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VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

A STUDY OF ATTITUDE OF STUDENTS OF A TRADITIONAL UNIVERSITY TOWARDS E-LEARNING

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ABSTRACT

Process of sharing knowledge by means of various resources like e-books, e-libraries, e-lectures, webinars, e-conferences etc. is known e-learning. In present time e-learning is the need of the hour, it has changed the scenario of traditional classroom totally but in some institutions like in some traditional universities, colleges due to lack of infrastructural facilities students face problem in using e-learning platforms efficiently. They are bound to use their personal e-learning resources and also face various technological problems. Here in this study we are trying to study the attitude of students of a traditional university towards e-learning so that their status regarding use of e-learning platforms can be known and we can suggest some changes in policy framework or infrastructural changes or attitudinal changes.

KEYWORDS: *E-Learning, E-Conferences, Infrastructural*

INTRODUCTION

Formal teaching and learning with the help of electronic resources is known as e- learning. It is network enabled transfer of knowledge and skill to large number of recipients. It enables the students to acquire knowledge at any time, at any place efficiently. E-Learning has drastically changed the traditional methods of teaching and learning. It enabled the students to learn easily and effectively. In e-learning teacher and student may be face to face or there can be only one way learning. If there will be acceptance of electronic learning among students in academics then there would be great transformation in their achievement and skill development. The present condition is hybrid mode of learning. But the acceptance of anything new mostly depends on individual's attitude towards that variable. Attitude is the basis of individual's acceptance, rejection and change in the behavior.To increase the possibility of acceptance among students there must be a favourable attitude. Now here we are going to find the possibility of acceptance of e-learning in academic life among students of a traditional university.

Traditional University:

Traditional university is the institution where traditional subjects are taught in a traditional style. Traditional subjects are ved, darshan, ancient languages, ancient grammar, ancient political

science, jyotish, karmkand, yog-tantraagam etc. most of the subjects are taught in Sanskrit. Students in these universities mostly come from rural background and traditional school/colleges too, so they do not remain enthusiastic towards e-learning systemand try to avoid, with the time they also take interest for e-learning,. It is definite that their acceptance for e-learning will open the new avenues and breakthroughs in their academic and professional life as they can achieve new heights in their career and can be recognized on global platform. So this study tries to study their behaviour towards e-learning.

Aim of the Study:

The aim of this study is to examine the attitude of B.Ed. students of Sampurnanand Sanskrit University towards e-learning. The student attitude towards e-learning is measured with the six factors i.e. expectations, choice preference, beliefs, self-motivation, peer-support.

Significance of the Study:

The outcome of the study will depict traditional background student's to know their strength and weaknesses about use of e-learning platforms and this will help the university and higher education departments to take necessary steps to improve the learning system of students.

REVIEW OF LITERATURE:

In the field of e-learning there is vast range of research studies. Some of the literature related to student's attitude says that the strategy of implementation of e-learning at university level is more significant in influencing student's perception than the individual background variable. Some studies results revealed that students are satisfied and interested to use the e-learning platform. Some other study says that student's expectation purely depends upon their achievement goals than the course objectives. Some studies reveals that the instructors support is the best predictor for learning achievement and course satisfaction. Studies explore various methods of learning along with traditional methods of learning. Other work done related to traditional university student's attitude towards e-learning is very few, hence present study is an attempt to discover the attitude of students of a traditional university towards e-learning.

Objectives:

1. To find out the student's expectations and beliefs for e-learning system.

2. To find the students choice preferences for e-learning courses.

3. To know the motivation status of students for adopting e-learning platforms.

4. To know the student's peer support in using e-learning platforms.

5. To know the perception of students for e-learning.

Hypotheses:

According to objectives hypotheses are framed and tested and for this various variables like gender, age group, choice preferences, beliefs, peer support, expectations, and motivation are identified. This study tries to examine the cross relationship or interrelationship, if any regarding student's expectations. The details regarding this has been dealt under the head hypotheses testing.

Methodology:

In this study Survey Method was used to collect the data. After thorough literature review a structured questionnaire was prepared which uses 5 point Likert scale i.e. Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree to get student's opinion on e-learning. The population under study was B.Ed students of department of education, Sampurnanand Sanskrit University, Varanasi. Collected data was presented in Excel and analysed using SPSS PASW18.

Analysis and Interpretation:

A total 105 questionnaires were distributed among B.Ed. students of Sampurnanand Sanskrit University, Varanasi. Out of which 100 students have responded. The response rate was 95.2%.Demography of the students has been presented in tabular form. Out of 100 students 21 were female students and 79 were male students. So percentage of female students included in study was 21% and percentage of male students was 79%. The minimum age of the student included was 20 years and maximum age of student was 38 years. The students in the age group <25 were major respondents of the study which was 79% in the total study sample. We have also considered course discipline category, languages (Sanskrit, Hindi, English) and Social Studies (History, Geography, Civics, Economics) and they were 68% and 32%

Student Demographics

S.NO.	Characteristics	Respondents	Percentage
Gender			
1.	Female	21	21
2.	Male	79	79
Age Group			
1.	<25	79	79
2.	Between 25 and 29	18	18
3.	>29	03	03
Course Category			
1.	Languages	68	68
2.	Social Studies	32	32
	Total	**100**	

The student's choice preferences of an e-learning platform were assessed with Likert-5 point scale. Table 2 shows the choice of preferences, frequency and percentages. The students show choice preferences in the form of relevant information, appropriate format and meet needs of curriculum.

TABLE-2 STUDENTS CHOICE PREFERENCES OF AN E-LEARNING PLATFORM

S. No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Relevant information	10	11	12	41	26
2.	Information in appropriate formats	11	13	09	39	28
3.	Meets the requirement of curriculum	10	16	03	58	13

Above table shows that most of the students of a traditional university agree and some of them strongly agree that they get relevant information on e-platforms which meet their curricular requirements and they are also available in appropriate formats.

TABLE-3 STUDENTS PERCEPTION ON E-LEARNING

S.No.	Description	Strongly Agree	Disagree	No Opinion	Agree	Strongly Agree
1.	It brings social change in academic learning	06	17	21	48	08
2.	Mastery learning	9	31	35	16	09
3.	Learning anytime and anywhere	08	09	04	77	02
4.	It is cost effective	06	24	15	37	18
5.	It's a wise idea	07	12	14	40	27
``						

Table-3 shows that most of the students believe on e-learning. They perceive that it is a mean to bring social change in the field of academic learning, along with that it also enable students to be master in learning. They think that they can learn anytime and anywhere and it is cost effective, it saves travelling expenses and time also. Overall it is a wise idea to use e-learning.

