty,
Karakalpak state university named after Berdakh,
UZBEKISTAN
Email id: awada@mail.ru

ABSTRACT

The article emphasizes the role of the elegy in Karakalpak poetry during the years of independence. During the years of independence, I. Yusupov, K. Rakhmanov, K. Karimov, Kh. Aiymbetov, J. Izbaskanov, S. Ibragimov, B. Genjemuratov, M. Zhumanazarova and others have worked in this genre. The article examines the role of elegy in the system of genres of modern lyric poetry. For this, as an object of research, some elegiac works of poets I. Yusupov, M. Zhumanazarova, G. Dauletova will be analyzed..

KEYWORDS: *Elegy, Karakalpak Poetry, Independence Years, Genres Of Modern Lyric Poetry.*

INTRODUCTION

The elegy genre, which entered the Karakalpak lyric poetry from world poetry, has become a dynamic and influential art form in our time. Over the years of independence, works in this genre have been created by I. Yusupov, K. Rakhmanov, K. Karimov, Kh. Aiymbetov, Zh. Izbaskanov, S. Ibragimov, B. Genzhemuratov, M. Dzhumanazarova and others. We have put forward a number of ideas in this regard in our work [1]. However, it did not emphasize the role of the elegy genre in Karakalpak lyric poetry during the period of independence. Therefore, in this article, we decided to focus specifically on the role of elegy in the system of genres of modern poetry. For this purpose, some of the elegies of the poets I. Yusupov, M. Dzhumanazarova, G. Dauletova were chosen as the object of research.

THE MAIN FINDINGS AND RESULTS

According to terminological theorems, the term "elegy" for us means "sad song", according to terminological theorems, in dictionaries with various scientific and theoretical literature. This genre embodies the pain and grief of the lyric hero. Elegy has a long history in world poetry. According to Uzbek writers, "Elegy is a song with a more philosophical meaning in the modern sense, reflecting sad thoughts" [2, p. 364]. Such sad songs are common in our national folklore and written literature. Scientist K. Jarimbetov spoke about the role of sad songs in the classical Karakalpak lyrics of the 19th century. The author has thoughtful thoughts about elegies, sad songs. The author notes that elegies and sad songs are very different from mourning songs [3, p. 98-99]. After all, the elegy genre has a special form, special meaning. In it, the lyrical protagonist takes a different position than in other songs. Laconicism is one of the distinctive artistic features. Similar artistic features are present in the works of I. Yusupov, M. Jumanazarova, G. Dauletova and others.

During the years of national independence, the cycle of poems by I. Yusupov "The Aral Elegy" occupies an important place in our lyrics. In addition to the great sorrow and pain, the power of acute social content, the depth of realism, and the acuteness of civic thought enhance the modern qualities of this work. For example:

Suwı qumaytlangan bir ázim dárya,
 Ruwxım arqalı ağıp baradı.
 Demikken eń sońǵı balıqlar onda,
 Eseńkirep qalash qaǵıp baradı.
 Burqıp aqqan ılay suwda sayranlap,
 Dáryadan teńizge bulqınıp oynap.
 Erkin túser edi. Joq endi ol waq,
 Suwı kesilgen soń naǵıp baradı? [4, p. 61].

This first elegy in the series "Aral Elegies" by I. Yusupov consists of two stanzas and four lines in turn. His song structure is built in the form a, b, a, b, which corresponds to the traditional song pattern. Therefore, it corresponds to the aesthetic taste of Karakalpak readers, and future parts of the poem will be continued in this direction. On the other hand, the poet's thoughts are gradually deepening and developing around the Aral problem. It attracts the attention of every student, and sad experiences are transmitted in accordance with national-aesthetic tastes and ideas. As a result, the impressive art form is closely related to the social issues it reflects. In the poem, the inner experiences of the lyrical protagonist play a central role and determine the correctness of the author's position. For example:

Qumshawıt jaǵısta oyǵa talaman,
 Shańǵıt kóz ashtırmas, júziń kórinbes.
 Eski ultan menen ketip baraman,
 Qayrılısam, artımda izim kórinbes.

Kemeler qawsağan qayırdı tozıp,
Kórsen, júrek sizlar, dártlerin qozıp.
Qansha qarasam da moynımdı sozıp,
Kóz ushında kók teńizim kórinbes [4, p. 62].

In these lines of elegy, a real sad reflection of the Aral Sea coast, his realistically drawn picture passes through our imaginations like a film. Therefore, in the poem, the pain, the sadness of the lyrical hero is combined with the dynamics of thought. In addition to this, the detailed pictures in the master's poem also increase the impression on the reader. For example:

«Zárredey payda joq senin janınan»,
Dep kúlgendey gúwler dúzlı samallar.
Gúzgi kún sıǵırayar asırılıp shınnan,
Tamırı jalańash jatır tomarlar.
Keshe tolqıp jatqan qayırdı qara!
Qanlı urıs bolǵanday qıp-qızıl sora.
Bir ǵarrı úsh eshki menen awara,
Alistan awız suw tasır hayallar [4, p. 62-63].

Thus, in the elegy poem, the poet speaks of nature and describes it with his soul and language. Thus, the lyrical hero reveals the secrets of the heart, his intuition with the intuition of the processes taking place around him. In particular, the poet gave enough space to compare and contrast typical pictures of the Aral Sea coast. For example:

Bir mármer dacha tur góne jaǵısta,
Keshki jolawshınıń qıyalı yańlı,
Altın plyaj edi bul awlaq tusta,
Peruza aspanlı, merwerit yańlı.
Shóldin saratanı háwirli waqta,
Ne adamlar keler edi qonaqqa,
Kók tolqın erkelep appaq ayaqqa,
Beyishtin bul da bir tımsalı yańlı [4, p. 63-64].

and:

Hámeldarlar jutıp beyish hawasın,
Bunda dem alıwǵa kóp keler edi.
Arnawlı samolyot, hánlegen mashın,
Sıylı qonaqlardı jetkerer edi.

Xrustal jamlarda shayqalip sharap,
 Salqın shardáreden teńizge qarap.
 Xanımlar shóllese «borjomiy» sorap,
 Xanniń qızınan da ótkerer edi... [4, p. 64].

Indeed, these are pictures that testify to the past percentages of the Aral Sea coast, as well as the use of natural resources by some officials in the past for personal gain rather than public interest. Its tragic consequences are conveyed by the author's living lines. Therefore, thanks to this artistic form, students have the opportunity to quickly understand the deep poetic content hidden behind the lines of the song. This, of course, is a product of the poet's skill, the clarity of his civic position, the thinking of the lyrical hero. The great poet not only expresses such meditative thoughts in connection with the problem of the Aral Sea, but also connects them with all the ecological problems of the region. For example:

Miyribanlıq jas sorǵalap betine,
 Uyadan bir máyek almaǵan zaman.
 Jerik bolıp aq quw qustıń etine,
 Sıńsıwına qulaq salmaǵan zaman.
 Hár qızǵısh óz kólin qorır bul waqta,
 Hár kim murap ózi suw ishken japqa.
 Bir sayǵaqtı tirkep «qızıl kitapqa»,
 Mıń kiyiktiń basın jalmaǵan zaman [4, p. 65].

After all, with these lines the author not only speaks about negative social situations around the Aral Sea, but also raises all worldly problems, universal human issues. The poet summarizes all this artistically, introducing national qualities into each picture:

Tawlar shógip, jerge kirmegen shıǵar,
 Juldızlar hám birden sónbegen shıǵar.
 Dúnya hesh waqta da kórmegen shıǵar:
 Bir maydanda teńiz qurıp qalǵanın... [4, p. 65].

These touching lines leave each reader in unspoken deep thoughts, making him grieve not only about the fate of one sea, but also about the fate of the entire planet. The poet further enhanced the elegiac quality of the poem with the following concepts and thoughts:

Shortan shabaq kórse, jutpaǵa tayın,
 Sóytip júrip, onı quwalar jayın.
 Ózinen zor shıqsań ǵana aǵayın,
 Osal kelseń, qaptalına juwıtpas... [4, p. 66].

The poet's veracity of the former totalitarian policy, which led to the creation of the Aral Sea, testifies to the sharpness of the author's civic position, the clarity of the public views of the lyrical hero.

Another achievement of the poet I. Yusupov in the elegy genre, which occupies a significant place in the lyrics of the whole world, is the skillful use of the emotional impact of the richness of the literary language. This is evidenced, for example, by the following lines of resin in the verses mentioned above. And further:

Qalsa onıń tuwǵan jeri qala ma?

Muhabbatı, jaslıq ómiri qala ma?

Ata-babasınıń qábiri qala ma?

Insanday saǵınıp qádirley bilmes.

... Suwǵa ne? Bári bir qayda tolǵanda,

... Kemeler sawsaǵan qayırdı tozıp... [4, p. 62]

and the power of deep imagery, emotionally expressive qualities, deep thinking and other distinctive features, among other things, contributed to the enrichment of the elegy genre with national qualities.

Poetess M. Zhumanazarova made a significant contribution to the development of the elegy genre in the era of impartiality. Almost all of his compositions are characterized by the spirit of elegy, elegiac content. The lyrical protagonist, reflected in the poet's poems, is full of sorrow, grief, sorrow and grief. In particular, the elegiac spirit, the elegiac character is reflected in the names of its constituent parts. These artistic qualities are especially noticeable in the poems of the author "Nalish", "Nala", "Bolgan emes", "Bezirdi meni", "Nalandy", "Poskan el" and others [5: 3-68]. It should be noted that she published a pamphlet consisting only of the elegy genre, that is, in connection with the untimely death of his mind [6: 3-15]. In particular, M. Zhumanazarova's elegy clearly shows a synthesis of the national form and international artistic practice. There are interesting comments on this in the monograph of the famous writer K. Orazymbetov [7: 45-46].

During the years of independence, the poet G. Dauletova was also known for a number of elegiac works. In the following lines of his song, environmental disasters are very impressively reflected:

Aq tal shaqasınan úzildi japıraq,

Saǵınısh malınǵan muńlı ármanım.

Jılǵa, say, salalar qalǵan qańırıp,

Shor tábiyat – jetim, dártli sınıarım [8, p. 24].

Thus, G. Davletova loaded elegiac feelings and deep poetic thoughts about seasonal and natural phenomena of nature, devoted a great deal of social content to these descriptions, and the author achieved a certain poetic skill in this direction. The above four lines, as well as the melancholic feelings of the lyrical hero conveyed by him, as in the allegories of I. Yusupov, brightly illuminate the tragedy of the Aral Sea.

In the elegiac works of G. Davletova, we see that the lyric heroine very deeply and expressively illuminates the tragic experiences and sad moods of the lyric heroine, vividly presenting the phenomena of nature in the eyes of the reader, skillfully transforming them into artistic images. For example:

Kewilim dım jaqın, al ara jıraq,
 Boz duman perdeli qálbim tunjırap.
 Nayzağay jarq etti, bulıyğan aspan,
 Sótilip boz-boran turdı qan jılap.
 Dártım sherik, men de dağlı biyshara,
 Bağrı duzlı kábap, qálbim mın para.
 Sonı ańlağanday qıslıgıp aspan,
 Nóserlep kóz jasın tókkenin qara. [8, p. 26].

These are artistic lines in which the lyrical protagonist conveys his inner sad feelings after the loss. They clearly show the poet's ability to convey hopeful and sad feelings in the human heart with the help of natural phenomena and phenomena. In his works, the author skillfully combines such elegiac qualities with natural phenomena and phenomena, instilling in them a special historical-concrete, social motive and modern qualities:

Jubı joq aydında muńlı aq quwdıń,
 Jarasıǵı, kórki tolqıǵan suwdıń,
 Qollarım juwırar, kózimdi juwdım,
 Ármanlar sótilgen brilliant monshaq,
 Duzlanıp, shor basıp úyilgen topıraq... [8, p. 27].

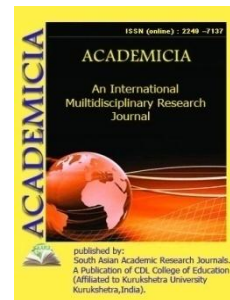
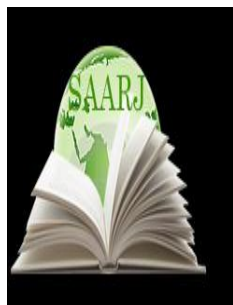
The realities of today, illuminated in these elegies, cannot but evoke humanistic feelings and civic thought in the reader. The poet says the same:

Sel-sel jamǵır jawar tınbay nóserlep,
 Sarǵayar aq tallar, júrsem óser dep.
 Japıraǵın jollarıma tóser kóp,
 Úmit shashbawlarım sógilip ketti...
 Janardan merwert shıq tógilip ketti... [8, p. 28].

In general, the elegy genre occupies a certain place in the Karakalpak lyric poetry of the period of independence. This genre reflects important issues of our time in contemporary poetry, showing the enormous artistic potential of our national art, including the art of poetry.

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HISTORY OF KASHKADARYA MUSEUM CULTURE

Khosiyatov Khurshid Otaqulovich*

*Teacher,
Department of «History»,
Lecturer at the Karshi Injineering Economic Institute,
UZBEKISTAN

ABSTRACT

Today there are more than 1000 museums in the country that have historical, scientific and cultural heritage and spiritual values. Up these visions are a mirror of the history of our country, the achievements of our people in sociocultural spheres.

KEYWORDS: History, Culture, Museum, Kashkadarya.

INTRODUCTION

One of the main tasks of museums to help educate the younger generation in the spirit of patriotism, pride in the history of our people and the heritage of our great ancestors. Museums help to familiarize young people with our cultural historical and artistic heritage, universal values, historical and cultural heritage, the way of life and traditions of our people, their artistic feruor.

«Recognizes further development and enhancement of culture and arts»- president of Uzbekistan Sh.Mirziyoev said to improve legislatio, including, museums and theaters.

The Kashkadarya Regional Museum of Culture is a cultural and educational institution. It was founded in 1975 in Karshi. The museum has sections of history, applied art, nature, memory and value. The museum fund contains more than 20,000 numismatics, archeology, fine and applied arts, historical documents, rare manuscripts, books, household and ethnographic exhibits (2005). The Museum conducts scientific research, enriches its fund, publishes books and catalogs; including the Catalog of Oriental Manuscripts at the Karshi Local History Museum, published in Rome (2004, contains more than 50 manuscripts), etc. The achievements of Kashkadarya in the economic, social and cultural life of the years are supplemented by scientific exhibits.

The museum has a unique collection of paintings and rare manuscripts. Examples of rare manuscripts include commentary on Taftazani's work "TakhziyibAlmantiqvalalom", Nasafi's "AqoidanNasafi", etc.

A Maqom Museum will be established in Kashkadarya

The Cabinet of Ministers adopted a resolution "On establishment of the Museum of Maqom in Shahrisabz city of Kashkadaryaregion". The document was signed by the Ministry of Culture of the Republic of Uzbekistan, the State Committee for Promotion of Competition and Competition for Privatized Enterprises, the Uzbek National Center for National Arts, and the Kashkadarya Regional Government.

Establishment of "Maqom Museum" in Shahrisabz, Kashkadarya region, as a branch of the Amir Timur Museum of Material and Cultural History in Kashkadarya Province Amir Timur, Kashkadarya region, Amir Timur, to occupy 1278.0 sq. M of the building of the Cultural and Recreation Center under the Culture Department of the Shahrisabz Municipal Department of Culture in the city of Shakhrisabz, 3, Silk Road, Kashkadarya Province The proposal to give the Museum of History of Material Culture free of charge on the right of operative management was approved.