TABLE-4 STUDENT EXPECTATION ON E-LEARNING

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Should be organised	05	07	08	58	22
2.	Logical sequence	05	02	10	66	17
3.	Quick response	11	25	04	36	24
4.	Materials of good quality	07	15	08	48	22
5.	Reliable and valid information	13	13	10	52	12
6.	Good interface	06	14	13	51	16
7.	interactive	09	10	02	47	32
8.	flexibility	03	06	01	64	26

Table on student expectation on e-learning shows that they expect any course on e-platforms should be organised, logically sequenced, give quick response, materials available should be of good quality, reliable and valid. Sessions on e-platforms should be interactive flexible and must have good interface.

TABLE-5 STUDENT'S PEER SUPPORT TO USE E-LEARNING

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Used by peers	16	12	10	54	08
2.	Teacher recommendation	11	27	12	46	04
3.	Support from institution	47	28	11	10	04

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Table shows that majority of students accept that their friends use e-learning platforms and teachers also recommend to use it but in traditional university due to lack of technological infrastructure support from institution is very less.

TABLE-6 STUDENT'S SELF-MOTIVATION TOWARDS E-LEARNING

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Positive attitude	13	16	14	42	15
2.	Satisfaction	17	13	09	49	12
3.	Enjoyment	04	10	08	58	20
4.	Enhancement of leaning experience	18	09	20	38	15
5.	Interest	11	13	06	51	19
6.	Using during leisure time	08	05	10	56	21

Above table shows that majority of students are motivated towards e-learning but due less exposure from institution only few students accept that it enhances learning experience.

Some students were asked to tell their opinion for using e-platforms, they reported that it is irritating sometimes to be dependent on technology when power cuts or network is slow or some other reasons, they say that traditional learning is more in depth than e-learning and it has affective domain in action also.

Hypothesis testing:

For verifying the significance level of factor score and age group, ANOVA test is applied

TABLE-7 FACTORS VERSES INDIVIDUAL CHARACTERISTICS

S.No.	Factors	Gender (P Value)	Age (P Value)
1.	Choice Preference	0.501	0.312
2.	Perception	0.58	0.420
3.	Expectation score	0.87	0.561
4.	Peer Support	0.04*	0.04*
5.	Self-Motivation	0.23	0.44*

*Significant at 0.05 level

The results show that few factors have statistical relationship with individual characteristics. So the results can be stated as:

1. There is no significance difference in student's choice preference and gender.

2. There is no significance difference in student's choice preference and age.

3. There is no significance difference in student's perception for e-learning and gender.

4. There is no significance difference in student's perception for e-learning and age.

5. There is no significance difference in student's expectation from e-learning and gender.

6. There is no significance difference in student's expectation from e-learning and age.

7. There is significance difference in student's peer support for e-learning and gender.

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8. There is significance difference in student's peer support for e-learning and age.

9. There is no significance difference in student's self-motivation for e-learning and gender.

10. There is significance difference in student's self-motivation for e-learning and age.

Thus the result shows that seven null hypotheses are valid and proven and three i.e. 7,8, and 10 are not valid and changed as alternate hypotheses.

CONCLUSION:

The study results reveal that students studying B.Ed. inSampurnanand Sanskrit University, Varanasi also interested and prefer e-learning platforms but due to lack of infrastructural facilities, they get less chance to use it at institutional level. Most of the students use their own e-learning appliances and other electronic gadgets. They want courses to be well organised, logically sequenced on e-platforms. They get good peer support, majority of them are self-motivated and believe that if they are provided with good infrastructural facility at institutional level then they use e-learning platform easily, effectively and efficiently for pursuing academic work and enhancing knowledge.

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ROLE OF SERVICE PROVISION IN LIFECYCLE MANAGEMENT OF TECHNOLOGICAL COMPLEXES OF RECTIFICATION PROCESSES

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ABSTRACT

The importance of effective organization of communication between the developers and the customer for the construction of the management system of the lifecycle of technological complexes is shown. A scheme for controlling the lifecycle of technological complexes reflecting the relationship between the developer and the customer is proposed. The effect of maintenance on extending the lifecycle of complexes is shown. The possibilities of increasing the optimal operating modes and capacities of rectification complexes by introducing digital technologies and the lifecycle management system, improving the efficiency of working with customers have been analyzed. Interactions of approaches to increasing the efficiency of the separation complex are described. Factors that have a negative impact on the management of the lifecycle of complexes are shown separately. By establishing a service center, the tasks that help to optimize the indicators of the lifecycle of the complexes are defined.

KEYWORDS: *Lifecycle Management Of Complexes, Service, Efficiency, Optimization.*

INTRODUCTION

The main goal of managing the lifecycle of technological complexes of rectification of multi-component mixtures is to organize long-term efficient use of complexes of rectification devices and to achieve energy and resource savings along with the production of quality products. In recent years, special attention has been paid to the modernization of industrial enterprises, especially oil and gas processing plants. All this ensures obtaining high-quality products, satisfying consumer needs, introducing energy and resource-efficient technologies, and saving resources spent on technical and technological needs. Therefore, it is desirable to introduce innovative solutions aimed at solving the problems presented for chemical, petrochemical and food industry enterprises.

Among the technological priorities focused on the rectification of multicomponent mixtures are issues such as increasing the efficiency of technological complexes of rectification, extending their service life by managing their lifecycle and saving resources spent on them, managing the efficient operation of technological complexes of rectification processes, increasing the reliability of the complexes.

Today, special attention is being paid to the innovative development of industrial enterprises and factories on the basis of the new industrial paradigm –"Industry 4.0", this concept includes the

wide use of digitization in the management of business processes, establishes information exchange between technological processes and business elements, and provides for optimization.With the application of modern information technologies, artificial intelligence and cloud computing to the improvement of technological process management systems, new concepts such as product lifecycle management [1], process and systems lifecycle management [2] have appeared.Digitization of technological processes and production design processes through the use of digital modeling, which is one of the elements of the new industry paradigm Industry 4.0 [3] (Engineering 4.0) [4] remains important today in industrial automation.