The main tasks of the museum are: preserving, identifying, collecting, exploring and publishing museums and museum collections of maqom art and performing cultural, educational, scientific and educational activities; the creation of museum expositions devoted to the rich cultural heritage of the maqom people and the history of our people, its role in the history of mankind, as well as the widespread promotion of positive work and achievements in our country; stages of the development of Maqom's art, and the preservation, study, enrichment, demonstration and promotion of the world community to the legacy of great composers, musicians and musicians; through museum exhibits to educate and strengthen citizens, especially the younger generation, the national and universal values, respect for priceless historical and cultural heritage, pride and devotion to the Motherland; to create a fund of classical and modern performances of Uzbek maqam art and to intensify the work on the research of museum objects and museum collections and to publish their results; to give travelers a sense of national identity, a high artistic aesthetic taste and understanding through the widespread introduction of maqam art; wide use of modern information technologies in the organization of museum exhibitions, establishment of international cooperation on creation of non-traditional exhibitions, strengthening of mutually beneficial cooperation with foreign museums and exhibitions;

Collection of notes on our classical music heritage, deep study of historical roots, theoretical foundations of maqom art, its relation to national and universal values, research.

Opening of the museum "Memory of victims of repression"

On the initiative of the President of the Republic of Uzbekistan Sh.Mirziyoev, the decree of the Cabinet of Ministers of the Republic of Uzbekistan № 936 established the Museum of Memory of Victims of Higher Education. In this regard, a museum was established in the structure of Karshi State University.

The museum was established at the Abu Ubaydah ibn al-Jarrah's visit to Karshi. The opening of the museum took place on August 28, 2018. The event was organized by the Museum of Memory of Victims of Repression and Karshi State University.

The opening ceremony was attended by the State Museum of History and Culture of the Kashkadarya

Province, the professors and teachers of Karshi State University, the families of those accused of wrongdoing during the 1980s, the Karshi MIA professors and teachers, the Kashkadarya newspaper,

Reporters of the Kashkadarya TV and the Halk Suzi newspaper participated.

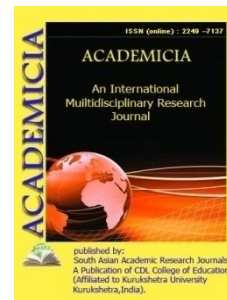
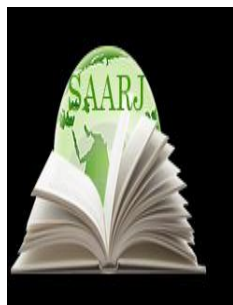
The rector of Karshi State University, prof. BA Shoikulov, then Dean of the Faculty of History prof.

Speaking of B.Eshov and the museum directors, our past from the second half of the 19th century until the 20th century was marked by the reign of Tsarist Russia and Soviet occupation, the slaughter of the

Red Kingdom in the national lands, and the violence. It was said that the government would be cruelly suppressed by the national resistance movement, and that a repressive policy would be taken to seize the people's wealth. After the independence, the noble aspirations of our people, which have been crushed for centuries, dignified and honored, have been realized, the serious, positive changes and achievements in the history of our country, in the scientific activity of its self-sacrifice's have been mentioned.

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INNOVATIVE ACTIVITY IN HIGHER EDUCATION SYSTEM OF UZBEKISTAN

Shaydullaev Normuhammad Sherquzievich*

*Docent,
Department of "Social Science",
Namangan Engineering – Construction Institute,
UZBEKISTAN

ABSTRACT

Innovative technologies in education allow you to regulate learning and direct it in the right direction. People have always been afraid of all the unknown and new, they have a negative attitude to any changes. Stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, prevent the renewal of all types of education. The reason for people's reluctance to accept innovations in modern education lies in the blocking of life's needs for comfort, security, and self-affirmation. Innovative behavior does not imply adaptation, it implies the formation of your own personality, self-development. The teacher must understand that innovative education is a way to bring up a harmonious personality.

KEYWORDS: *Innovation, Innovative Activity, Innovative Technologies, Education, Features Of Innovative Approach, Modern Education, Pedagogical – Psychological Aspect.*

INTRODUCTION

Let's start our analysis by fixing a number of peculiar myths of "innovativeness" or simply misunderstandings. The first misunderstanding is that innovation and innovation are the same; the second is that innovation and production, the creation of innovations, are also the same, then it is TRI (the theory of rationalization and invention). The third misunderstanding is related to linguistic naturalism: as innovation is the verbal noun, it must be mono subject.

What is "innovative educational technology"? This is a complex of three interrelated components:

1. Modern content, which is transmitted to students, involves not so much the development of subject knowledge, as the development of competencies that are adequate to modern business

practices. This content should be well structured and presented in the form of multimedia educational materials that are transmitted using modern means of communication.

2. Modern teaching methods - active methods of competence formation, based on the interaction of students and their involvement in the educational process, and not only on the passive perception of the material.

3. Modern training infrastructure, which includes information, technological, organizational and communication components that allow you to effectively use the advantages of distance learning.

MATERIALS AND METHODS

Innovative activity in its most complete development involves a system of interrelated types of work, the totality of which ensures the appearance of real innovations. Namely:

- research activities aimed at gaining new knowledge about how something can be ("discovery") and how something can be done ("invention");
- project activities aimed at developing a special, instrumental and technological knowledge about how to act on the basis of scientific knowledge in given conditions in order to get what can or should be ("innovative project");
- educational activities aimed at the professional development of subjects of a particular practice, the formation of each person's personal knowledge (experience) about what and how they should do to make an innovative project come true in practice ("implementation").

What is "innovative education" today? - This is an education that is capable of self - development and that creates conditions for the full development of all its participants; hence the main thesis; innovative education is a developing and developing education[1].

At the moment, a variety of pedagogical innovations are used in higher education. This depends, first of all, on the traditions and status of the institution. However, the following are the most characteristic innovative technologies.

1. Information and communication technologies (ICT) in subject learning the Introduction of ICT in the content of the educational process implies the integration of various subject areas with computer science, which leads to the informatization of students' minds and their understanding of the processes of informatization in modern society (in its professional aspect). It is essential to understand the emerging trends in the process of informatization higher education: from the development of primary information about computer science by students to the use of computer software in the study of general subjects, and then to saturate the structure and content of education with elements of informatics, the implementation of a radical restructuring of the entire educational process based on the use of information technologies[2].

As a result, new information technologies appear in the higher education methodological system, and higher education graduates are prepared to learn new information technologies in their future work. This direction is implemented by including new subjects in the curriculum aimed at studying computer science and ICT. Experience of application has shown:

- a) the information environment of an open higher education, including various forms of distance education, significantly increases the motivation of students to study subject subjects, especially using the project method;

b) computerization of the teaching attractive for the student that eases the psychological tension higher education of communication by moving from a subjective relationship "teacher-student" the most objective relations "student-computer-teacher", the student increases the efficiency of labor, increase the proportion of creative works, is expanding the opportunity to receive additional education on the subject in higher education, and in the future realize a targeted choice of the higher education prestigious job;

c) informatization of teaching is attractive for the teacher because it allows to increase the productivity of his work, increases the overall information culture of the teacher.

Analysis and results.

At present, we can definitely talk about several types of design.

First of all, it is a psychological and pedagogical design of developing educational processes within a certain age range, creating conditions for becoming a true subject of one's own life and activities: in particular, training - as the development of common ways of activity; formation - as the development of perfect forms of culture; education - as the development of norms community in different types of community of people[3].

Further - it is a socio-pedagogical design of educational institutions and developing educational environments that are adequate to certain types of educational processes, and most importantly-adequate to the traditions, way of life and prospects for the development of a particular region.

And, finally, pedagogical design itself - as the construction of developing educational practices, educational programs and technologies, ways and means of pedagogical activity.

It is here that a special task of design and research activities arises to ensure the transition from traditional education (traditional higher education, traditional management systems, traditional training and education) to innovative education that implements the general principle of human development.

Thus, in developmental psychology, it is necessary to design special age standards (as a certain set of individual abilities of a child in a specific age range) and development criteria at different stages of ontogenesis.

In development pedagogy, it is the design of educational programs that are adequate to age norms, translated into the language of educational technologies, i.e. through what? and how? this development will be implemented.

In educational practice, this is the design of child-adult communities in their cultural and activity-based definiteness, i.e., the design of such an educational space where this development can be implemented[4].

In other words, designing a system of developing and developing education is possible if simultaneously carried out: psychological research of age-normative models of personal development, pedagogical design of educational programs and technologies for implementing these models, co-organization of all participants in the educational process, designing conditions for achieving new educational goals and means of solving development problems.

There are probably hundreds of examples of project work being carried out in modern education. Here are just a few types of such work:

- At the level of an individual teacher - this is the design of educational programs that include educational, educational, and pedagogical subroutines;
- At the level of the head of the educational structure-this is the design of the type of education provided by the system of specific educational programs;
- on the management level in education is the designing of development programmes of educational institutions of different types, a set of which adequate cash children, pupils, students;
- At the level of education policy, it is the design of the educational system as the socio-cultural infrastructure of a particular region or country as a whole.

2. Personal-oriented technologies in teaching the subject.

Personality-oriented technologies put the child's personality at the center of the entire higher education educational system, providing comfortable, conflict-free and safe conditions for its development, and realizing its natural potentials. The child's personality in this technology is not only the subject, but also the subject of priority; it is the goal of the educational system, and not a means to achieve any abstract goal. It is manifested in the development of individual educational programs by students in accordance with their capabilities and needs[5].

3. Information and analytical support of the educational process and quality management of a student's education.

The use of such innovative technology as information and analytical methods for managing the quality of education allows you to objectively, impartially track the development of each child in time individually, class, parallel, higher education as a whole. With some modification, it can become an indispensable tool for preparing class-generalizing control, studying the state of teaching any subject of the curriculum, studying the system of work of a single teacher.

4. Monitoring of intellectual development.

Analysis and diagnostics of the quality of education of each student by testing and plotting the dynamics of academic performance.

5. Educational technologies as a leading mechanism for the formation of a modern student. It is an essential factor in modern learning conditions. It is implemented in the form of involving students in additional forms of personal development: participation in cultural events based on national traditions, theater, children's creativity centers, etc.

6. Didactic technologies as a condition for the development of the educational process.

Here you can implement both well-known and proven techniques, as well as new ones. It is an independent work with educational books, play, decoration, and protection projects, learning through audiovisual techniques, the system "consultant" group, differentiated ways of learning - the system of "small groups", etc. Usually in practice, various combinations of these techniques are used [6].

7. Psychological and pedagogical support for the introduction of innovative technologies in the educational process of the higher education.

It is assumed that the scientific and pedagogical justification of the use of certain innovations. Their analysis at methodological councils, seminars, consultations with leading experts in this field.

DISCUSSION

In science, these prospects are associated with a larger - than - today basis for the implementation of the main directions of design and research activities; first of all, it is the humanitarian and anthropological basis for the formation and development of a person in the space of education. Only in this case, a meaningful methodology for designing and researching innovative education is possible; a General theory of the development of individual subjectivity and child-adult communities in educational processes; and technology for implementing and evaluating multi-scale innovative educational projects.

In the system of professional education and professional development:

- This is a consistent introduction to the content of education culture design innovative educational practices;
- This is the formation of psychological literacy, more broadly-the psychological culture of pedagogical work;
- This is the development of norms and culture for managing the development of education and the activities of professional teaching teams.

The most important consumer of innovation results is the economy – which is the area where the effectiveness of the innovation environment is most evident. In the special literature, it is rightly noted that the market economy requires innovative education, which could form students ' ability to self-education as an activity aimed at the future, educate them with social responsibility, confidence in their professional abilities.

CONCLUSION

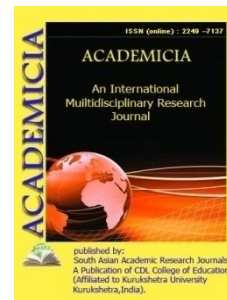
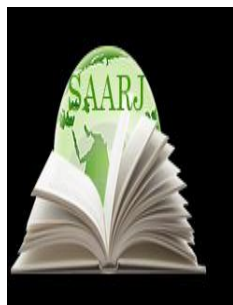
In conclusion, let's ask ourselves: does education have any prospects of switching to the mode of innovative development and self - development? And if so, under what conditions is it possible? We will note three types of such conditions in three areas of providing innovative education.

Thus, the innovation process consists in the formation and development of new content and organization. In General, the innovation process is understood as a complex activity for the creation (birth, development), development, use and dissemination of innovations. There are different types of innovation, depending on the attribute by which they are divided. In developing educational systems, innovative processes are implemented in the following areas: the formation of a new content of education, the development and implementation of new pedagogical technologies, the creation of new types of educational institutions.

Innovative technologies in training allow not only to bring education to the masses, improve its quality and speed up the process of acquiring knowledge, but also to make education more accessible in material terms, which is not unimportant at present. New computer and information technologies are our future.

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IMPLEMENTATION OF INNOVATIONS IN THE SYSTEM OF HIGHER EDUCATION IN UZBEKISTAN.

Ismoilov Makhamadikhon Isroilovich*

*Professor,
Department of "Social Science"
Namangan Engineering – Construction Institute,
UZBEKISTAN

ABSTRACT

The characteristics of innovation processes are presented. Authors have a pragmatic and utilitarian approach to defining the concept of "innovation". The article analyzes innovations in the educational process of the higher education. The features of the innovative model of higher education are highlighted. Attention is drawn to the directions of activities of universities in the innovation process. It is shown that innovations in education are a necessity of time.

KEYWORDS: *Innovation, Innovative Activity, Scientific Activity, Education, Higher Education System, Teacher - Student.*

INTRODUCTION

The introduction of new educational standards requires teachers to improve the quality of education, introduce new methods of teaching and educating the younger generation. The change in the role of education provoked the development of the innovation process. So far, the focus of education has been the development of knowledge, skills, information and social skills. Now education is focused on the development of technologies and methods of influencing a person who is ready and capable of self-development and self-determination. Thus, new elements have begun to be introduced into the activities of educational institutions, but in practice there are contradictions between the current need for innovation and the inability of teachers to carry out innovative activities. In order to properly develop their activities, the teacher must be free to navigate the concepts of "innovation", "innovation", "innovation" and "pedagogical innovation".

MATERIALS AND METHODS

The term "innovation" comes from the Latin innovation- innovation. There are two approaches to the concept of "innovation": innovation as a process and innovation as innovation itself [1]. At the beginning of the 20th century, a new field of knowledge appeared-innovatica-the science of innovations, in which the laws of technical innovations in the field of material production are studied. The key concept in innovation is the innovation process. Innovative processes in education are considered in three main aspects: socio-economic, psychological and pedagogical, and organizational and managerial.

These aspects determine the overall climate and conditions in which innovation processes take place. Existing conditions may facilitate or hinder the innovation process. The innovation process may have the character of both spontaneous and consciously controlled. Introduction of innovations is primarily a function of managing artificial and natural processes of change. A.V. Khutorskoy emphasizes the unity of the three components of the innovation process: the creation, development and application of innovations. This three-part innovation process is most often the object of study in pedagogical innovation, in contrast, for example, to didactics, where the object of scientific research is the learning process [2]. Pedagogical innovation is innovations in pedagogical activity, changes in the content and technology of teaching and upbringing. Pedagogical innovations are aimed at improving the effectiveness of education and upbringing: introduction to the goals, content, and organization of joint activities of teachers and students.

Innovation activities in higher education institutions in Uzbekistan are developing in three directions.

The first direction: research activities. It is aimed at obtaining new knowledge.

The second direction: project activity. The task of project activity is to develop instrumental and technological knowledge.

The third direction is educational activity, the main goal of which is the professional development of subjects of a certain practice.

Innovations in higher education can also be general methodological, intra-subject, ideological, administrative, economic, managerial, etc.

The study of higher education activities by specialists has shown that the innovation process is represented by many directions:

- Professional development of specialists in demand on the labor market;
- conduct of certification of scientific and scientific-pedagogical personnel of higher qualification;
- conducting basic and applied scientific research;
- training of research activities of students, undergraduates, applicants, doctoral students, researchers, teachers;
- Dissemination of knowledge about innovations among students and listeners.

So, we believe that innovation is a means (a new method, an original technique, new technologies, programs, etc.), and innovation is a purposeful change that brings stable elements

in the human environment that cause the transition from one qualitative state to another. Innovations are developed and implemented not by government agencies, but by employees of organizations in the education and science system.

Analysis and results.

Priority directions of innovation activity in the higher education system are:

1. Based on systemic changes in the educational space of the Republic of Uzbekistan, changes in the local nature of the educational process in educational institutions at the level of structural divisions and, above all, faculties and departments. All possible changes in the educational space at the level of individual educational institutions and their structural divisions should be based on the identification of the educational space as a single educational space with its inherent General patterns of development.
2. Development and use of innovative products in the higher education system: educational local rulemaking; target software; prospective educational and methodological support; post-educational professional adaptation; exchange of professional skills, etc.
3. Planning innovative educational projects of various levels and urgency: system and local, long-term and short-term, national and international, etc. Innovations in higher education should be based on the planning of specific projects with the development of planning elements. Planning allows you to ensure consistency and quality of educational activities, as well as rational use of available resources.
4. Modeling of national and international integration processes in the field of education, as well as the activities of government agencies, commercial and non-profit organizations. Innovation in higher education cannot be successfully implemented if it is carried out outside of the integration processes taking place in the economy, law and politics.
5. Development of security elements of the higher education system, including: information, material, law enforcement, etc. The supporting elements of the higher education system can be positioned as the educational infrastructure necessary to ensure the educational process.

The entire path of development of pedagogical science shows that the main contradiction in the educational process is manifested in the relationship of "old" and new, that is, traditional and innovative. The reason for this is, on the one hand, the need for stable components to stabilize the educational process, which later develop into pedagogical traditions, but on the other hand, innovations are required, innovations that ensure the dynamics of the development of this process.

In the field of educational policy: this is responsible state and public support for research projects and programs related to the design of innovative developing and developing education.

Classification of innovative technology in education:

1. In relation to the structural elements of educational systems - in monitoring and evaluating results.
2. In relation to the personal development of subjects of education - in the development of certain abilities of students and teachers - in the development of their knowledge, skills, ways of working, and competencies.

3. In the field of pedagogical application - in the educational process.
4. By types of interaction of participants in the pedagogical process - in collective learning (person-oriented) and in individual, frontal, group form, in family training.
5. Functionality - innovations-products (educational tools, projects, technologies, etc.)
6. By methods of implementation - systematic.
7. On the scale of the distribution - at the international level and at school.
8. Selection of a sign of the scale (volume) of the innovation -system-wide, covering the entire school or University as an educational system.
9. Socio-pedagogical significance - in educational institutions of any type.
10. On the basis of innovative potential – combinatorial and innovations.
11. Compared to its predecessor – substituting and opening.

DISCUSSION

Innovative potential of an educational institution it is determined when analyzing an educational institution for the following positions:

1. The orientation of innovation to change the educational needs addressed to an educational institution, social order

- Aimed at changing the goals, content, technology of the organization, approaches to assessing students' educational results,
- Integration of teaching, learning and assessment; combining quantitative and qualitative assessment of the student's abilities through the analysis of various products of educational and cognitive activity
- solving important pedagogical tasks:
 - To create an emotionally comfortable learning environment
 - maintain high educational motivation of students
 - encourage their activity and independence
 - expand learning and self-learning opportunities
 - To develop skills in reflective and assessment activities students
 - Develop the ability to learn – set goals, plan and organize your own educational activities
 - develop communication skills
 - inform students and their parents about various options for choosing an educational route

2. Orientation of innovation to solve the problems of educational institutions:

- Changing the way of learning, searching for new forms of organizing the learning process, changing the requirements for performance, and in general – for the quality of education.
- Form of continuous assessment in the process of continuing education.

- Teacher's portfolio - as an alternative form of assessment of their professionalism and performance during the examination for compliance with the declared qualification category.

- Active involvement of parents in the process of teaching and learning of the child (more adequate assessment of both strengths and weaknesses of their child and more active cooperation with the school).

3. Resource capabilities of an educational institution.

- Systematic work to improve the skills of teachers.

- Experience in creating an electronic portfolio.

- Network computer equipment for classrooms (computer classes, personal computers in the offices of subject teachers, administrative network).

- Methodological support of the course:

- working folder.

- Official portfolio forms (appendix to the grade 9 certificate).

- Rating of a primary school graduate (Regulations on individual cumulative assessment (portfolio)).

- Diagnostic materials.

- Tables and diagrams for maintaining the "working folder".

- Memos and instructions for students.

- Guidelines for portfolio management.

- Examples of classes with students.

4. The relationship of innovation with achievements and competitive advantages of an educational institution for a period prior to the current innovation cycle development:

- A promising form of representation of individual orientation of educational achievements of a particular student, which meets the tasks of pre-professional training and further-specialized training.

- Building an educational rating of graduates.

5. Assessment of the innovative environment in an educational institution, the innovative potential of the team, potential growth points.

6. Primary forecast of the perception of possible innovations in the community of an educational institution, possible resistance to changes.

- Implementation requires new organizational and cognitive skills from both the teacher and the student.

- learning time problem: requires more time to implement than the traditional assessment system.

- A real assessment of the ability and readiness of students, teachers, and parents to provide materials to record the dynamics of their individual progress.

CONCLUSION

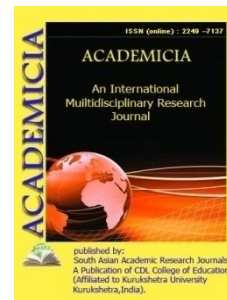
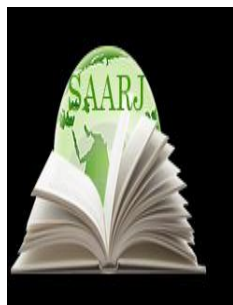
Thus, innovations in education are considered as innovations that are specially designed, developed, or accidentally discovered as a pedagogical initiative. The content of innovation can be: scientific and theoretical knowledge in a certain novelty, new effective educational technologies, completed project, effective and pedagogical experience, ready for implementation. The innovative model of higher education development implies the implementation of a systematic approach to the development and use of innovative products with their extension to all types of educational activities.

It should be guided primarily by such principles as the priority of education, secular education, democratic character of education management and continuity of levels and continuity of education, active participation of the state as the main guarantor of the constitutional rights of citizens to education in the development of education, priority of universal values, human rights, humanistic character education, involving the freedom of choice of pedagogical workers methods of training and education, educational technologies, learning tools, and students - educational institutions, directions, training profile (specialty), forms of education.

All this should eventually bring our educational system to the world level.

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THE COMBINATION OF EDUCATIONAL AND ETHICAL VIEWS OF EFL TEACHERS IN THE SYSTEM OF PRESCHOOL EDUCATION

Khayitova Mohigul*; Mirjalol Mirzaahmedov**

*Teacher of Foreign Language Faculty,
FerSU, UZBEKISTAN

**Student of Foreign Language Faculty,
FerSU, UZBEKISTAN

Email id: mirjalolmirzaahmedov@mail.com

ABSTRACT

This article examines the educational and ethical perspectives of educators who teach English as a second language in the preschool education system. Various problems that exist in educators or arise during the lesson have been studied and analyzed.

KEYWORDS: *Inner Confidence, Incident Methods, Preschool Education, Teacher Training, Didactic Materials, Moral Norms, Analytical Reading, Moral Outlook.*

INTRODUCTION

Today, educators have a responsibility not only to educate and bring up the younger generation, but also to develop them morally. The role of teachers in the preschool education system is of particular importance in this regard. An English teacher should not only be able to teach the English version of subjects to children who now understand themselves, but also to bring it into a real English environment, so that children can love this subject. In the process of co-teaching and nurturing is done by changing some things or improving other features of it to develop the individual. Our task is to determine which forms and methods of teaching and learning in the process of learning a foreign language can achieve the greatest efficiency of the learning process and have a great impact on the moral upbringing of the individual.

Given the improvement in the level of moral education of children in the preschool education system by increasing their speech activity, we identified the impact on the spiritual development of students by improving their speech in a foreign language.[1].Measurements of children's moral knowledge parameters were performed before and after the next topic. If a pupil is unable

to clearly articulate the knowledge he or she has acquired, it means that he or she has not mastered it or has not yet developed his or her inner confidence.

Active speech activity allows for a more complete expression of an individual's moral values.

To determine children's moral knowledge, we used a variety of methods: a) to conduct language tests that determined the level of knowledge about moral qualities; b) sorting of written answers; c) to determine students' ethical knowledge on specific topics using the sociometric method.[2]. The research focused on the practical side, that is, the practical application of the acquired ethical knowledge in school with children. In this case, observations were made during the internship, mainly in preschool students (kindergarten children).

The research was conducted taking into account the nature of ethical knowledge: active, voluntary, passive, compulsory, as well as depending on the level of use of language units: production or reproductive. The study of the level of moral education was carried out by means of questioning, interviews, interviews, oral and written surveys, observation, introspection.

Diagnostic studies have shown that kindergarten children learn a foreign language as a future profession. The initial level of moral education of students was determined by the following indicators: I – students' knowledge of basic ethical concepts; II - the student's ability to use knowledge in independent speech activities in English.[2]. A review during the experiment found that while most students had time to think about it, they found it difficult to answer questions aimed at assessing a person's ethical behavior. The language being studied was challenged in a single direction and knowledge in the field of the country's culture. Thus, even in the field of music, students preferred only the songs of rock bands, which were familiar to young people with their unusual movements, and found that they had very little knowledge of the classical musical heritage; Western films, known as militant films are associated in the minds of students primarily with films that promote violence, horror, and sex. It is noteworthy that reading "black" literature that does not require in-depth ethical analysis of what was read was considered a hobby for them.

During the experiment, in addition to determining the level of moral education in children, the challenges that teachers may face in educating students in a foreign language in order to provide moral education to young people and to conduct advanced pedagogical practice in this way, foreign the task was to identify effective methodological guidelines and tools used in the process of language teaching. To this purpose, various questionnaires, questionnaires and observation diaries were developed and put into practice. Teacher surveys were conducted throughout the school year, both before and after the start of a new topic. The data obtained were compared and analyzed.[3].

Ethical and spiritual-educational impact on students through surveys and conversations with teachers is always a direct process of education. determined that it could not be done. This shows, first of all, that teachers are not sufficiently aware of the methods and means of moral education in the learning process, that the lesson is not able to deeply define and shape the learning objectives, and then that students are not deprives of expediency, complicating the work of upbringing. Only when the textbook materials, additional literature, teaching and learning methods are skillfully used in accordance with the above conditions, the teacher creates an environment of psychological comfort, which allows students to express their opinions, which in turn develops their creative potential contributes.

During the identification experiment, we conducted interviews and questionnaires with 128 foreign language teachers working at pedagogical universities. The data analysis showed that 65% of them believe that it is impossible to conduct moral education in the learning process because they believe that teaching moral knowledge to young people should be carried out outside of class time. 35% of teachers admit that the possibilities of moral education take place directly in the teaching process, but they conduct episodically, without pre-planning, forms of instruction that conduct moral education with students without taking into account the cognitive activity of the students, their individual capabilities.

As a result of these shortcomings, it becomes clear that moral education of students in the classroom is almost non-existent. The task is to provide young people with moral education in the process of teaching a foreign language, using effective pedagogical practices, effective methodological guidelines and tools, as well as the difficulties that teachers may face by conducting a detection experiment. Various questionnaires, questionnaires, and observation diaries were developed and used for this purpose.

New teacher surveys were also conducted throughout the school year, both before and after the start of a new topic. The data obtained were compared and analyzed. The main difficulties are explained by the fact that teachers are not sufficiently aware of the methods and means of moral education in the learning process, the inability to determine the formation of the learning objectives of the lesson. As a result, 38 percent of students show a very low level of ethical knowledge.[4].

The data obtained from the identification experiment allowed the following pedagogical rules to form the basis of the formative experiment: the moral education of the language as a single process through the teaching and learning of a foreign language should be considered under the guidance of the researcher; that the work of moral education of students through a foreign language should be carried out through a purposeful organization of education, classified in a reasonable combination of group and individual forms. Based on these rules, the main objectives of the formation practice are reflected in: a) the implementation of a comprehensive approach to the moral education of students through the implementation of differential types of creative work; b) identify and test effective methods of pedagogical guidance of senior students studying a foreign language as a specialty.[5].

The objectives of the formative experiment are: to test the effectiveness of collective, group and individual work on moral education using foreign languages; to study their influence on the development of mental and speech activity and moral education; developing skills that shape creative work skills; to develop the content and methods of effective management of moral education in the educational process.

The content and structure of moral education is based on the principle of unity of teaching and learning through a single planned management system of all teaching and educational work in the classroom, which opens the way to: 'minlash; creation of the most favorable conditions for moral education in the educational process with the help of foreign languages; creating conditions for the development of students' creative abilities.

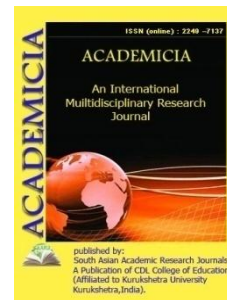
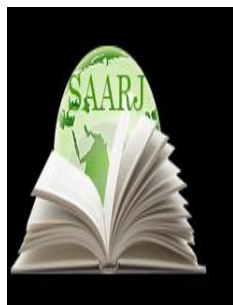
Given the goals and objectives of the experiment, as well as the pedagogical requirements for the methodology of teaching a foreign language in the context of a pedagogical university, we would like to mention three stages of the experiment. In the first stage of the experiment, thematic plans

were developed, which combined and rounded up the educational tasks. Then, on the basis of them, action plans were developed, which showed the students differentiated tasks on the basis of independence of thought and speech, level of knowledge of foreign languages and literature, development of independent work skills, moral education. The fulfillment of these tasks was carried out by the teacher together using science-based methods of educational work. Improvements in students moral knowledge were identified through surveys of foreign language teachers, students, as well as analysis of oral and written work. Test materials and questionnaires were compiled mainly on the basis of teaching materials, textbooks and literature for reading in English.

In conclusion, it can be said that according to the conducted experiments, teaching English in the pre-school education system should be carried out not only educationally but also ethically. In order to bring up the younger generation in a comprehensive and harmonious way, it should be done by teaching them the essence of the language, the culture and richness of the language being studied. As we criticize Western culture in the age of globalization, we need to be neutral about language teaching and convey every knowledge we impart in a grounded and pure way.

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“EDUCATIONAL PROCESS PARTICIPANTS” AND ITS LEXICAL-SEMANTIC ANALYSIS IN THE UZBEK AND ENGLISH LANGUAGES

Ganieva Dilafruz Khasanovna*

*English Teacher,
Fergana State University, UZBEKISTAN
Email id: dilyaganieva17@gmail.com

ABSTRACT

The article is focused on the problem of discrepancies LSG “educational process participants” in the Uzbek and English languages. It is dedicated to the lexical-semantic field of “education” and expressed with verbalizers that realize the field of “conceptual semantics of “educational process participants” compared in both languages. The distinctive features of constituents of analyzed LSG are illustrated with examples, supported with the opinions of scholars’ research work. The novelty of the article is the first comparative analysis of micro field “education” in the Uzbek and English languages

KEYWORDS: *Semantic Field, Lacunaes, Analogues, Reciprocal Equivalents, Correlate Pairs, Age Determinants, Archiseme*

INTRODUCTION

This study intends to elaborate upon differences in the micro field of “educational process participants” comparatively in the Uzbek and English languages.