REVIEW OF LITERATURE

Many scientific studies are being conducted on the creation of automated control systems of technological processes and complexes, including the work of Alexey Lyutov and others [5] presents an intellectual method of automated design of technological processes in mechanical processing. The method is based on the principle of an intellectual approach to the intellectual processing of information and implies the use of a knowledge system in technological design. In [6], the need and possibilities of integrating digital twin modeling into the RMS system were considered. It compares the use of two simulation models: Plant Simulation 11 for simple simulation modeling and Visual Components modeling software for building a simulation model of a digital twin.Also, J.A. Caballero's article [7] proposed a new algorithm for accurate design of rectification columns. The algorithm makes it possible to formulate the process simulator into generalized disjunctive programming. [8] the article examines the use of digital modeling in the modeling of complex technological process control systems, and the role of "Digital Twins" in industrial automation is illustrated by an example.In the work by Kaan Doga Ozgenturk et al. [9], research was conducted on the process of bringing all information flows about products into the product lifecycle management system within the manufacturing enterprise, and it was recommended that the designers should be specialists working in the IT field, who are viewed as experts and accepted by them. Special attention is paid to the effective use of decisions. Analyzing the reviewed works, it can be noted that they describe more technological processes and views on the life cycle design of complexes. However, there are no considerations in terms of the importance of service systems in the organization of technological processes and lifecycle management of complexes and prolonging the lifecycle of complexes.

SIGNIFICANCE OF THE STUDY

An important trend in the development of large manufacturing companies is to implement production management based on the concept of product, production and infrastructure management, as well as to integrate devices and their complexes, auxiliary production tools into the management system, and establish process management in the enterprise, allowing the manufacturer to manage the lifecycle and product and allows to manage costs related to technical and operational parameters of production [10]. From this point of view, it is important today to extend the life cycle of devices by organizing the management of the lifecycle of technological complexes in the production of products.

OBJECTIVES AND HYPOTHESES

The goal of managing the life cycle of technological complexes is to organize production based on the concepts of "Digital economy", "Digital production" and to use the achievements of information and communication technologies to optimize the production process or service

provision and to establish supply chains that serve to develop communication with suppliers at various levels consists of putting.

Use of lifecycle management systems of products and complexes, maintenance and repair of technological complexes of rectification existing in oil and gas processing, food industry plants, in particular, ensuring reliable and efficient operation of rectification devices, creation of a lifecycle management system of complexes, lifecycle of devices in the complex allows to extend and reduce its cost and is the basis for creating stable cooperation between developers and operators of control systems. The purpose of the introduction and development of the lifecycle management system of the complex in relation to the relations between the manufacturers of the technological complexes for the rectification of multicomponent mixtures is to optimize the design of the complex, production technology, methods of operation and scheduled maintenance and repair systems, maintenance and current repair, all aspects of the lifecycle of the complex. development of resource expansion technologies and methods by creating a system of requirements for the equipment of rectification workshops based on customer requirements for stages.

RESULTS

The cost of operating the equipment of separation complexes directly affects the efficiency of rectification of multi-component mixtures and is one of the important factors of rectificationcosts. Reducing the cost of rectification of multi-component mixtures, including the reduction of operating costs, includes the introduction of a management system to extend the lifecycle of complexes and reduce their cost, the development of mutually beneficial relations between manufacturers of complexes and customers, and management of the effective operation of complexes (Fig. 1).
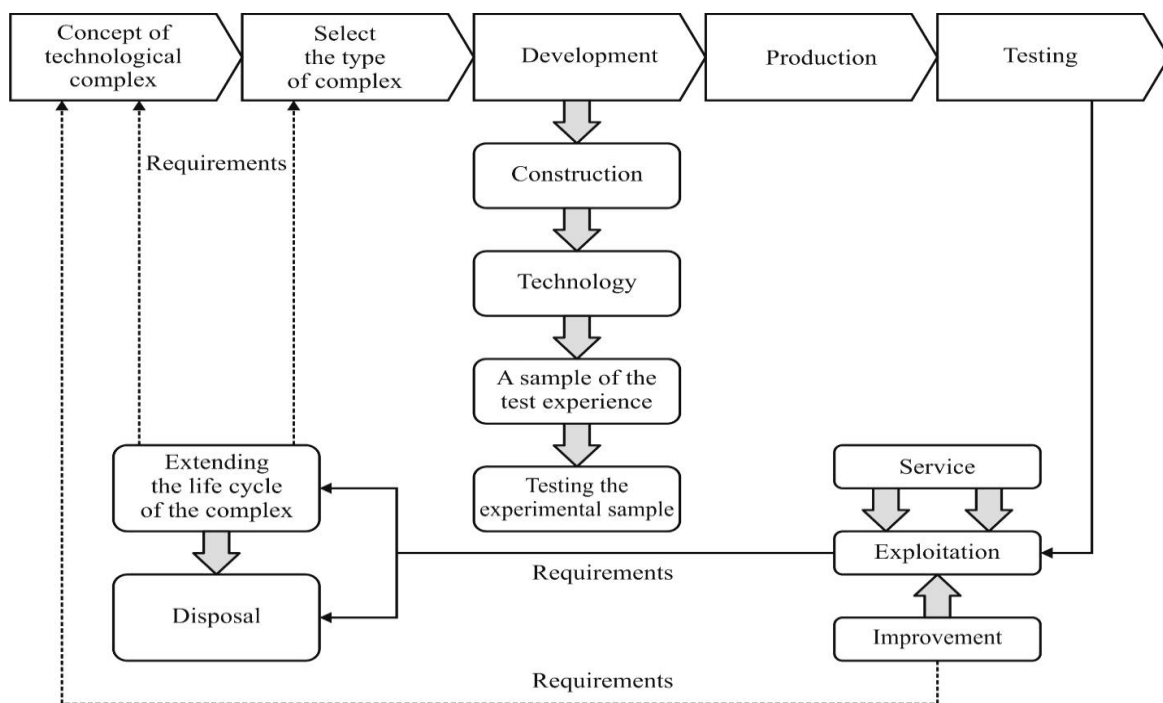
Figure 1. A scheme for managing the lifecycle of rectification complexes through communication between the manufacturers of rectification complexes and the customer

Cost management of the lifecycle of rectification complexes includes reducing the mutual costs of the participants in the use of the device, which includes changes in the design of the complex, production technology and maintenance, modes of operation and ways of destroying or extending the resource [11].

Lifecycle cost management includes cost management, taking into account all factors of costs for the life cycle of the complex, their participants, operators and manufacturers of complexes, providers of service and support services for the complex.

Reducing the cost of the lifecycle of rectification complexes should include the implementation of the following measures:

– through the implementation of monitoring systems, analysis of the operation modes, technical condition of the complex, optimization of its maintenance and repair systems, use of the complex in the course of organizational and technical measures within the operator's authority, and maintaining the highest efficiency indicator;

– introduction of new optimal methods and means of maintenance and repair with all participants of the process of using the complex, increasing its reliability through changes in the organizational, technical and design of the complex, establishing relationships that allow the complex to work more efficiently and reliably;

– based on the customer's requirements for the lifecycle cost, taking into account the cost of the life cycle of the complex by developing its design and production technology, in agreement with the project participants, the cost of the complex, devices, equipment, their design, production technology and operating modes optimization.