The first aim of the research is: investigating participants of learning process separately: 1) the teacher and 2) the learner

The second aim of the research is to get point of view about correlate pairs and constituents in both languages

Main body: The participants of educational process are studied isolatedly, dividing them two subgroups: 1) the learner: *o’quvchilar – pupils, graders, talabalar – students* and 2) the teacher: *o’qituvchilar – teachers, professors.*

Semantic feature of “age determinants” age group of Uzbek primary and secondary education pupils doesn’t coincide with a similar semantic feature of British and American English. *Boshlang’ich sinf o’quvchilari* (elementary school pupils– (6) 7-10 (9) yosh (7-10years) – primary school pupil – 5-11 years – grader -5-11(12)years. This age scheme is stable for Uzbek educational system, while variable for American and British English.

Generalized semantic component of “*Boshlang’ich sinf o’quvchilari* “*elementary school pupil*” united with the differential semantic multipliers. *1-sinf o’quvchisi* – *first year pupil*, *2- sinf o’quvchisi* – *second year pupil*, *3- sinf o’quvchisi* – *third year pupil*, *4-sinf o’quvchisi*- *fourth year pupil*.

Architectonic subgroup of “pupils” in British English is more complicated than the structure of the sub-correlate group in the Uzbek language. In the Uzbek language this structure with one-step timing lexemes with one archilexeme. Whereas subgroup in British English with two-step timing constituents. There are two different constituents serve for semantic covering for British English terms of primary school pupil (*boshlang’ich maktab o’quvchisi*) : *infants* – *younger pupil of primary school from 5 up to 7 years old* and *juniors* – *older pupils of primary school , 8-11 years old*. The term *infants* semantically combines such lexemes :*1-sinf o’quvchisi* – *first year pupil* and *2- sinf o’quvchisi* – *second year pupil*; *junior* and its synonym *(school)boy* , *(school) girl* general term for these four constituents in the Uzbek language: *3-sinf o’quvchisi* – *third year pupil*, *4- sinf o’quvchisi* – *fourth year pupil*, *5-sinf o’quvchisi* – *fifth year pupil*, *6- sinf o’quvchisi* – *sixth year pupil*;

Analyzing the structure and semantic constituents set of subgroups “*o’quvchi* – pupils” of two languages gives conclusion about the overlap of semantic subgroups of Uzbek and the British subgroup and mismatching structure of two subgroups in the analysis.

The structure of the subgroup of “graders” in American English is similar to the structure of sub-correlate group in the Uzbek language. In the American English this structure is also with one-step timing lexemes with one archilexeme “grader”. In the Uzbek language it consists of four subgroup constituents, while in American English subgroup this includes six constituents: *first grader* - *1-sinf o’quvchisi*, *second grader* - *2-sinf o’quvchisi*, *third grader* - *3-sinf o’quvchisi*, *fourth grader* -*4-sinf o’quvchisi*, *fifth grader* -*5-sinf o’quvchisi*, *sixth grader* -*6-sinf o’quvchisi*.

The structural organization and number of constituents in the lexical semantic subgroup of “*o’qituvchi*” in the Uzbek language in comparison with the American and British English are more simple and include fewer number of terms , that are belong to this subgroup.

Boshlang’ich sinf o’qituvchisi is analogue archilexeme for *elementary school teacher* and *primary school teacher*. Further , structure analysis shows that differences in the microfield structure organization. Differences in American – Uzbek and British – Uzbek LSSG are having various semes *number of years studying of pupils is belong to the one teacher* . For Uzbek archilexeme its seme is *one teacher conducts the lessons for four years with one class pupils* in Uzbek. For American and British is *one teacher for one class year of primary education*.

American *elementary school teacher* covers six specific term in itself: *first grade teacher* (*1-sinf o’qituvchisi*) , *second grade teacher*(*2-sinf o’qituvchisi*) , *third grade teacher* (*3-sinf o’qituvchisi*), *fourth grade teacher*(*4-sinf o’qituvchisi*), *fifth grade teacher* (*5-sinf o’qituvchisi*) and *sixth grade teacher* (*6-sinf o’qituvchisi*). These are ethnospecific terms and there is lacunae

in regard to Uzbek LSSG. Another two constituents are belong to the subgroup of American English semantically filling and no analogs in the subgroup of the Uzbek language :*teaching assistant*(*o'qituvchi yordamchisi*)and *aide*(*o'qituvchi yordamchisi*).

Specific terms *year 1 teacher* (*1-sinf o'qituvchisi*), *year 2 teacher* (*2-sinf o'qituvchisi*), *year 3 teacher* (*3-sinf o'qituvchisi*) , *year 4 teacher* (*4-sinf o'qituvchisi*), *year 5 teacher* (*5-sinf o'qituvchisi*), *year 6 teacher* (*6-sinf o'qituvchisi*) semantically covers British *primary school teacher*. The terms *year 4 teacher*, *year 5 teacher*, *year 6 teacher* are alternative constituents ,if the school scheme is divided into *first school* and *middle school*.

We can see following analogues: such as *subject specialist* – *fan o'qituvchisi*, *home-room teacher* – *sinf rahbari*.

Semantic factor *yuqori sinf o'quvchilari* – *secondary school pupil* (BrE)– *junior high school student* (AmE) has also distinctive features.

In the LSSG of the Uzbek language with this semantic factor includes 5 terms: (to identify differences it is also important to determine the age of semantic features of each term that is indicated in parenthesis) *5-sinf o'quvchisi*(10-11 years old) (*pupil of the fifth form*); *6-sinf o'quvchisi*(11-12 years old)(*pupil of the sixth form*); *7-sinf o'quvchisi*(12-13 years old) (*pupil of the seventh form*); *8-sinf o'quvchisi*(13-14years old) (*pupil of the eights form*); *9-sinf o'quvchisi*(14-15 years old) (*pupil of the ninth form*);*10-sinf o'quvchisi* (15-16 years old); *11-sinf o'quvchisi* (16-17years old).

In the LSSG of British national variant English has also 5 correlative terms to the Uzbek language , but with age semantic shift it is characterized , the study for one year and numeration class for two years: *year 7 pupil* (age11-12) (*7-sinf o'quvchisi*) ; *year 8 pupil* (age 12-13) (*8-sinf o'quvchisi*); *year 9 pupil* (age 13-14) (*9-sinf o'quvchisi*); *year 10 pupil* (age 14-15)(*10-sinf o'quvchisi*); *year 11 pupil* (age 15-16) (*11-sinf o'quvchisi*). American NVE (national variant education) lexical semantic subgroup doesn't have an invariant number of constituents with such semantic feature. Two terms are with constant semantic factor: *junior high school student* :*7th grader* (*7-sinf o'quvchisi*) (age 11-12) and *8th grader* (*8-sinf o'quvchisi*) (age 12-13), these two terms are usual (depending on the type of state law schools) : *6th grader* (*6-sinf o'quvchisi*) (age 10-11) and *9th grader* (*9-sinf o'quvchisi*) (age 13-14) .

Therefore, analogues equivalents of tokens (Uzbek constituent – British NVE, Uzbek constituent – American NVE) analyzed above, can be considered only as generic tokens *o'rta maxsus ta'lim o'quvchisi* (*yoki yuqori sinf o'quvchisi*) – *secondary school pupil* (British NVE), *o'rta maxsus ta'lim o'quvchisi* (*yoki yuqori sinf o'quvchisi*) – *junior high school student* (American NVE). The remaining terms are correlative, though as translated equivalents can't be used. For semantic reproduction of constituents used calque and commentary translation if necessary (text in brackets after each token).

Constituents of in the LSSG “*o'quvchi*” of the Uzbek language also include the pupil of college and lyceums, as these educational institutions are part of general secondary education, learners are called “*o'quvchi*” not “*talaba*”. *1-kurs o'quvchisi* (age 15-16), *2-kurs o'quvchisi* (age 16-17), *3-kurs o'quvchisi* (age 17-18). These can correlate to *the pupil of the 10th form* (age 15-16) , *pupil of the 11th form*(age 16-17) or *high school students* that unite into the seme *umumiy o'rta maxsus ta'lim* . Their correlation in British is subgroup *Sixth former* (*6-sinf o'quvchisi* (age 16-

18)). This sixth grade covers two years and getting full secondary education in the UK and admission to higher education for preparing for university. Following constituents are used in American English to denote high school or college students for each year : *freshman* – yuqori 9-sinf o'quvchisi (kollejlarda 1-kurs talabasi)(age 13-14); *junior* – 10-sinf o'quvchisi (kollejlarda 2-kurs talabasi) (14-15); *sophomore* – 11 –sinf o'quvchisi (kollejlarda 3-kurs talabasi) (age 15-16); *senior* – 12-sinf o'quvchisi (kollejlarda 4-kurs talabasi) (age 16-17). It is clear that the asymmetry of the structure umumiy o'rta maxsus ta'lim maktabi -high school in three countries , the causes asymmetry equivalent constituents in the LSG which is analyzed , especially are : o'quvchi – pupil – student . As previous terms , only the generic tokens – each subgroup constituents can be used as mutually transferable matches: *yuqori sinf o'quvchisi* – *senior pupil (British)* – (*high school*) *senior student (American)*. The remaining terms are ethnospecific lexemes with ethnospecific character. For these tokens translated equivalents are with descriptive translation.

LSSG in both languages English and Uzbek have unique matches, which are used to indicate the student who are graduating (graduated) the school: *bitiruvchi* – *school-leaver (British and American)*, *high school senior (British and American)*, *senior (American)*, *graduate (American)* ; *sinf dosh* (*bir sinfda o'qigan o'quvchilar*) – *class-mate (British and American)*, *co-ed* (*American* , *sinf dosh qizlar*), *co-educated* – *sinf dosh qizlar (British and American)*, *class-fellow-parallel sinf dosh* (pupils who are studied at the same school year), *school-fellow* – *maktabdosh* (pupils who are studied at the same school); there are lexemes to define the pupil who misses classes without good reason : *progulchi* (colloquial in Uzbek) – *hookey-player (in American)* – *truant (British)*; the pupil who are bad at studying – *ikkichi or qoloq* (in Uzbek – *underachiever* (in British and American)).

The LSSG of “pupils” in British has a such layer of tokens marked with the seme *privileged private school student* , they all have gaps relative to correlate a subgroup of the Uzbek language: *boy* – o'quvchi (particularly in Eton college), *captain of the school* – Iton kolleji stipendiyasini olgan eng yaxshi o'quvchi, *lower boy* – 1) kichik sinf o'quvchisi; 2) Iton kollejining 5 yoki 4-bo'limlari o'quvchisi; *King's scholar* – qirolik stipendiyasi sohibi (Iton kollejida); *oppidan* – Iton kollejida stipendiya sohibi bo'lmagan o'quvchi (yoki shaxsiy turar-joyda yashovchi) ; *captain of the Oppidans* – Iton kollejining stipendiya sohibi bo'lmagan o'quvchilarning eng yaxshisi; *colleger* – Iton kollejining stipendiya sohibi (in the UK) (yoki kollej yotoqonasida yashovchi) .

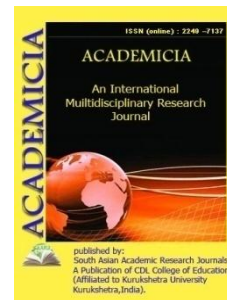
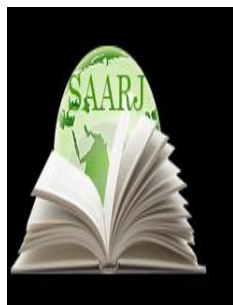
Each closed private school (public school) has their own jargon : Rugby –speak – jargon, Ragbi kolleji o'quvchisi. Often these kind of lexemes in the subgroup appears with the name of the institution :*Harrovian* - Harrov maktabi bitiruvchisi ; *Wykehamist* – Winchester kolleji o'quvchisi yoki bitiruvchisi, *Rugbian* – Ragbi kolleji o'quvchisi (yoki sobiq bitiruvchisi) ; *Etonian* – Iton kolleji o'quvchisi yoki bitiruvchisi . Some of the such lexemes prevails rethought words, such as *tug* – stipendiya sohibi (Iton kollejida) ; *wetbob* – Iton kollejining suv sporti bilan shug'ullanadigan o'quvchisi .

CONCLUSION: Contrastive analysis of lexical semantic field “Education” in the English and Uzbek languages in synchronic aspect gives number of lexemes that can correlate to each other in the analyzed lexical semantic groups and subgroups. The analysis shows that discrepancies of LSF “education” of the English and Uzbek languages arise from substantial conceptual diversity

of the systems of education in the English speaking countries, Uzbekistan and from differences in the stages of development of their national systems of education. Furthermore, participants of learning process analyzed separately, giving correlate pairs for all constituents in this researched subgroup.

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EXPERIENCES OF USING SOCIAL CAPITAL IN DEVELOPED COUNTRIES

Norqobilov Muzaffar Jumayevich*

*Senior Teacher,
TerSU department of Philosophy,
UZBEKISTAN

ABSTRACT

In the following article the indices of social capital is analysed based on the data regarding the foreign countries. The pace of the social capital is compared in the advanced countries of the world is measured in accordance with the humans and the social institutes. The NGOs are presented as the forerunner of the recent trends in the world. The different views related to the dimensions of social capital is applied.

KEYWORDS: *Concept, Education, Social Capital, NGO, Makhalla Neighborhood, Human Capital, Trust, Civil Society, State, Prosperity.*

INTRODUCTION

Social capital being one of the important concepts of, wherein it shows the level of interaction and trust between people. According to scientists, social capital is an important factor that relies on moral relations between people and social institutions and ensures stable functioning. Its basis is substantiated by the informal mutual friendship, cooperation.

Scientists from around the world agree with that the social capital is not provided by an individual or an individual for its existence and development. In its essence, it is formed by social groups, business structures, non-governmental organizations, nations, etc. Therefore it can not be someone's personal property. Social capital is the labor output of the bourgeoisie and can be used by all members of the society. The high level of development of social capital is inextricably linked with the endurance rate of the civil society. Civil society, which has a weak basis, is not able to solve problems. On the contrary, in every sphere of society, public authority and management prevail. This in its turn hinders the free development of the democratic principle and free market relations.

The development of social capital itself develops and strengthens the system of social relations, increases labor efficiency and ensures material prosperity through the production of goods and services. The level of development of social capital in Postindustrial States is a prerequisite for sustainable economic growth in all spheres. According to scientists, social capital consists of structural and cognitive aspects. These include: associations, communities, associations, clubs, NGOs and regulations, networks, etc., which are included in the structural–civil society institutions [1. -P.16].

Main part. Cognitive-the subjective feelings of people, confidence, friendly attitude, partnership, values, universally accepted moral norms. These forms have a relatively independent character. Because, although people are somehow united in a society, mutual trust can be sluggish. On the contrary, one can have mutual trust in one another, adhere to certain moral rules and norms, without uniting in any social organization. As an example, confidence among a group civil society builders and traders who display activism on the market in Uzbekistan is an example. They work on the basis of many years of cooperation, trust, without ever becoming a member of NGOs. Developed countries have lots of NGO's specialized in the settlement social problems. Scholars such as Anthony Giddens, Daniel P.Aldrich, Pierre Bourdieu, James Coleman, A.Shirinov have studied the different aspects of the human and social capital[9,10. -P.9-10]. They have extracted the different dimensions of the human capital which are needed by the society.

The results of the study show that when these two aspects of social capital were studied in the conditions of Uzbekistan, the following were revealed. Structural aspects of social capital the development of the city, district scale is explained by the aspiration of citizens to integration in the territory, the presence of NGOs, the development of information and communication technologies, the existence of a certain social environment and demand. The peculiarity of the structural aspects of social capital is that all actors, that is, NGOs, serve within a certain legal, material, financial framework. In addition high levels of social capital reduces rate of arson, theft, murder, prosecution, an increase in the number of orphans, an increase in family divorces have huge negative impact[3. -P.12].

Direct interference of state authorities in their work can be seen on the basis of the relations of groups (traders in the market, craftsmen, currency exchangers, miners, peasants and representatives of a certain spheres). They can enter into a relationship only through trust, without any legal documents, in an informal relationship. They enter into relationships (buying and selling, exchanging goods, renting, borrowing, etc.) through trust on the basis of moral norms that are not written in the law. The above aspects are characteristic only of Uzbekistan. Considering the same aspects on the example of other countries, the development of a business environment in Japan, Singapore, South Korea and Taiwan relies on moral norms and cultural values[6. -P.22]. The network includes family, state structures and territorial associations that rely on centuries-old moral norms and values of business structures. That's exactly what they can be a serious competitor to Western companies. As it turned out, informal relations of business entities, rules of procedure, since the level of reliability is much higher than in Western countries. It is known that the personal relations of the heads of business structures of the Eastern countries have a greater force and influence than the legal documents of business structures in the US and European countries[1. -P.9].

Famous American scientist F. Fukuyama emphasizes the importance of the role of social capital in the modern economies of Japan, China, South Korea, Germany, Italy and the United States. Among these, social capital is strongly developed in Japan, South Korea and Germany. F. Social capital by Fukuyama brings Japanese and German models as examples as the most advanced societies developed. In Japan, the activities of groups that unite *iemoto*—people on the basis of non-discrimination are widespread. There, a system of vertical relations is formed, that is, the teacher is a disciple, a large small one. Through this system, national traditions are transmitted from generation to generation through martial arts, *Kabuki* theater, *ikebana*, *tea ceremonies*. Through *Iemoto*, representatives of different strata of his society come together only through one interest. This relationship has an iearchic character, which can be compared to loyalty and loyalty in the relationship of parents and children in the family. In other literature, *iemoto* is described as the second family. For every Japanese citizen, the team he works for is “the second family” [5. -P.12]..

Obedience and faith in the head of the family are also reflected in the samurai code. Therefore, the profitability and efficiency of Japanese business is high. Fukuyama noted that the principles of mutual respect, trust, cooperation, loyalty and social partnership, which form the basis of Japanese business, are causing great positive changes. Lack of judicial and audit checks in a trust-based partnership prevents human, time and excessive spending costs, resources. As a result, this affects the cost of the product being produced. For example, a car made in Japan is five times cheaper than a car in America. 16 hours will be spent on the car produced at the Toyota factory, 31 hours at the US General Motors factory. There is also a tradition of Japanese *keyretsu*, which plays a huge role in vertical and horizontal relations. Vertical (for example, Toyota Motor Corporation) and horizontal internetworks will be transported to many companies that are mutually combined. Its most important aspect is that our business partners can exchange goods, buy and sell among themselves, while being goods at a low price in the market. Looking at *keyretsu's* organigramme, in the 1980s, the national tradition of *keyretsu* came into being and was recognized as a system of coordinating contemporaries between the consumer and the producer of goods. Social capital for most of the times is based on the high levels of education and medical services.

DISCUSSION

Now Western countries business representatives are puzzled about the need to create a similar system of social capital. Chinese, Hong Kong and Tayvan are distinguished by their Confucian traditions and family character. For example, in a traditional Chinese family, five generations live, the younger generation should feed and care for them. Family business secrets are believed only by family members. Strangers do not open their secret at all. It is an archaic form of trust in the family and has been going on for centuries. According to many scientists, it is important that social capital is not only in family relations, but also in the sharing of mutual trust between professionals. For this reason, the limitation of trust only within the framework of family relations negatively indicates the development of social capital. According to Fukuyama, Japan's GDP is higher on capital development, while China is lower on capital development.

Japanese business, unlike Chinese business, relies not on family ties, but on corporate relationships based on vertical solidarity, that is, on paternalistic relationships within the firm. The main value in the relationship between the leader and the subordinates in Japan, as already

mentioned above, is the principle of loyalty and loyalty derived from the samurai code of honor. On the basis of departmental paternalism, there is a communist morality as an important moral component of Japanese business, which makes it as useful and effective as possible.

Although Germany is a state with a limited number of fossil resources, its economic prosperity is explained by the fact that the division of Labor is properly organized and mutual trust between partners is at a high level. At the end of the XX century there was a corporate blockade. Thanks to this, ordinary German enterprises became international actors.

The German model of social capital is that the social market economy increases the level of mutual trust in society, while remaining separate institutions. The fact that the German business establishment specializes in export goods of ordinary small enterprises, cooperation with large financial institutions, banks, corporations has ensured sustainable economic growth. In Germany, as such a structures, gildias operate. Their origin dates back to the period of feudalism. Communities formed spontaneously unite on the basis of the ethics of communism and have a positive impact on the development of social capital. The movement of communism in the world is connected with the principle of finding a decision in the national traditions of Justice. In Germany Bidenhof and Fisher were considered a major representatives of communitarism [7. - P.13].

Every economic community tends to adhere to some kind of moral values, cultural traditions, religious instruction. Most rely on the moral norms of Protestantism, the basis of which is business in European countries, especially Germany and Great Britain. Even if we understand the basis of the culture of the US population, then Protestantism (*V.Chite. Anglo-Sax Protestant*). Another important aspect of the German economy is the Communist labor relations. The main essence of this system is that the chairmen of the working communities directly participate in the meetings of the Council of classrooms. They are given the right to corporate information and direct participation in meetings. In addition, agreements on social security, protection issues are signed between corporations and trade unions. Labor contracts coordinate labor relations between the employer and the employee (*What The Communitarians Stand For*. <http://nord.twu.net/acl/research/standfor.html>).

Results. The role of the state in this develops and regulates laws that maintain the balance of labor market relations. In this way, social capital affects the pace of economic growth. Social Capital low-level developed countries F.Fukuyama will enter such countries as China, Italy, Russia. The strength of family relations, the state of distrust of others, as in China, is a characteristic of the communities of the southern part of Italy. They do not add those who are not family members to their ranks. In China, it is forbidden for a family member to go beyond family (Seed, clan) relations and independently establish entrepreneurial relations with other people, establish cooperation. And this is equated with the fact that he committed infidelity to his family. Fukuyama cites the Italian population of Montegrano as an example of such a situation that they do not trust each other. They carry out such works as conducting a charitable event, a wedding ceremony, the construction of schools, hospitals without notifying each other. The reason is that a stranger wants them not to interfere in their affairs. In this area gets state governing bodies have taken initiative. In their own hands, there will be large financial resources and economic opportunities, and those who do not want to build a small factory, an enterprise, a school will be able to build their own F.Fukuyama describes it as immoral familism (paternal family). Because,

in them, mutual trust in each other and the absence of solidarity is indicative. In their opinion, with such work, the state itself should be knocked down. Role of immoral familism. Benfield gives such a definition. "This is such a strategy of social interaction, in which the individual (nuclear) assumes that the family maximizes their material interests and others will do the same". Due to the absolute superiority of personal interests in the radical form, other Indians can not combine their deeds and actions. The result is an increase in insecurity to people outside the family and the imposition of irresponsibility before society.

All these are moral norms that are universally accepted in individuals, because of the absence of values, only one side becomes a person who pursues personal interest. The low level of the Social Capital course, the lack of activity and trust of citizens negatively affects the well-being of society and pulls back. The American researcher Patnemush sees the causes of these negative situations in the following things: first, the length of working hours is not possible for people to meet with each other because of lack of time and money. Secondly, it makes it difficult for people to live far from family and relatives, to connect with them, to see. Thirdly, television and the media do not leave time for people to take their free time and mingle with the activity of citizens. From the quatrain, it is connected with the increasing number of egoistic aspects of the representatives of the next generation. Thus, many researchers note that social capital family relations developed at a low level in strongly developed countries France, Taiwan, China, Russia, Central African countries. The main reason for this is such negative cases as not opening the family secret of production to anyone, keeping it secret, not including others in the family

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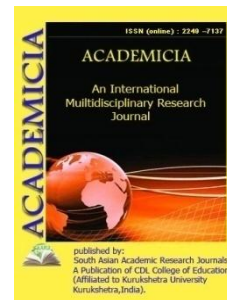
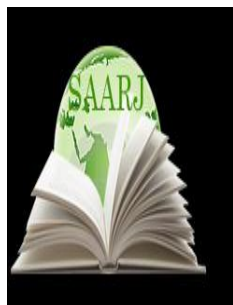
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ORIENTAL ELEMENTS IN RUSSIAN CLASSICAL LITERATURE

Topvoldiyev Kazbek Ahmadaliyevich*

*Doctoral Student,
Ferghana State University Fergana,
UZBEKISTAN
Email id: kazbek_nauka@mail.ru

ABSTRACT

The interest to the East is due to many factors, primarily geographical proximity and geopolitical relations with certain people in the Eurasian space, international relations have formed Russia's interest in the culture of Eastern people, borrowing and perception of its individual manifestations. Orientalism has become an integral part of the ideological and aesthetic searches of such poets as V. K. Kuchelbecker, F. N. Glinka, A. A. Bestuzhev-Marlinsky, V. A. Zhukovsky, V. F. Odoevsky, M. Yu. Lermontov and, of course, A. S. Pushkin.

KEYWORDS: *Orientalism, History Of Russian Literature, Classicism, Realities, Lyrical Poetry, Romantic Poem, Romanticism, Specificity, Historical And Lexicological Research, Eastern World.*

INTRODUCTION

Russian literature has been characterized by Eastern borrowings and realities throughout the development of Russian literature, and Eastern themes and motifs have been traced since ancient times. Generally speaking of Orientalism in Russian culture and literature it should be noted that the East was accompanied by her constantly. Eastern life and Eastern themes are conditional features of Orientalism. Orientalism can already be seen in the monuments of ancient Russian literature "Walking across three seas" (Xojdenie za tri moray) written by Afanasy Nikitin and "the Word about Igor's regiment" (Slovo o polku Igoreve). In Russian literature Orientalism-as an artistic system was formed by the 20s of the 19th century, and most clearly began to manifest itself in the lyrics and romantic poem of Russian classical literature.

The presence of Eastern images, colorful and fairy-tale paintings that embody Eastern life, morals, and its nature are characteristic signs of the Eastern style, and in turn they determine the characteristics of romantic Orientalism.

According to historical data, in 1818, the Asian Museum of the Academy of Sciences was opened in St. Petersburg, where Arabic, Persian and Turkish manuscripts are stored, which became the main reliable base for the development of Russian Orientalism. The texts of works stored in the Museum provided interesting data on various types of words of Eastern origin, mastered by the Russian literary language – etymological orientalisms and common orientalisms-exoticism, as well as regional and occasional elements that were not mastered by the literary language. And the types that are not mastered by the Russian literary language are mainly noted in texts related to the East. A wide range of works containing lexical elements of the East can be seen in the works of A. S. Pushkin, in his language of works found more than four hundred orientalisms and words derived from them.

Briefly speaking about Orientalism, we can say that it is the ethno-cultural contacts of the East and the West, the interaction of two great cultures. The East has long been associated with something secret, fabulous and vast. Orientalism is a unique phenomenon in Russia, both historically, geographically, and ethnographically, which combines different cultural traditions – from linguistics to architecture. From time immemorial, Russia has always United different peoples, among them there were peoples associated with Islamic culture.

Russian civilization, including literature and language, combines the West and the East, the religions of Christianity and Islam - the Bible and the Koran, they are reflected in the history of Russian literature and culture in the works of great Russian writers and poets.

Stopping at the Koran, we can say that the Koran is the greatest monument of Islamic spiritual culture and history, which is the Holy book of Muslims and a symbol of Eastern civilization. The main part of the Holy book is dedicated to the deeds of real people, the historical memory of the peoples of the East and North Africa. Reflected in the Koran in a "poetic way", a great source of spiritual experience, inspired poets and writers of different Nations. The great Russian poet Alexander Pushkin also got into the spirit and meaning of the Koran, and his poetry is connected with the entire Universe. Pushkin got acquainted with the Koran from the lectures of the history Professor of the Lyceum I. K. Kaidanov. At his lectures, lyceum students received their first insight into ancient religions, including Islam, Persian and Arabic literature. According to G. A. Gukovsky, "... the Bible and the Koran are interesting not as cult books, but as monuments of culture, life, concepts and poetry of the East, and A. S. Pushkin perceives them as a manifestation of a unified Eastern culture"(...Bibliya i Koran interesni vovse ne kak kultovye knigi, a kak pamyatniki kulturi, bita, ponyatiy i poezii Vostoka, prichyom A.S.Pushkin vosprinimaet ih kak proyavlenie edinoi vostochnoy kulturi) [Gukovsky G. A. Pushkin and Russian romantics. –M., 1965, p-288].

Democracy, tolerance and in particular the absence of religious inequality in the Lyceum, excluded the possibility of inter-religious conflicts and disagreements between Lyceum students with different faiths. "...In the Lyceum, "says P. V. Annenkov," there were French sensualists, German mystics, Deists, atheists, and others on school benches. "(...V litsee, - utverjdaet P.V. Annenkov, - sushestvovali na shkolnix skameyках frantsuzskie sensualisti, nemetskie mistiki, deisti, ateisti i prochie) [P. V. Annenkov, -M.,1874, p -48]. Pushkin was friends and closely associated with one of the main Orientalists N. Y.Bichurin, in his library there are many books on Eastern philosophy and literature. The East attracted the young Russian master of words throughout his fruitful work, for example, the Eastern orientalisms "Bakhchisarai fountain",

"Ruslan and Lyudmila", "Southern poems" («Baxchisarayskiy fontan», «Ruslan i Lyudmila», «Yujnie poemi»), here the Paradise gardens of Chernomor, here in the Islamic Paradise-harem, Lyudmila is personified as a Guria, and Ratmir as an Eastern Khan and others. A. S. Pushkin's appeal to the Eastern theme is explained by the increased attention of European culture to the "mysterious" and "fabulous" East at the end of the XVIII - early XIX century. In the late XIX-early XX centuries. the need for everything Eastern turned into a search for spiritual roots in the East, and the Russian understanding was characterized by a desire to comprehensively become related to the East, to understand and accept it. International economic and political relations of that time in Russia formed an interest in the culture of Eastern peoples, including borrowing in the form of Orientalism and perception of the language and literature of the East itself.

In any literary language, a variety of styles can be distinguished, including orientalisms, that is, stable/unstable, or expediently-organized systems of verbal expression, the composition and relationship to historical changes. For example, the concept of language style V. V. Vinogradov bases on a set of established external lexical, phraseological and grammatical features, and on the peculiar internal expressive and semantic principles of their selection, combining Russian words and orientalisms, motivating the use of these same orientalisms. Language styles are related, and this relationship is subject to certain rules that restrict and systematize the forms of different-type mixes. For example, the same word in different stylistic settings can acquire various shades, performing all sorts of shades of expressive and semantic function. You can compare the use of the phrase "thunder from heaven"(grom nebesniy gryanet) referring to Church Slavonic in the interpretation of Pushkin: "the thunder of heaven will burst"(nebesniy grom gryanet) (in a humorous style in a poem about the place of exile of the poet – Kishinev

Ever on a sinful roof (Kogda-nibud na greshniy krov)

Your dirty houses (Tvoix zapachkannix domov)

Heaven's thunder, of course, will come. (Nebesniy grom, konechno, gryanet). and in the Eastern biblical style of "imitations of the Koran" in the third poem:

But twice the angel will sound; (No dvajdi angel vostrubit;)

On earth, the thunder of heaven will burst: (Na zemlyu grom nebesniy gryanet:)

And brother from brother will run (I brat ot brata pobejit)

And the son will recoil from the mother. (I sin ot materi otpryanet.)

It is the "image of the author" that first of all testifies to the peculiarities of the author's idiostyle. The idiosyncrasy of Pushkin's works is determined by his basic principles applied to the Russian literary language - the principles of nationality and historicism, as well as the aesthetic relationship to the taste of the epoch, the sense of "proportionality and conformity".