Another potential requirement is to implement complex lifecycle management by using a rectificationcomplex operation and maintenance system to extend the life of the complex (Figure 2).
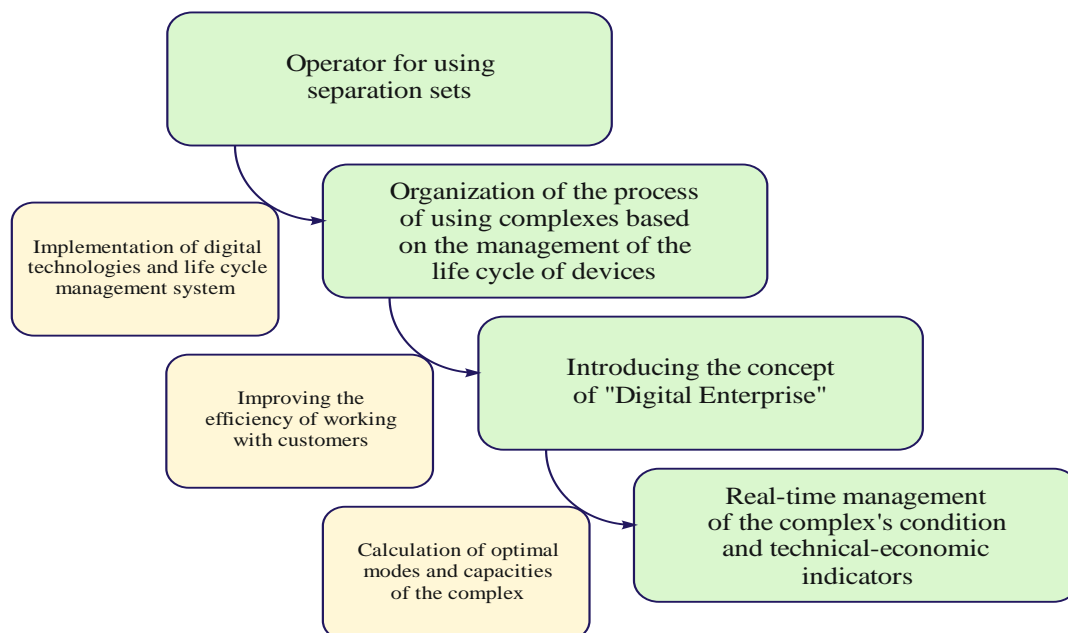
Figure 2. The sequence of application of approaches to increase the efficiency of the complex in the management of the lifecycle of rectification complexes

Lifecycle management of multi-component rectification complexes includes:

– managing the operation of complexes (ensuring the highest level of efficiency of the complex);

– technically (availability of the complex, determination of pre-emergency work modes) and organizationally (reduction of repair and maintenance time, increased transparency of value chains, improvement of repair and maintenance quality);

– cost management at the stages of the lifecycle of the complex;

– management and coordination of interactions with parties that supply the necessary equipment and devices to the process at the stages of the lifecycle through operators.

Currently, the existing management systems in industrial enterprises are working effectively, but at the same time, it should be noted that there are also the following negative factors that complicate the management process and lead to an increase in the cost of the complex during its life:

– lack of transparency at some stages of the lifecycle due to the imperfection of the supplier management system and the lack of a system for determining the status of the complex in real time;

– lack of interest of suppliers of equipment and services in timely and quality work;

– imperfection of the emergency detection system for timely removal of equipment for repair/maintenance;

– decrease in efficiency of the complex due to the use of complexes whose maximum operating time is approaching.

– It is important to solve the following issues in order to improve the efficiency of multi-component separation complexes:

– establishing mutually beneficial cooperation of the parties participating in the use of separation complexes by implementing the concept of "digital enterprise";

– development of modern information-diagnostic systems that determine the operational status and technical-economic indicators of the rectification complex in real time;

– using computer simulators, analytical tools and simulation models of the complex to increase the skills of the employees involved in the management process, to choose the operating modes and parameters during the failure conditions and operation of the complex, to plan maintenance and repair, to make management decisions on extending the service life.

The main purpose of the service center is to help optimize the lifecycle performance of the complex based on statistical information about the characteristics and operating modes of rectification complexes, operating costs and, most importantly, the development needs of the customer.

The main tasks of the service center include:

– making decisions about complex lifecycle management methods, technical and operational features and increasing the efficiency of complexes;

– development of proposals for correction of design and production technologies, maintenance and repair of complex devices;

– optimization of joint network plans for the use of complexes;

– optimization of business processes of complex equipment repair and maintenance;

– introducing project management tools and integrated management systems into the processes of managing relations between participants in the use of rectification complex devices;

– determination of current and strategic tasks in the field of development of rectification complexes;

– development of innovative projects for service to complexes.

CONCLUSION

The development of a general structure that takes into account the communication between developers and customers in the management of the lifecycle of technological complexes of rectification serves to increase the efficiency of the management process. Taking into account their indicators in the maintenance of complexes and their development allows to extend the lifecycle of the complex. The use of digital technologies and methods of calculating optimal operating modes allows for effective management of the lifecycle of the complex. As a result of these, the performance and technical-economic indicators of multi-component mixture rectification complexes are improved. It will be possible to control the complex in real time.

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THE ROLE OF THE CLASSICAL POETIC STYLE IN THE EXPRESSION OF THE NATIONAL SPIRIT

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ABSTRACT

The article analyzes the issues of traditioh and literary succession in Uzbek classical literature on the example of Alisher Navoi, Ogahi, Muqimi, Furkat. In Erkin Vahidov's poetry, the traditionalism of the individual and society is studied on the basis of the poet's work and classical poetry. The topic of poetic arts in literary studies is a broad topic that can be a separate object of research. One of the greatest representatives of Uzbek classical literature after Alisher Navoi, a great poet and thinker, historian and translator, Muhammad Reza Ogahi's lyric poems are colorful, unique artistic interpretation of life philosophy, and a combination of national spirit and universal ideas.

KEYWORDS: *Poetry, National Spirit, Traditions Of Alisher Navoi, Criticizm Of Virtues, Vices, Artistic Interpretation.*

INTRODUCTION

The formation of any creative person, the rise of literary talent occurs in connection with certain literary and aesthetic factors. This influence is clearly felt in the work of Erkin Vahidov. The poet draws unique scenes in the poems he created, enjoying the pure air of classical literature. Erkin Vahidov expressed the fact that he did not enter the "gazal city" for nothing in one of the first collections of his literary thoughts: "The ghazal is a complex and very difficult genre. A genre that requires a ghazal writer to give a lot of meaning in a few words, to present masterpieces of thought in artistic allusions...Aruz, like all types of literature and art in general, requires talent and skill, deep imagination and passion" [2.21].

The poet is based on the same principles when he works on classical genres. E. Vahidov, inspired by the work of master poets, creates beautiful and gentle ghazals. In the poet's ghazal "Kechir, yo Rab" one can feel the influence of the traditions of Alisher Navoi, Ogahi, Muqimi, and Furqat, schools of our classical literature. The topic of poetic arts in literary studies is a broad topic that can be a separate object of research. We just want to pay attention to the extent to which some of the poetic arts are reflected in the creative works.

Professor Anvar Hojiahmedov in the book "Poetic Arts" says that "The method of exclamation, which is very widely used in our poetry, is the lyrical hero's appeal to other persons and things, addressing them and describing his inner experiences, feelings, wishes, and opinions. This type of image serves to express the spiritual images of the characters in the work more vividly and impressively" [3.110], he writes. It turns out that in linguistics, words with the function of encouragement create the art of exclamation in the artistic text of the lyrical genre.

If the method of exclamation is used in praise, nat, prayer, etc., in the form of prayer to Allah, praise of the Prophet, in love poetry, it is addressed to beloved, friends, heart, soul, and other living and inanimate objects. is reflected in [3.11]. In the poetry of Erkin Vahidov, it can be seen that the essence of the ghazal has been updated based on the art of exclamation. Many examples of the art of exclamation can be found in the works of Hazrat Alisher Navoi. In Alisher Navoi's epic "Farhad and Shirin", Farhad's appeal to his father, mother, Bahram, mountain, and tessa before his death, Qays' call to various flowers in the garden and animals in the desert in the epic "Layli and Majnun" are the inner world of these characters, their hearts. made it possible to express his feelings very attractively. In Hazrat Navoi's works, it is observed that prayer to Allah is a form of expression of the poet's creative intention, but it has risen to the level of artistic concept:

Bu egasiz it boʻlib erdi Navoiy yorsiz,

*Boʻlmasin, **yo Rabki**, hargiz banda sultondin judo*   [1.21].

    or

Garchi sabrim uyi yangligʻ, aylading vayron meni,

*Doimo, **yo Rabki**, husning mulkidek obod boʻl*   [8.42].

or

*Ul oyning gulshani husnun xazondin asragʻil, **yo Rab**,*

*Gul-u shamshodin osebi zamondin asragʻil, **yo Rab**.* [8.96].

    or, in one of his famous poems there is such an exclamation:

***Yo Rab,** ul shahd-u shakar yo labdurur?*

Yo magar shahd-u shakar yolabdurur?

Jonima payvasta novak otqali,

Gʻamza oʻqin qoshigʻa yolabdurur?

One of the greatest representatives of Uzbek classical literature after Alisher Navoi, a great poet and thinker, historian and translator, Muhammad Reza Ogahi's lyric poems are colorful, unique artistic interpretation of life philosophy, and a combination of national spirit and universal ideas. is particularly important [4.2]. In his ghazal "Yo Rab" written with the radif, Ogahi prays to Allah by means of metaphors that express the mystical essence such as "the pleasure of love, the satisfaction of the soul, the soul of truth, the bird of life, the people of death, the people of the world, the army of regrets":

*Ishq zavqini yetkur jongʻa har nafas, **yo Rab**,*

*Nafs komini bir dam qilma dastras, **yo Rab**...*

Jon qushin parafshon qil, tanni aylabon foni –

*Kim, qilibdur afsurda oni bul qafas, **yo Rab*** [5.8].

The exclamation of the same method is also present in Muqimiyyah and Furqat's lyrics, which has traditionally created a unique following in artistic creation. Muqimi writes in his muhamma that he attached the same radifli to his ghazal:

Kuyub ishqing o'tig'a doimo bo'ldim fano, **yo Rab,**

Dutunimdin qaro to'n kiymish ul sab'a samo, **yo Rab,**

Na qildim sangakim, etding mani andin judo, **yo Rab,**

Yutarman zahri hajring ishqida nozik ado, **yo Rab,**

Bu yanglig' talx komim, bormu dardimg'a davo, **yo Rab** [6.67].

This magnificent poem, consisting of 45 verses, is considered one of the most beautiful poems written on the subject of divine love. Only in some places, the poet regretfully expresses his regrets in the verses "I abandoned good work and always ran towards rebellion" about the poverty of his condition and the wisdom of his vices.

The poem "Yo Rab" written by Zakirjon Furqat is written in the ghazal genre. The poet prays to the Creator from the bottom of his heart, saying, "Let the light of the dark tongue shine brightly, let the rust of sin go away, and let it shine like a mirror."

Zamon ahli hama begonadur rohi haqiqatda,

O'zungdin o'zga yo'qdur qo'l tutarg'a oshno, **yo Rab.**

At the end of each verse, the radif "Yo Rab" sounds like an exclamation, which increases the impact of the ghazal even more.

Xaloyiq ichra tongla qilmag'aysan xasta Furqatni,

Habibing hurmati, sharmandai Ro'zi jazo, **yo Rab** [7.8].

Erkin Vahidov's poem "Kechir, yo Rab" is also created in the ghazal genre, and its content has a socio-biographical basis. The poet ends the last column of each stanza in the style of "Forgive me, Lord, I am sorry."*Menda tosh otdi bir johil,*

Kechir, yo Rab, kechirdim men.

U quldur, bandayi g'ofil,

Kechir, yo Rab, kechirdim men.

The poet says that the "stones" thrown at him are the mistakes made by someone who is not in his right mind, riding a horse of anger, during ignorance and carelessness, therefore it is a humane thing to forgive him, and he begs the Creator to forgive him. The artist prays with such a sincere and pure heart that one cannot help but admit to his innocence and innocence. The poet states that "even the so-called standard of justice" is helpless in the face of conspiracy and debauchery in this world.

> *Jahonda fitnalar bordir,*
>
> *Adolat gohi nochordir.*
>
> *Adolat qil, o'zing odil,*
>
> *Kechir,* **yo Rab**, *kechirdim men.*

It is even possible to understand that he is a noble person who can find the strength to forgive him, even though he is "not a murderer who made a mistake", and someone was the target of his mistake. After all, he says that it is not his fault that "the devil entered into his words" and that he

is "prone to delusion" and, as a person whose faith is an idol and a person on the path to perfection, he expresses that he is "mourning a person whose faith is broken" and in his language he begs to strengthen his faith.

> *Kechir, yanglishmagan kim bor,*
>
> *Mening ham ko'p gunohim bor,*
>
> *Odamzod asli nokomil,*
>
> *Kechir, **yo Rab**, kechir, **yo Rab**!* [8.3].