The problem of the idiostyle of the greatest poet A. S. Pushkin is very far from a final solution. The "diversity" of Pushkin's language is due to the quality of the poet, such as his "worldwide responsiveness" makes it possible to distinguish not even one Pushkin's idiosyncrasy, but a variety of idiosyncratic sub-idiosyncrasies depending on the period of creativity, its genre, and theme. One thing is certain, Pushkin's idiostyle is characterized by a General harmony and therefore the main aesthetic criterion of true taste – "a sense of proportionality and

conformity"(chuvstvu sorazmernosti i soobraznosti) [Annenkov P. V. Materials for the biography of Alexander Pushkin. www.books.ru/author/annenko-191477/].

In 1824, in Mikhailovsky village, Alexander Pushkin created a cycle of poems that became one of the most unique and perfect of his creations – "Imitation of the Koran". It was a free translation, not a translation. In this cycle, the presence of images of the Koran - the great book of Islam-is clearly felt. The influence of the Qur'an are present in each stanza of Pushkin's "Imitation of the Koran." "Imitations of the Koran", was first printed as a cycle in St. Petersburg in 1826, and concluded the poet's book "Poems of Alexander Pushkin", and marked 1824. The cycle of "Imitation" consists of 9 poems and 5 notes to it. According to Fomichevich, when creating the cycle, Pushkin used the translation of the Koran into Russian made by Mikhail Verevkin, as well as the French translation by M. Savary, which the poet acquired in connection with the writing of "Imitation" a month after he started creating the cycle." [<https://www.disscat.com/content/nravstvenno-filosofskii-smysl-podrazhanii-koranu-pushkina-poetika-tsikla>].

Arabic poetry, Persian literature and the Koran are peculiar to Pushkin's work, but at the same time he strongly objected to the standardization of relations in Eastern poetry, imitation of it, and perception of it as a kind of exotic. Pushkin shows the East and its history not conventionally stylized and similar, but in full originality of the Eastern, national culture. The variety of lexical means in "Imitating the Koran", give it a different verbal tone and a special Islamic flavor.

In the cycle Of "imitations of the Koran" Church slavonisms and archaisms are frequent, which relate to elements of a book character and perform their traditional stylistic function – the solemnity of the narrative. Pushkin skillfully combines with the main stylistic function, historical stylization and transfer of Eastern color, which is natural and dictated by the nature of the monument of ancient history of all Eastern peoples, whose life is directly connected with the Islamic faith and the Koran.

Among the traditional means of Church Slavonic origin in the Pushkin text there are forms with incomplete combinations, for example, bregite (2); pre (3); Chapter (9), etc.(bregites (2); pred (3); glavoy (9))

Word-forming slavisms are also very frequent, since they are produced with old Slavonic suffixes: soothe, persecute (1); approach, perplexity (3); ridicule, vocation (4); stazhanye, alms (8). Suffixes - enij(e), - an'j(e), - NIJ(e). We emphasize that these forms create a special rhythm of poems. Located at the end of the line word formative slavisms can rhyme:

No, I didn't leave you. (Net, ne pokinul ya tebya.)

Who is in the shade of comfort (Kogo je v sen uspokoenya)

I entered the Chapter loving it, (Ya vvyol, glavu ego lyubya,)

And hid from the watchful persecution? (I skril ot zorkogo gonenya?)(1)
[<https://rustih.ru/aleksandr-pushkin-podrazhaniya-koranu/>]

It is interesting to note that Pushkin uses a sacred vocabulary related to both the Muslim and Christian religion: preach (1); heaven, God, will resurrect by Blessing (3); earth (5), etc. It is also necessary to note the close proximity and connection of two common world religions. The Qur'an mentions the "flood", "Jesus", and the one Creator God who created Adam and eve. There

are a lot of similar and similar stories about the existence of hell and heaven. Both religions preach good, condemn evil, call for a peaceful sky, take care of the earth and the world around us.

In the vocabulary of the Pushkin cycle, an exotic layer is also very noticeable: Oliva (Oliva. Borrowed in the eighteenth century from French or German. French olive, German Olive < Latin olive, which is a re-form of the Greek elaia, parallel elaion – "oil"), date (edible fruit of the date palm) (3); desert (a large uninhabited area of land with scant vegetation or no vegetation at all. The spread of the religion of Islam can also be associated with the desert), palm (old Russian, borrowed from Latin, where palma – "palm, date" palm – "palm, hand". The tree is named after the leaves that resemble fingers, palm) (9). [Short etymological dictionary of the Russian language N. M. Shansky-M. 1971]

Of the syntactic features of "imitating the Koran", one should especially note the method of one-man rule:

"What from the sky keeps his days («Chto s neba dni ego xranit)
 And in the joys and in the bitter share? (I v radostyax i v gorkiy dole?)
 For giving him fruit, (Za tol, chto dal emu plodi,)
 And bread, and dates, and olives,(I xleb, i finik, i olivu,)
 By blessing his labors, (Blagosloviv ego trudi,)
 And vertograd, and the hill, and the field? (I vertograd, i xolm, i nivu?)
 But twice the angel will sound; (No dvajdi angel vostrubit;)
 On earth, the thunder of heaven will burst: (Na zemlyu grom nebesniy gryanet:)
 And brother from brother will run, (I brat ot brata pobejit,)
 And the son will recoil from the mother. (I sin ot materi otpryanet.)
 And all in front of God flows, (I vse pred Boga pritekut,)
 Disfigured by fear;(Obezobrajennie straxom;)
 And the wicked will fall (I nechestivie padut)

Covered with fire and dust " (Pokriti plamenem i praxom) (3)
 [https://ilibrary.ru/text/535/p.1/index.html]

Similar syntax is presented both in "Imitations" and in the poem "the Prophet", here out of only 30 lines - 15 begin with the conjunction "And". In the Qur'an, the conjunction "WA", i.e. "I", used at the beginning of a sentence or Syntagma, is the most special feature of Quranic syntax, and in General also of Arabic and Persian prose. Here is an example from the Koran, syntactically similar to Pushkin's "Imitation", from Sura 50 "KAF":

(18) and the intoxication of death will come in truth: this is what you have been avoiding! (I pridyt opyanenie smerti po istine: vot ot chego ti uklonyalsya!)

(19) and they cried out with the trumpet: this is the promised day. (I vozglasili v trubu: eto – den obeshanny!)

(20) and every soul came, and with it a driver and a witness. (I prishla vsyakaya dusha, a s neyu pogonshik i svidetel.) [translated by I. Y. Krachkovsky <http://mykoran.ru/krachkovsky/50/>]

The stylization of Oriental motifs in the cycle of "Imitation" is not only an imitation technique, but also a real approximation to the features of the Arabic-Persian poetic syntax.

The poet used a kind of creative retreat. So note 5 says: "Bad physics, but what bold poetry!" (Ploxaya fizika, no zato kakaya smelaya poeziya!). In note 1, the author describes his departure from the "end-to-end" "first-person form": "in the original, Allah speaks everywhere in his own name." In "Imitations..." the speech in the first person is given to Allah in fragments I, II, VII, and to the prophet Mahomet in V and VI. Fragment IV is constructed as an indirect dialogue, fragment IX is a parable about the power of the most high Allah.

And so the stylization of Quranic motifs in the cycle of "Imitation" under the biblical style is not only an imitation technique, but also a real approximation to some features of the Arabic poetic syntax. The richness of the cycle of Islamic and Eastern themes so penetrates deep into the soul that F. M. Dostoevsky emphasized: "Is there not a Moslem here, is it not the very spirit of the Koran and its sword, the simple Majesty of the faith and its terrible, bloody power?" (Razve tut ne musulmanin, razve eto ne sami dux Korana i mek ego, prostodushnaya velichavost veri i groznaya, krovavaya sila eyo?) [<https://articlekz.com/article/23617>].

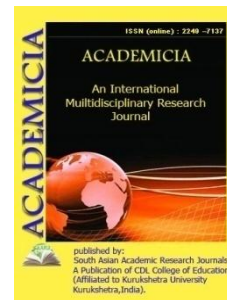
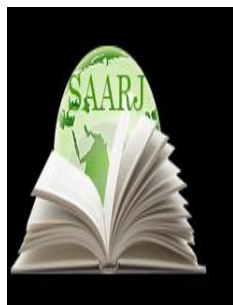
F. I. Dzhaubayeva, describing the religious vocabulary of the Caucasus, rightly pointed out: "The peculiarity of exotisms in the thematic block "religion" is that they generally do not have Russian synonyms, so it is necessary to refer to them when describing the life of other peoples. Against the background of other foreign language vocabulary, exoticism stands out as words that are not fully mastered by the Russian language. Russian words that have acquired the grammatical properties of the Russian language are written in Russian letters" («Osobennostyu ekzotizmov tematicheskogo bloka «religiya» yavlyayetsya to, chto oni v osnovnom ne imeyut russkix sinonimov, poetomu obrashenie k nim pri opisani i jizni inix narodov neobxodimo. Na fone prochey inoyazichnoy leksiki ekzotizmi videlyayutsya kak slova, ne polnostyu osvoennye russkim yazikom. Eto slova, kotorye priobreli grammaticheskie svoystva russkogo yazika, pishutsya russkimi bukvami») [Dzhaubayeva https://texts.news/filologiya_1686/religioznaya-leksika-82115.html].

Interest in the East is a long-standing tradition of Russian literature. Returning to A. S. Pushkin, we can note that in the works of Pushkin in the 1823-1830's, an appeal to mysticism, to divinity, begins to be traced. The poet seeks a way to penetrate the divine predestination of the world. Pushkin also continues the stylization of Eastern motifs with the theme of the Muslim East in "the Caucasian captive" and "the fountain of Bakhchisaray". In "Imitations..." it is important to move from looking at the East from the outside, that is, through the eyes of a European, to looking from the inside – through the eyes of a true Muslim.

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THE IMPACT OF SYBLINGS IN THE FAMILY ON THE PSYCHOLOGICAL CHARACTERISTICS OF THE CHILD

Tursunova Dilnavoz Tolkin qizi*

*Teacher of the Department of Psychology,
Ferghana State University, Ferghana,
UZBEKISTAN

Email id: tdilnavoz94@gmail.com

ABSTRACT

This article discusses the direct impact of sibling relationships in the family on the psychological characteristics of the child. They are not afraid to make mistakes in society, they are successful, but they do not always succeed because they are not involved with people. That is why Uzbeks say, "The only child is not a child," and they do not appreciate the fact that the parents are passionate, give him all the opportunities and love him. Unfortunately, it has been observed that they are less successful in marriage, and those who have small children in the family consider divorce because they do not produce a good faithful, resilient husband or wife.

KEYWORDS: Family, Child, Monogam, Society, Ideals, Siblings, Adler

INTRODUCTION

The family is a small homeland, a sacred fortress, a great school for the future owners. It is a sacred place where the eternity of life is a symbol of the continuity of generations and preserves our traditions. The human child sees his family in the light of the world. He grows up drinking water from the springs of love of his grandparents, parents, neighbors and aunts. He recognizes his relatives by looking at the customs, kinship, and customs. Following in the footsteps of adults, they enter the wings and learn science and craft. Family, patriotism, love, and consequence are the golden cradle of labor education. *Scholars point out that since the institution of the family itself is by nature a more conservative, that is, unchanging, stable system, the changes that take place in society within the family only take place after the 1930s begins to reflect.*

In our country, 97% of the total population lives in families, the remaining three percent - the elderly, orphans and foster children, and those temporarily residing in Uzbekistan from other countries are also family members., relatives, compatriots, humanitarian people in various governmental and non-governmental organizations. In this sense, the family is a sacred place where a person shares his happiness and bliss, dreams, goals, perceives himself as a human being and enjoys life.

The family is the oldest of the social institutions. From the first year of life, the main task of the family is to form the child's personality, that is, to take care of his upbringing. The family is part of society, and a new person is born into it. This small social group is the first school of life for a child. Parents are the child's first caregivers. Well-known psychologist Adler was the first in the family to put forward the idea that the formation and development of a child's personality depends on the presence of brothers and sisters in his family.

In the psychological literature, the status of sibling actually (English sibling, sibs - brothers and sisters in the same family) - a concept that represents the official difference between the birth, sex and birth of a particular person in a particular family. The question of the child's sibling status and its relationship to personal indicators has not yet been clarified, meaning that there is insufficient scientific evidence. Nevertheless, many researchers have studied how an individual's sibling status affects his or her personality, matrimonial and parental status, relationships with friends, and the nature of the interactions he or she establishes with management and colleagues at work. *Empirical data suggest that there are four types of such relationships.*

➤ *The eldest child.* The eldest child in the family, is usually the expectation of the parents, and parents expect a lot from him, and he usually justifies these expectations. Her aspirations for success, her academic and career achievements, and her chances of achieving it are also usually high. His success depends not only on the expectations of the parents, but also on the fact that the child, who was pampered for a while, then "falls from the throne", suddenly changes position and the system of expectations becomes different accordingly. *In Adler's words, this could be called "detronization." Because after the appearance of a brother or sister, the child's attention is suddenly focused on the other child, and the child feels with a kind of grief that the attitude towards him has changed.* But she begins to work to regain the attention and affection of her parents. If the first child has a strong deprivation that occurs after seeing a sibling, but does not have enough internal capacity to show itself, sometimes the firstborn the child becomes more vulnerable), in which the child's behavior begins to change dramatically, for example, he hates his brother and tries to hurt him, offends his parents with his whims, does not eat, is independent becomes stubborn, not sleeping, not even going to the toilet, not doing what is said.

For example, half of American presidents, more than 20 astronauts, were the first children in a family. Typically, boys growing up in a family have a male community (e.g., military, international, political organizations), older siblings have a female community (school, hospital), and so on. both become leaders who successfully manage teams logically. And when it comes to marriage, the average child tends to live happily ever after. It should be noted that in some cases, the eldest children sometimes fall into the category of problematic, difficult to raise in society. This can be due to either the excessive weight of the parents' expectations of the older child or „ the detronization ”

➤ *The second child* usually grows up to be dependent on adults, in need of help from others, intolerant of injustice, injustice and harshness, and whimsical in the attitudes of others. He looks more cunning in his shadow when he looks at his brother or sister, because he is accustomed to having older people with him from birth. On average, children can grow up to be good artists, athletes, diplomats, and people who are good at working with people.

➤ *A small child* tends to feel small for the rest of his or her life, and no one can hurt him or her. A child who is always in the throes of care will continue to feel protected and secure everywhere in the future, and will demand the same of others. They are often in a good mood and can get along well with others. Usually, a young child has a strong motivation to succeed, and is more resilient in a competitive environment. Unfortunately, it has been observed that they are less successful in marriage, and those who have small children in the family consider divorce because they do not produce a good faithful, resilient husband or wife. Therefore, he is not in a hurry to get married because he does not like to take responsibility.

➤ *The sibling status of an only child* is close to that of a firstborn. A child who grows up knowing the hopes and aspirations of his parents can achieve great things in many areas, especially in the intellectual field, but usually becomes very self-loving and selfish. They are not afraid to make mistakes in society, they are successful, but they do not always succeed because they are not involved with people. That is why Uzbeks say, "The only child is not a child," and they do not appreciate the fact that the parents are passionate, give him all the opportunities and love him. This is reflected in the way he treats other people in the future, as much as the eldest child is kind to an elderly parent, the only child is the opposite, and even after the death of his father and mother, he is saddened by them. "Why did they leave me?" Therefore, having at least two children for a good family and establishing a good relationship between them is beneficial for both the individual and the family and society. Experiments were conducted in four phases according to variable quantities. In the experiment, the method of increasing the variables was used.

Phase 1 was organized according to variables. Sibling is conducted within a range of variables according to the psychological characteristics of the status. At this stage, 2 experimental and 2 control classes are selected for comparison. *A total of 105 students participated in the experiment and control classes.*

An introductory discussion was organized on understanding the differences between the topics studied experimentally and now, creating a lesson situation relevant to the topic, and the theoretical and practical significance of the topic being studied. The control work is based on the scientific hypothesis that it leads students to fully master the psychological features of sibling status.

Phase 2 of the experimental work, in contrast to Phase 1, is carried out in the framework of variables. In Phase 2 of the experimental work, in addition to the above variables, the following quantities are given:

- 1) Drawings, sketches, tables;
- 2) Assignments;
- 3) Method of repetition;
- 4) Warning students of mastery level;

- 5) Debate;
- 6) find the answer to the question;
- 7) Selection of additional tasks;
- 8) Repetition.

In addition to all the variables used in Phase 2 of Experimental Phase 2, two properties of the variables were taken into account Phase 3

During the final phase of the experiment, interviews, questions and questionnaires were conducted among the students (105 people), who completed the test assignments. As a result of the study, the following indicators were obtained (Table 2.3.1):

2.3.1-table

On the psychological characteristics of the sibling status of students level of knowledge

| Groups: | Number of students | Level of knowledge, skills and abilities | | |
|---------------------------|--------------------|--|--------|------|
| | | Excellent | Normal | Poor |
| <i>Experimental group</i> | 52 | 15 | 17 | 20 |
| <i>Control group</i> | 53 | 18 | 15 | 20 |

In order to determine the effectiveness of the experimental work, a comparative comparison of the results of the initial and final experiments resulted in the following tables (Table 2.3.2):

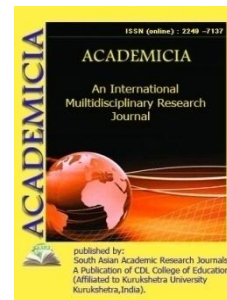
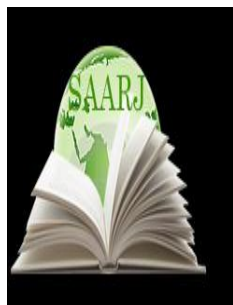
Dynamic growth of students' knowledge of the psychological features of sibling status

| Groups Stages | Level of knowledge, skills and abilities | | | | | |
|----------------------|--|---------------|-------------|---|---------------|-------------|
| | <i>Experimental groups₂ = 52 people</i> | | | <i>Control groups₁ = 53 people</i> | | |
| | <i>Good</i> | <i>Normal</i> | <i>Poor</i> | <i>Good</i> | <i>Normal</i> | <i>Poor</i> |
| Initial experience | 15 | 17 | 20 | 18 | 15 | 20 |
| Final experience | 40 | 8 | 4 | 26 | 16 | 11 |

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THE IMPACT OF COVID-19 LOCKDOWN AMONG THE SCHOOL-GOING CHILDREN OF MALAPPURAM DISTRICT ASSESSED THROUGH A PHONE-IN PROGRAM BY A LEADING DAILY OF KERALA

Dinesh K S*; Jayakrishnan K; Archana Madhavi***; Nazeema P K****; Dr Sujitha V K*******

*Professor and Head,
Department of Kaumarabhritya,
Vaidyaratnam P S Varier Ayurveda College,
Kottakkal. Edarikode (P.O), Malappuram district, Kerala, INDIA
Email id: drayurksd@gmail.com,

**Project Manager,
AYUSH Public Health Initiative,
Department of Kaumarabhritya,
Vaidyaratnam P S Varier Ayurveda College,
Kottakkal, Edarikode (P.O), Malappuram district, Kerala, INDIA
Email id: drjayakrishnan.k@gmail.com,

***Assistant professor,
Department of Kayachikitsa,
Vaidyaratnam P S Varier Ayurveda College,
Kottakkal Edarikode (P.O), Malappuram district, Kerala, INDIA
Email id: archanakeeran@gmail.com,

****Professor,
Department of Kaumarabhritya,
Vaidyaratnam P S Varier Ayurveda College,
Kottakkal. Edarikode (P.O), Malappuram district, Kerala, India
Email id: drnazimamday@gmail.com,

*****Resident Medical Officer,
Department of Kaumarabhritya,
Vaidyaratnam P S Varier Ayurveda College,
Kottakkal, Edarikode (P.O), Malappuram district, Kerala, INDIA
Email id: vksujithavk@gmail.com,

ABSTRACT

Introduction: The COVID-19 pandemic has affected every facet of human life worldwide. The Kerala state of India also took drastic measures to prevent the spread of COVID-19 announcing a state-wide lockdown leading to stasis in human mobility and economy. With the infection still active in the community new measures were taken to reopen the educational institutions through online media. But prolonged periods of the new educational system and home confinement affected the students both physically and psychologically. **Objective:** To discuss the various psychological problems faced by school-going children during the COVID-19 lockdown period.

Settings and Design: The study was conducted as a one-hour phone-in program at the district headquarters of Malayala Manorama, Malappuram, Kerala. It was observational in nature recording the subjective data from students or parents who voluntarily called the helpline in the given interval of time

Methods and Materials: The expert team consisting of an Ayurveda child specialist, an Ayurveda public health expert and a media expert who systematically managed phone calls from students/parents and sufficient advice was given. Data was collected and documented using the COREQ checklist. **Statistical analysis used:** Means and proportions.

Results: Out of the total participants (n=19), Female students of high school category (classes eight to ten) were mostly affected. The major complaints reported were anxious mood (47%), restlessness (16%), academic dysfunction (11%), eye strain (5%), depressed mood (5%) and sleeplessness (5%). **Conclusions:** The observations can be considered as the salient markers while studying the psychological impact of COVID-19 lockdown among school-going children.

KEYWORDS: Children, COVID-19, Lockdown, Malappuram, Psychological issues.

INTRODUCTION AND RATIONALE

COVID-19 has affected every facet of human life world-wide.^[1] Kerala state of India also took drastic measures to prevent the spread imposing a state wide lockdown leading to a stasis in human mobility and economy.^[2] The long periods of unexpected lockdown had sorely affected the population especially the school-going children. With the infection still active in the community, measures were taken to reopen the schools through online media. Though the aims were met, prolonged periods of the new educational system have led to an increased screen time and lowered mobility resulting in anxiety, irregular sleep patterns and weight gain.^[3] The current paper discuss the psychological effects of lockdown in school-going children.

OBJECTIVE

To discuss the various psychological problems faced by the school-going children during the COVID-19 lockdown period.

METHODOLOGY

Setting and design:

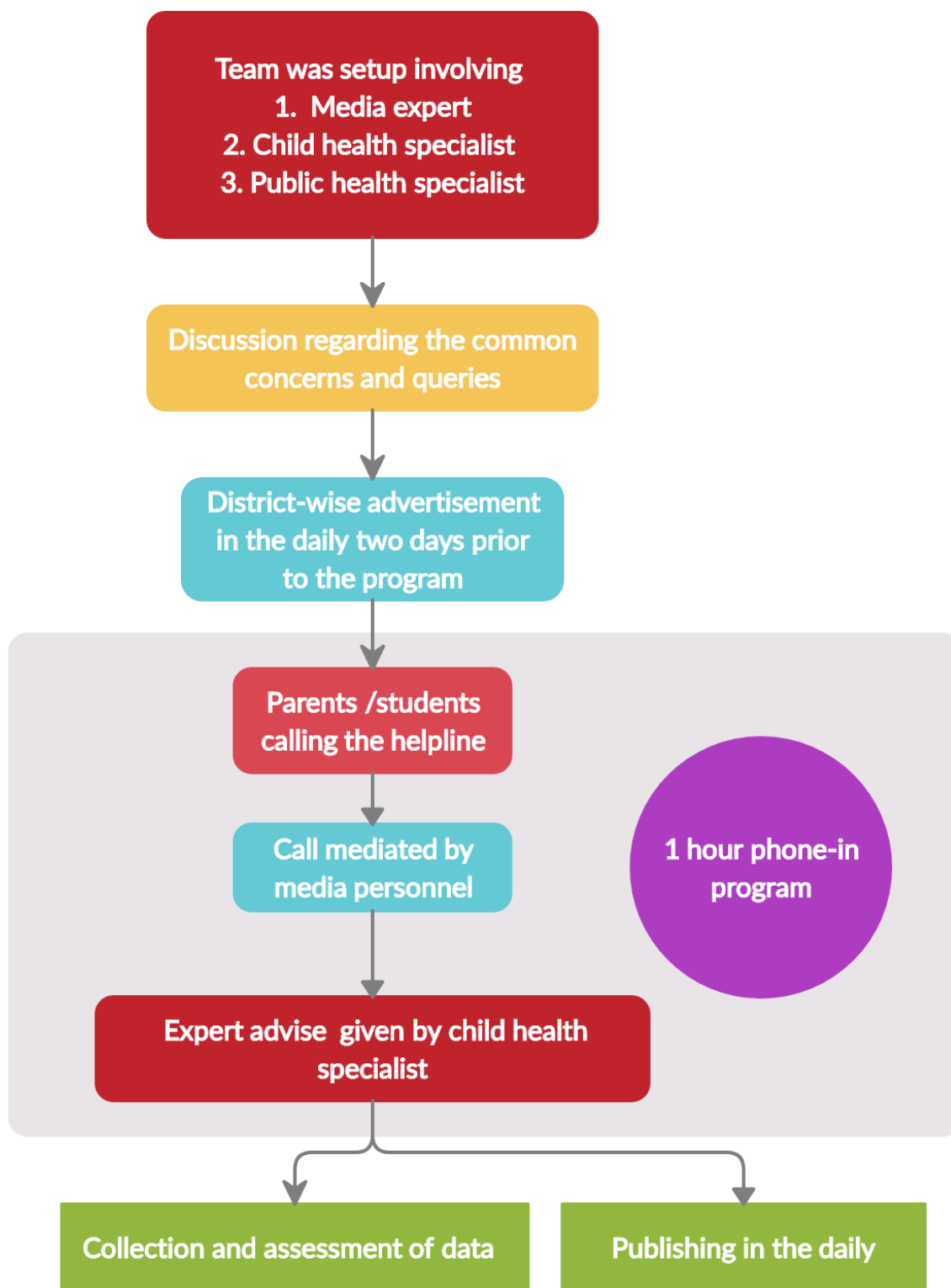
Malayala Manorama is the leading daily in Malayalam with a net circulation of 17.8 Million copies.^[4] The foundation has conducted several educational programs dealing with the problems of students through the years. “*Nallapadam*” is one such program which was currently transformed during the COVID-19 lockdown period into a campaign for reporting and intervening in various issues faced by them at this stage. In this regard, a Phone-in program was conducted at its district headquarters of Malappuram for direct interaction of students/parents with invited experts.

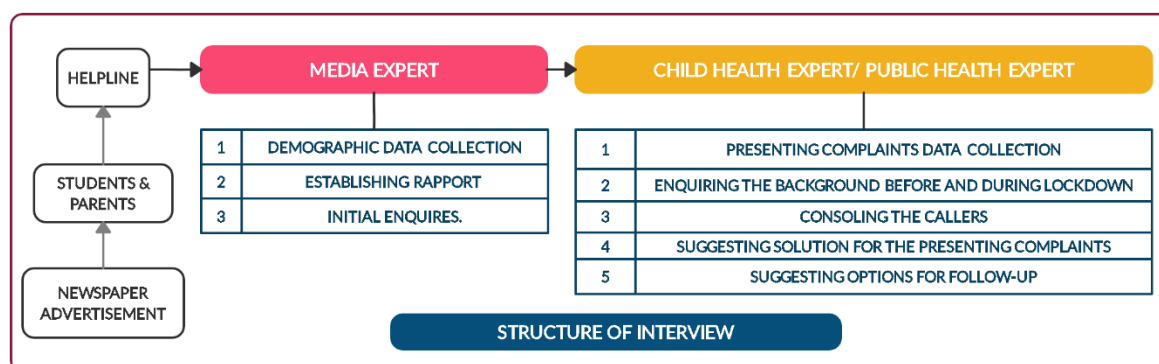
The document is prepared based on the COREQ checklist (COnsolidated criteria for REporting Qualitative research)^[5]

The research team consisted of:

1. A Child Health Specialist – holding a master degree is Ayurveda Paediatrics (*Kaumarabhrithya*), employed as Professor of Ayurveda paediatrics and having an experience of 16 years in the field of Research in Ayurveda Paediatrics and Public Health.
2. A Public Health Specialist - holding a master degree is Ayurveda Preventive and Social Medicine (*Swasthavritta*), employed as Project Manager in AYUSH Public Health Initiative Project, V P S V Ayurveda College, Kottakkal and having an experience of 3 years in the field of Research in Ayurveda and Public Health.
3. A Media Expert – Working as chief reporter in *Malayala Manorama* daily with an experience of 19 years in the field of journalism.

The details of the program with the helpline number were advertised in the daily 2 days before the execution. The participants were informed that the documented data, after analysis and interpretation, in a nutshell, will be published in regional, national and scientific platforms. The expert team discussed the aims and methods of execution of the program, and the possible concerns and queries that may be raised by the students and parents. At the commencement of the program, the phone calls were received by the media expert and demographic data was recorded after creating sufficient rapport with callers. Then it was transferred to the child health specialist. The method of execution of the program is detailed in figures. (**Figure-1&2**)





Methodological orientation of the study

The study was observational in nature which was done by systematic observations for the collection of subjective data from the callers who voluntarily called the helpline in the given interval of time.

Participant selection

Sampling: The callers who voluntarily called the helpline were considered as samples as systematic sampling methods were out of the scope for a phone-in program.

Sample size:

19 calls were registered in the given time period.

Method of approach:

Telephonic conversation

Non- participants:

1. Several interested callers wishing to participate in the program, may not have registered their calls due to connectivity issues and due to stringent time period (1 hour) set by the media office.
2. Those who did not notice the advertisement.

Data Collection:

The data was recorded by notes and audio recordings of each calls lasting for an approximate period of 3-4 minutes.

Study Setting:

The program was conducted at the district headquarters of *MalayalaManorama*, Malappuram, Kerala.

Ethical Considerations:

The institutional ethical committee have approved a prior sanction for the publication of data from different telephone-based interventions focused on providing psychological support to those directly or indirectly affected by the COVID-19 lockdown.

RESULTS

Data collected from the notes and audio recordings of the calls were grouped and analysed based on gender, age group, category of school and the reported psychological issues. The results were compared with similar studies. Both students and parents participated in the program and expressed their concerns. More than 50% of the callers were students and the rest were parents. The data obtained was summarised in **Table.1**.

DISCUSSION

The period of lockdown due to the COVID-19 pandemic has created a traumatic condition for families and children affecting their lives physically, socially, and psychologically. Children being the vulnerable population were more affected by this situation.^[6] In the “Nallapadam” phone-in program, the share of female callers was high. (**Table-1**) Studies have reported that females were significantly more prone to develop symptoms of overall anxiety.^[7] Normally they are more connected between each other in their peer groups, and often feels more happy and relaxed in spending time within the school atmosphere.^[8] The time span of isolation and limited interactions thus might have affected them psychologically. It is not conclusive that the male children were less affected, but the females were keen to find different ways to solve these psychological issues.

The program was conducted at Malappuram and the district has its own social, cultural and demographic specialties. The population once considered backward, has improved a lot in terms of female education and career development in recent times.^[9] But, the intrinsic backwardness in the female population of the community prevails with regard to low social interaction and progressive thinking up to a certain extent. Here, the dominance of the female callers may be due to the fact that they were not able to resolve their problems from their homes or their virtual schools. This situation might have forced them to reach out to the health professionals through mass media like newspaper in order to share their concerns; or the articles of the “Nallapadam” section of the newspaper might have been followed more by female students.

In the course of a health disaster, students are often forced to stay home for long periods due to protective isolation and school closure, resulting in limited interaction with classmates, reduced physical activity and increased use of multimedia devices.^[6] From previous studies, the major psychological issues in the event of a health disaster followed by a long term social isolation among the children are anxiety, depression, lethargy, acute stress disorder, adjustment disorders etc. Physiological effects include a weakened or compromised immune system and reduced appetite.^[10] Similarly, the issues reported by the callers were mainly anxious mood, depressed mood, eye strain, restlessness, sleeplessness (**Table-1**) The observations cannot be identified as conclusive to progress into psychiatric diagnoses like anxiety, depression etc. in lieu of insufficient evidences, but it is noteworthy that the pivotal issues reported by the students were similar to the observations from the previous studies. Also the physiological issues like loss of appetite were not reported, as it was not aimed at investigating specific issues but rather it was intended to offer psychological support for distressed students in a short time (3-4 minutes per caller).