In short, through the work of Erkin Vahidov, the next generation will discover the beautiful aspects of classical literary traditions. On the other hand, in the process of researching the poet's works, the spirit and philosophy of our grandfathers are absorbed into our minds, and beautiful traditions are continued again and again.

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CAPTIVATING INVESTMENTS TO SPECIAL ECONOMIC REGIONS FOR DEVELOPMENT

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ABSTRACT

The essence of special economic zones is revealed in the article. In this regard, the scientific research works of foreign and national economists were introduced.The improvement of the legal basis for the establishment of free economic zones in Uzbekistan, the state of establishment and development of free economic zones, and the macroeconomic trends of attracting investments to the economy have been studied.

KEYWORDS: *Special Economic Zones, Investment, Tax, Customs, Benefits, Export And Import.*

INTRODUCTION

World experience shows that sustainable economic growth of the country and the region and the wide attraction of local and foreign investors can be achieved by increasing investment activity. In this process, special economic zones are one of the most effective forms of stimulating investment activity.The availability of special tax and customs regime benefits, cheap labor force, raw material import and export procedure and simplification of product production attract local and foreign investors. Today, great attention is being paid to the establishment of free economic zones in order to attract investments.

Special economic and small industrial zones increase the efficiency of using the economic potential of our country and become a modern, convenient and effective way of developing entrepreneurship. In recent years, such economic areas, which are being actively organized in all regions of our republic, have become a major "driver" in providing employment to the population by localizing imported products, increasing local export potential, and creating new jobs.The President's decision "On measures to further develop the engineering and communication infrastructure of special economic and small industrial zones" adopted on April 30, 2021 was another important step towards the development of the network.

ANALYSIS OF LITERATURE ON THE TOPIC.

We can see that there are different opinions of foreign and local scientists who have conducted research on the concept of free economic zones and their content. In this regard, according to the economist T. Farole, "EIHs are defined as demographic and geographical areas located in the territory of the country and business entities" [1].

Also, M.M. According to Boguslavsky, "In international practice, free economic zones of states are understood as free economic zones", where special favorable conditions for the operation of foreign enterprises are created to solve specific economic and other tasks [2].

According to the interpretation of T. P. Danko, free economic zones are evaluated as "… a mechanism for creating a favorable investment environment and stimulating production, trade, and scientific activity" [3].

Orlova defines the special economic zone as a concept of equal rights and comments that it is a relatively prosperous part of the country where a special legal special order with privileges and guarantees of business, including tax, customs, administrative and civil law is established. [4]

Summarizing the above, in our opinion, free economic zones can be understood as a region with increased independence in the implementation of certain economic activities, a special management regime and favorable conditions for the economic activity of investors.

RESEARCH METHODOLOGY.

In the article, the scientific methods of studying the processes of economic reality are widely used: generalization, grouping, logical and comparative methods of analysis, induction, deduction, abstract-logical thinking, comparative analysis and other methods.

ANALYSIS AND RESULTS.

On the basis of the deep economic and political reforms implemented in Uzbekistan in recent years, serious attention was paid to seriously changing the structure of the national economy, modernizing it and increasing its competitiveness. One of the measures in this regard is the establishment of special economic zones and ensuring their effective operation.

Let's look at the number of special economic zones established in 2022 from the data of Figure 1 below.
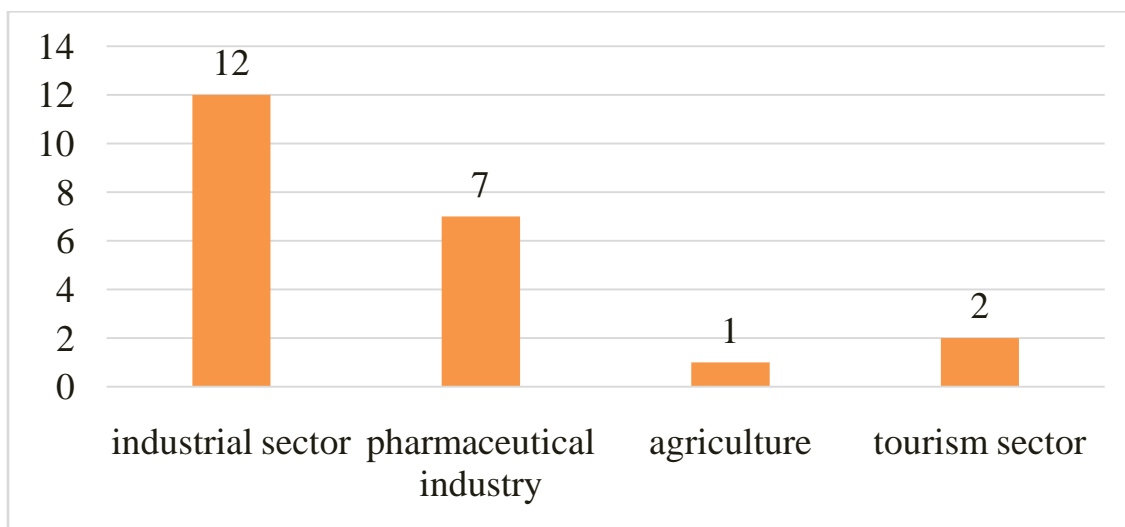
Figure 1. The number of special economic zones established in 2022 [5].

Analyzing the data of Figure 1 above, today 12 special economic zones have been established in the industrial sector, 7 in the pharmaceutical sector since 2017, 1 in agriculture since 2020, and 2 in the tourism sector.In 2022, 23 special economic zones and 348 small industrial zonesare

operating in our country. 453 projects with a total value of 2.6 billion dollars were implemented in special economic zones and about 36 thousand jobs were created, while 1,497 projects worth 5 trillion soums were launched in small industrial zones and employment of more than 36 thousand people was provided. This is a proof that the country has accumulated the necessary experience in establishing this system.

The number of businessmen who want to start business activities in such zones is increasing. But it is no secret that the industrial zones in the remote areas do not have enough engineering and communication infrastructure, which is a problem for many medium and small business representatives, as well as foreign investors.

In addition, currently 895 investment projects worth 5.3 billion dollars have been placed on 3.9 thousand hectares of economic zones with a total land area of 8.8 thousand hectares, and the remaining 4.9 thousand hectares are vacant land areas where projects can be placed and 65% of them do not have engineering and communication infrastructure822 hectares of small industrial zones with a land area of 2.4 thousand hectares, in addition, 60 operating small industrial zones are not fully provided with the necessary infrastructure.

This is one of the biggest obstacles and problems preventing the full functioning of these zones.The President's decision was the next important step in solving the above problems, expanding the existing opportunities in economic and small industrial zones, further improving the business environment in our country, and supporting foreign and domestic entrepreneurs.

According to the decision, 1.6 trillion soums will be allocated in 2021 and an additional 1.8 trillion soums for the same purposes in 2022.

Based on the following analytical data, it can be said that the total value of the existing special economic zones in our country is 1191.9 million. A total of more than 190 projects involving US dollars have been implemented. 389.4 mln.For the implementation of these projects. Foreign investments in the amount of US dollars have been attracted. In the future, measures are being taken to increase the total number of projects to 500.
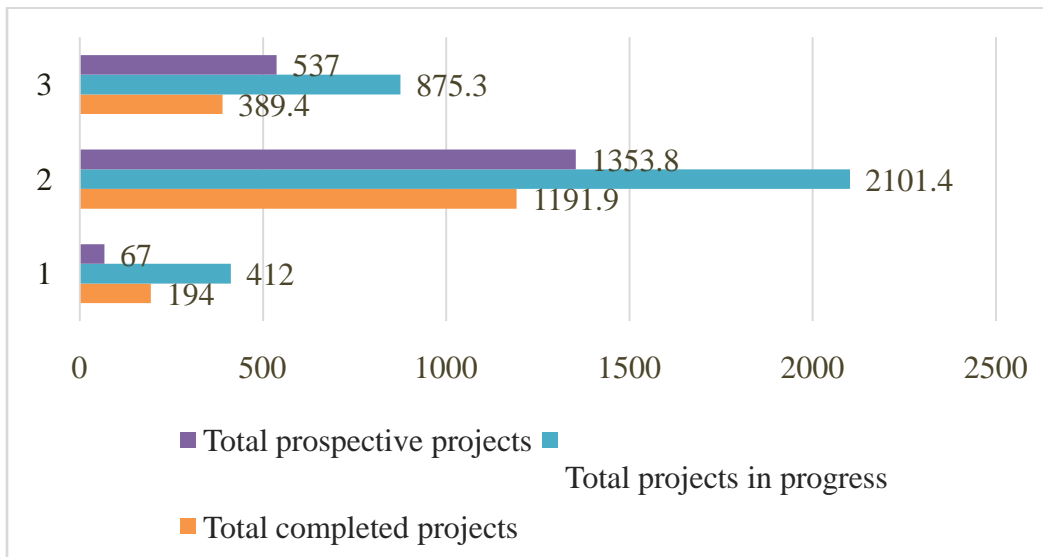
Figure 2.Information about implemented and prospective projects in special economic zones [6].

Their total cost is 1412.3 mln. It is planned to attract foreign investments in the amount of US dollars. It is envisaged that this indicator will make up more than 40 percent of the total value of the projects being implemented and in the future.

In general, based on the location of the established special economic zones, they differ sharply in terms of existing infrastructure networks, a favorable investment environment, established industries, and in turn, the active attraction of foreign investments in the development of the region depends on a number of factors.

It is worth noting that the establishment of special economic zones, along with the attraction of foreign investment aimed at activating economic processes in the domestic market of the country:

Development of innovative activities, introduction of advanced technologies, export, as well as rapid development of transport and telecommunication infrastructure;

Supporting the export of industrial products and increasing foreign exchange earnings, mastering the production of new types of products, establishing industrial (export) regions that produce products in a full cycle;

Increase the competitiveness of local products and services in domestic and foreign markets by introducing international quality, certification, and packaging requirements;

In-depth processing of raw material resources, establishment of production of high value-added products and further development of economic and legal mechanisms in this regard;

Allows to solve a number of important issues such as creation of new jobs, training and upgrading of qualified workers-engineers, economic and management personnel [7].

According to the regulations established in our country, special economic zones are established by the decision of the President of the Republic of Uzbekistan. The status of special economic zones, as well as the duration of its establishment by the decision on the establishment of this zone, and its borders are determined by the Cabinet of Ministers of the Republic of Uzbekistan.

In general, the following are the main directions and goals of the activity of special economic zones in our country:

Development of industrial cooperation between enterprises of the entire republic and free economic zones on the basis of local raw materials and materials and deepening the process of localization of production of high-tech products on the basis of close cooperative relations;

Ensuring rapid growth of production, engineering, communication, road transport, social infrastructure and logistics services;

Creation of scientific production centers and participation in the training of highly qualified specialists, etc.

CONCLUSIONS AND SUGGESTIONS.

In conclusion, a special economic zone is an area established for the purpose of establishing new production facilities, developing high-tech production, and actively attracting the production of modern competitive, import-substituting, export-oriented ready-made industrial products. The purpose of its creation is primarily to solve the strategic development tasks of the country or a

separate region, i.e. foreign trade, general economic, social, territorial and scientific-technical issues.

Taking into account the continuous development of special economic zones, the full scientific research of their content and essence, the creation of scientific and theoretical bases for the integration of the best qualities of today's economic processes into free economic zones, the evolution of the historical development of the economy of each country and the level of integration into the international trade system Based on this, the development of proposals and recommendations for the establishment of acceptable types of special economic zones in these countries remains one of the urgent issues.

Based on the above experiences, the implementation of the following for the development of MICs in Uzbekistan can have a positive effect:

It is necessary to simplify the organizational and legal processes related to the establishment of the current MIHs in our republic. In this direction, it is appropriate to introduce digital technologies into the system. In this direction, the use of the process of non-governmental organization of small industrial zones in India can have its positive effect;

In order to attract more foreign investments to the existing MIHs, especially in the field of pharmaceuticals, offering a "Special package of benefits" for large multinational companies in this field will serve to increase the investment potential of MIHs.

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THE ROLE OF DIGITAL TECHNOLOGIES IN IMPROVING THE QUALITY OF HIGHER EDUCATION

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ABSTRACT

The main directions of the development of the educational process based on the use of digital technologies in the higher education system and the analysis of their possibilities are revealed in the article. Also, the author expressed his opinion on the introduction of digital technologies and modern methods to the educational process.

KEYWORDS: *Digital Technologies, Modern Methods, Development Problems Of Information And Communication Technologies, Complex, Competition, Legal Aspects.*

INTRODUCTION

Today, digital technologies are actively used in all spheres of life. The economy, banking, service sector, as well as the educational process, serve to develop rapidly. All citizens living in the country, including young children and pensioners, are forming the idea that all problems in society can be solved through digital technologies.

In addition, the robotization of production and management processes, for example in the banking sector, raises the issue of competition between robots and workers. With the undoubted benefit of the technologies based on the use of numbers and implemented, issues related to ethical, personal data protection, legal aspects of competition between robots and employees of organizations are increasingly being considered.