Among the callers 9 were parents and rest 10 were students and restlessness among students was reported mostly by the parents. It may be mainly attributed to the demand to adapt with the online method of studies with limited resources, social isolation and long term confinement. The

other concerns were vagueness about their future, higher studies, how Ayurveda can be effective in prevention of diseases and queries about immunity enhancement.

The analysis found that the majority of the callers belong to the high school category (classes 8 to 10) commonly called as teen or pre-teen age groups (**Table-1**). The lockdown and the social isolation had heaped up problems to the already troubled age group. It is estimated that at least 20 per cent of young people are likely to experience some form of psychopathologies - such as depression, mood disturbances, suicidal behaviours, eating disorders and others.^[11] The phone-in program also yielded similar analytics, where the majority of the callers were teenagers keen to solve their fretfulness through possible and available resources. The psychological issues faced by them should be dealt methodically and dexterously as they are already undergoing transitions in behaviours of their life course.

Though enquiries were made about conditions before and during lockdown, comparison between these was not under the scope of the report as the program was conducted exclusively to provide support to students during lockdown. Anxious mood was identified among 47% of the callers and they mostly belong to the high school category. It is important to note that anxiety is a strong predictor for underlying psychopathologies like depression, mood disorders etc. or the risk to develop them in future.^[12] These problems tend to remit as they advance to the higher secondary and college categories since they mature by age and find better ways for tackling them efficiently.

The mental status of the parents is in a worn-out shape as they are also forced to stay indoors for long time. Most of them are exposed to stressors from either losing their jobs or fear of contracting virus themselves. Uncertainty of the future, children's studies and financial constraints also adds to the helpless state. This situation makes them incompetent in sighting the psychological changes in their child and often leaves them unattended. This needs to be addressed swiftly and efficiently.

LIMITATIONS

The history of previous episodes of psychological ailments of the subjects was not collected through clinical examinations in the program. However, queries for ensuring whether the problems did arise during the lockdown were included in interviews. The time constraints of the program set by the organiser limited further interaction and data collection.

CONCLUSION

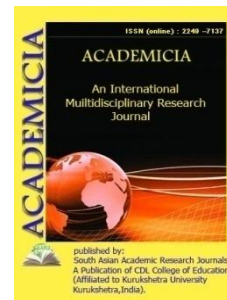
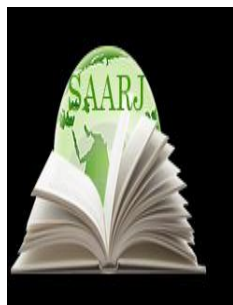
The study conducted through a phone-in program for students of Malappuram district staying under the national lockdown has provided the following observations. Female students of high school category (classes eight to ten) were mostly affected by the situation. The complaints reported in the program were anxious mood (47%), restlessness (16%), academic dysfunction (11%), eye strain (5%), depressed mood (5%) and sleeplessness (5%) etc. Psychological issues among students should not be taken lightly. So, we can conclude that, these observations can be considered as the salient markers for further studies evaluating the psychological impact of COVID-19 lockdown among school-going children.

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TABLE -1SUMMARY OF THE OBSERVATIONS:

| | CHARACTERISTIC | DIVISIONS | NUMBERS |
|----------|------------------------|----------------------|---------|
| 1 | Gender | Male | 1 |
| | | Female | 19 |
| 2 | Age group | Up to 10 | 3 |
| | | 10 to 15 | 14 |
| | | Above 15 | 2 |
| 3 | School category | Lower Primary | 3 |
| | | Upper Primary | 3 |
| | | High School | 11 |
| | | Higher Secondary | 2 |
| 4 | Issues | Anxious Mood | 9 |
| | | Depressed Mood | 1 |
| | | Academic Dysfunction | 2 |
| | | Eye Strain | 1 |
| | | Miscellaneous | 2 |
| | | Restlessness | 3 |
| | | Sleeplessness | 1 |



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IMPACT OF ADVERTISING ON ATTRACTING CONSUMERS: AN ANALYTICAL STUDY

Dr. Madhu Khanna*

*Associate Professor,
Kamala Nehru College, University Of Delhi,
INDIA

ABSTRACT

Advertisements plays very important roles in business sector. Manufacturing is not just enough it is very important that product should reach out to customers. Advertisement is one of the important and biggest sources to promote a product or any brand. In this paper, why and how advertisement attracts customers is discussed. It is important that customer should be fully aware about your product. Because of easy availability of choices of other products its important that firms own identity should be in customer's mind.

KEYWORDS: *Advertisement in India, Effective Advertisement, Online Advertisements.*

INTRODUCTION

Publicizing is a technique for disseminating information about a business to existing and prospective customers. It includes information about the public relations firm, its features, and a location where the firm's goods can be purchased. Distributors and buyers alike must promote their goods. However, it is more significant for the suppliers. Creators can't think about pushing their proposals without advancing them in this high-level moment of massive extension creation. Advertising augments individual contributions to a mind-boggling extent. In today's cutting-edge world, where we find style and taste in the midst of ferocious competition and rapid changes in growth, publicising has taken on a new significance.

The Indian promoting industry has seen remarkable development from a little scaled business to an undeniable industry. Publicizing and different types of advancement have become a vital piece of our general public and financial society. Because of the rise of new innovation, accessibility of new media and media vehicles and expansion in the desires of working class pay bunch the publicizing business has advanced positively. The race is to pull in, make and offer more worth and hold clients. The word is growing at a very fast pace. Especially for business

every day is challenging (Mishra & Mahalik, 2017). Operating and managing a business is not an easy task. Manufacturing and selling a product are not just the only task. Competition in the market is very high. There is a very tough competition. Also, the most important part is selling. Once you create a product it is important that reaches out to customers. In current situations there are various factors involved in customers purchasing behavior such as availability of substitute goods, change in price of other items, change in customers choices, change in trend, etc. In country like India where population is very high, advertisement plays a very important role as this concept attracts the targeted audience very easily. There are multiple sources for advertisements (Sama, 2019). "Nowadays Creative and colorful ads are the biggest source for attracting customers. Also, brands collaborate with famous personalities with huge amount of following". There are many crazy fans who blindly follow their favorite celebrities and because of them the just purchase products also. Commercial causes The organization's efforts to in still mindfulness in their clients and the notices it posts shape the clients' impressions, whether positive or negative. Individuals may judge the quality of a product by looking at social media data, which they usually overlook during promotions. The shopper's buying decision is influenced by their perception of quality, attention to the item, and customer evaluation. The study evaluates the factors that influence buying behaviour and provides in-depth information on the role of ads in shaping consumer behaviour. Promoting is a way of communicating with the customers of a product or service. Ads are messages that are paid for by the people who send them and are intended to inform or influence the people who receive them. Publicity is always present; however, certain people may be unaware of it. In today's world, marketing makes use of every available medium to get its message across. TV, print (newspapers, magazines, diaries, etc.), radio, press, web, direct sale, hoardings, mailers, challenges, sponsorships, banners, clothes, events, colours, sounds, visuals, and even people are used to accomplish this (supports). The advertising industry is made up of companies that advertise, offices that create advertisements, media that broadcasts the advertisements, and a vast group of people who carry it all the way to the client or recipient, such as copy editors, visualizers, brand administrators, analysts, creative heads, and originators (P Sawant, 2012). A marketing office is hired by a company that needs to publicise itself and its products. The company informs the office about the brand, its symbolism, the aims and characteristics that drive it, the objective parts, and so on. To communicate with clients, companies transform thoughts and ideas into graphics, text, formats, and themes. The ads are broadcast according to the appointments made by the organization's media buying unit after the customer's approval. Promotions are a tried and true method of reaching out to a large group of individuals. Ads can quickly affect business by creating a connecting promotion and spending enough to reach a large number of clients. Among a variety of metrics, this effect could be seen in enhanced exchange or aided brand recognition. The goal of advertising is to get customers to act based on the message that is sent to them.

Why Advertisement is Important?

Understanding When, How, and Why Advertising Works" asks your target audience to assess how your product or service compares to your rivals. Demonstrations of household cleaning products are a good example because they provide convincing visual evidence of which product is better at removing stubborn stains faster and more effectively. Political advertisements are another example of how advertising provides readers and viewers with side-by-side comparisons of candidates' qualifications and voting records so that they can make informed decisions at the

polls. Promotions are a tried and true method of reaching out to a large group of individuals (Sunderaraj.2018). Commercials can quickly affect business by creating a connecting promotion and spending enough to reach a large number of clients. This effect could be measured in a variety of ways, including increased exchange or enhanced brand recognition. Getting When, How, and Why Advertising Works." Demonstrations of household cleaning items are a good example of this because they provide compelling visual evidence of which item does a better job of removing tough stains faster and more effectively. Political campaigns are another example of how publicizing combines assessments of candidates' skills with voting records to allow readers and observers to make informed decisions at polls.

For an association, publicizing is significant both as a limited time and as a promoting movement.

- I. To create mindfulness for the item.
- ii. To bestow information about the item to the client.
- iii. To cause the adjustment in demeanor.
- iv. To instigate preliminary conduct for the item.

Publicizing impacts contrast in various market circumstances. For a 'more affordable as often as possible bought item' the utilization of dreary publicizing may cause preliminary buy (Karaxha, Ramosaj & Abazi, 2017). On the off chance that the preliminary experience is good, it is required to bring about the last acquisition of an item. For normal or routine sort of buys like the acquisition of glucose rolls, the simple openness to an ad is probably going to trigger an immediate buy activity. the acquisition of an item like an auto promoting is principally used to create mindfulness and grant information about the item. Since such a dynamic circumstance requires a greater amount of the purchaser's thoughts, it is more uncertain than mentality change happens because of publicizing as it were (Sanchita & Sharma.2016). Publicizing holds its importance for choices concerning other advancement apparatuses just as other advertising choices concerning item, cost, and spot. The nature and extent of publicizing for an item thusly relies on the blend of different advertising instruments in a given circumstance. Item is at the actual heart of a publicizing program. A, fruitful promoting program requires information about item ascribes and a reasonable thought about its situating. Bundling, exchange mark and different credits of item as its taste, shading, surface, fragrance, style and configuration are other fundamental components of successful publicizing. The capacity of these credits in impacting thing bargain is examined before merging them in the publicizing message. Regardless of the way that publicizing doesn't improve the thing, it makes possible selling the thing by instructing the purchasers. Publicizing is one of the huge bits of brand building exercise.

Why Advertisements attracts customers?

Attractive advertising reaches out to potential customers and informs them about your products or services. In an ideal world, advertising can capture the attention of potential customers and entice them to use your product. "Notwithstanding the strategy, all your promoting ought to be clear and reliably mirror the extraordinary situating articulation of your business. Publicizing is correspondence expected to advise, instruct, convince, and help people to remember your item or business. Promoting should work with other advertising devices and business components to be fruitful". Publicity should be interruptive, in the sense that it should cause you to stop reading the

newspaper or consider your day to be sufficiently long to read or hear the promotion (Malik et al.2013). Publicity must also be strong, one-of-a-kind, and necessary to succeed. It should be based on a robust positioning process, just like any other effective advertising support. Finally, enough money should be spent on any publicising effort to give a media timetable to promotion recurrence, which is the most important factor in ad memorability. To comprehend the goals of promoting, An organisation must understand why it spends money on ads in the first place and how to evaluate the effectiveness of its efforts. Various things necessitate compelling ads. The first of these objectives is to increase reach. The number of people who are exposed to an organization's advertisements is referred to as reach. It's possible that it can be solved in a variety of ways. For example, the compass for a TV station advertisement can be found by looking at the viewer numbers for that evening. Reach is designed to increase market awareness of the organisation, its products, and any arrangements it may be providing at the time. (Baba.2012). In any case, genuine reach is unique in relation to likely reach; not every person watches advertisements on TV or peruses promotions in magazines, and out of the individuals who do see a promotion, not every one of them recollect it or follow up on it. So, while an overall thought of reach is maybe not difficult to get, the viability of that range is harder to find out. There are numerous things you can do in the method of publicizing, advancement, and exposure that cost pretty much nothing or nothing. What's more, when you become fruitful enough to have the option to manage the cost of more refined promotion procedures, there are methods of estimating somewhat exactly how viable these techniques are regarding your business development. As usual, the main concern is that the promoting does what it is proposed to do: cause more individuals to buy more from your business. Powerful publicizing doesn't have to cost a fortune if you go through your cash admirably (Tandon.2018). As we noted before, the informal exchange isn't just the most seasoned type of publicizing, yet is as yet perhaps the best. To help energize informal publicizing, request references reliably. Contingent on the idea of your business, remaining in contact with your clients can help create references by keeping your name top-of-mind. Numerous individual administration organizations, like bookkeepers and realtors, send birthday and occasion cards to their clients. Different organizations, like boutiques, offer limits or a blessing endorsement to clients who give a reference that gets new clients.

Role of Advertisements

The promotion is a significant channel that every sponsor uses to impart his item to purchasers. A shopper is an individual who has needs and needs to satisfy his fundamental necessities and it can stretch out to other life extravagance needs. Purchasers are the objective of sponsors each day through TVs, papers, radios, web-based media, and so on Customers are consistently annoyed¹ of the commercial however in the event that it was customized and identified with their present genuine requirements and needs, it would turn into a wellspring of data for the shopper instead of an irritating source. That made publicists study purchasers' conduct. Promoters began glancing in each detail of purchasers' excursion in purchasing an item or a help so they can have the option to discover when and how they should move toward the shoppers. Commercial and shopper conduct have a solid connection. The part of commercial is to impact the customer dynamic cycle and impact shopper choices altogether arranges dependent on the showcasing and promoting objectives.

Sponsors utilize various channels to arrive at buyers at various occasions. They can utilize web-based media, TV, radio, paper, or even any written word to engage the customers. Each channel can differently affect purchasers' conduct dependent on the socioeconomics and qualities of the shoppers. These various channels additionally have an alternate impact dependent on the buyer phase of dynamic (Swadia.2018). Promoters additionally study shoppers' conduct not exclusively to contact them yet in addition to get their criticism and their responses toward the sold items. By understanding these responses, publicists will actually want to make more successful promoting for later missions and better focusing on and message to the purchaser. Promoting is a type of correspondence that is intended to drive clients to buy or burn-through the merchandise/brand that is being sold (Mishra & Mahalik, 2017). This is an upgraded type of advertising that persuades the clients and public that the brand they are selling is in reality better compared to the others in the opposition. Each business association has an Advertising office or office that obliges the whole open and adequately advances the advantages and use of the item. Publicizing and advancement are the most fundamental for any business to make due in a serious market. The deals of a business item or administration is relying on promoting techniques. 1 Through publicizing, business associations can make attention to the item or administration through innovative messages or interchanges. Just, publicizing is a paid message to be conveyed through a news source, while the advancement is an imaginative action including various techniques to acquire the consideration of the clients. 2 Advertising organization in India permits the purchaser to encounter a couple of items. Advertisement offices will assist with teaching, uphold and persuade the clients towards the business administration or item (Ahmed& Ashfaq. 2013).

CONCLUSION:

Advertising is a type of correspondence that is intended to drive clients to buy or burn-through the products/brand that is being sold. This is an upgraded type of showcasing which persuades the clients and public that the brand they are selling are in reality better than the others in rivalry. Each business association has an Advertising office or officer that obliges the whole open and viably advances the advantages and utilization of the item. Selling your product is not the only task to do in any business organization it is very important to create product or brand awareness about it. To reach out to target audience is a major task and its need to be done effectively. And that's why advertisement is the first choice of every organization. A good ad can bring lots of new customers and also it improves the brand value.

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