Based on the analysis of the use of digital technologies in the higher education system, the goal of determining the priority directions for the development of the educational process was set, in which analyzes were carried out not only on the importance of digital technologies in the field of education and in what form they are introduced. As research methods, the study, systematization and generalization of normative documents, existing practice were used to draw up conclusions related to the formation of a scientifically based approach to the introduction of digital technologies in higher education.

In the conditions of digital education, it is necessary to organize the innovative development management of the educational system according to the possibilities of this environment. That is identifying and managing innovative development directions of the organization from the outside is in accordance with the objective, because such management cannot replace the natural development processes within the educational system.Also, it is necessary to ensure a certain degree of freedom of action to implement alternative development options. In order to effectively manage innovations in the educational system in digital education, it is necessary to compare the

planned changes with the results of employees, it is very important to have the innovative ability to manage the educational system in digital education, and to involve all units in future changes.If the society appeared on the basis of the natural desire of people to live together, the uniqueness of the development of the modern society can be seen in its connection with the process of informatization, including the informatization of education, which has a global character.

The main goal of informatization of education in the sources is to prepare the participants of the education system (pedagogical personnel, students, technical-engineering staff, administrative-management staff, etc.) in the conditions of an information society for full and effective participation in the domestic, social and professional spheres of life. it is emphasized that comprehensive solution of the problems of educational development in the field of technologies, filling the personnel structure with highly qualified specialists, and increasing the professional level of employees.

Modern information and computer technologies, the Internet system, digital and wide format telecommunications form the basis of distance education today, and in this process, all activities are focused on the issue of information. In the complete study of information about a process, based on the volume and level of interconnectedness of the information collected about it, it is processed using a certain tool and delivered to those who need information.It is no exaggeration to say that the success of these reforms and our country's rightful place among the developed and modern countries in the world is first of all connected with the development of science and education, and with our ability to compete on a global scale in this regard.Increasing the country's intellectual potential by improving the field of personnel training is defined as one of the important conditions for building a democratic state and a strong civil society based on a market economy in Uzbekistan.

Education is a key factor in reforming society and turning it into a society that is more open to the outside world and oriented toward new technologies and knowledge. It determines and determines not only the development perspective of the society, but also the individual activities of each person.

Digital technologies are changing not only the way people live, but also the way they think. If digital technology penetrates all sectors, the first priority will be documentation, familiarity, corruption and transparency.The term "digital" refers to the active use of information technologies in all areas. If material assets are the main resource in the ordinary economy, then in the digital economy information is processed and transmitted. After analyzing them, a solution is developed for proper management.During the pandemic, a new era of education has begun - the era of digital education. Digital learning breaks down the barriers of distance and space.

In such a situation, a number of questions arise on the way to the development of the higher education system of Uzbekistan. In particular, will it move to an advanced stage of the current traditional system or to a digital learning system?

Many questions. Despite these questions, there are fundamental pillars of the education system that will never change. This is "student" and "teacher", that is, "teacher-professor". If we can change the worldview of these two sides in education, that is, if the student can learn independently, find ways to learn independently, and the teacher can arm the student with new knowledge based on digital technologies, then education can rise to a new level of quality.

Currently, representatives of the educational system are unconsciously carrying out a great historical mission. Now the real foundation of remote, digital education is being laid in the higher education system of Uzbekistan, which we have been talking about until now.

The head of our state ordered the leaders of the higher education system to direct all their efforts and resources to the following four priority directions for improving the organization of the educational process:

1. Increasing the role of University Councils and expanding the powers of departments.

2. Adapting the educational process to market requirements, ensuring its integration with production, and creating an environment and conditions for students to work on themselves. Universities must have a 10-year contract with employers to decide where to send students before accepting them.

3. Increasing the scientific potential of universities, developing science and innovation.

The following measures will be taken to introduce digital technologies and modern methods into the educational process:

– organization of training system of highly qualified engineer-technical personnel for the digital economy;

– ensuring the solid integration of modern information and communication technologies and educational technologies, creating additional conditions for the continuous development of professional skills of pedagogues in this regard;

– individualization of educational processes based on digital technologies, development of distance education services, wide introduction of technologies into practice;

– organization of distance education programs based on modern information and communication technologies;

– wide implementation of the electronic library system that allows remote access, expanding the opportunities for continuous improvement of students' professional skills by enabling the use of library funds and information bases after completing their studies at a higher education institution;

– to accelerate the creation of national electronic educational resources, to organize the translation of foreign electronic educational resources, to gradually increase the weight of electronic resources in the educational process;

– creation of an electronic database of scientific and technical information consisting of conference materials, graduation qualification works, master's and doctoral dissertations of the higher educational institution, wide implementation of the anti-plagiarism system in order to ensure the freshness of scientific and technical information in the future;

– developing the use of modern software products that are widely used at the international level in the educational process based on the uniqueness of educational areas and specialties.

In conclusion, the development and prospects of our country, the success of the reforms being carried out on a large scale in our country are directly dependent on our national economy and the introduction of innovations. Therefore, it is important to develop digital technologies and

research its economic, political, social and legal foundations from a scientific and practical point of view in improving the quality of education.

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IMPROVING THE METHODS OF TEACHING VISUAL ACTIVITY TO STUDENTS WITH HEARING IMPAIRMENTS BASED ON AN INNOVATIVE APPROACH

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ABSTRACT

In the article, some serious shortcomings are mentioned in the process of studying and analyzing the experiences of educating students with hearing impairments through artistic works. Also, the author expressed his thoughts about computer and information communication technologies for students with hearing impairment, not only their learning and mastery.

KEYWORDS: *Pupils With Hearing Impairment, Correctional-Educational Work, Problem Situation, Reference Text, Art Representatives.*

INTRODUCTION

As you know, art is a sphere of spiritual and practical activity of people aimed at artistic understanding and development of the world. Art is complex in structure, types, genres, trends and directions, creative personalities.How to learn to understand it? To do this, it is necessary to understand the role of art in the life of a person and society, to master its functions. Studying the history of fine art helps to understand its plastic systems, types, genres, styles, trends and currents, to get acquainted with the identity of various art schools.

From this point of view, the existence of art is an integral part of successful human socialization. The role of art in human life is huge. It forms its inner content, spiritual values, decorates and fills life with meaning.Thanks to art, a person is inspired and manifested spiritually. He is able to convey his feelings and thoughts to other people.Art encourages development and self-improvement. Primitive people drew rock carvings depicting important events of their life and everyday life.Many artists of all eras have been collected. It is impossible to deprive a person of acquaintance, for example, with the works of great artists such as Michelangelo and Leonardo da Vinci, as well as with many other treasures of world art. Many scientific works were preceded by discoveries in art.

At the same time, there is an increase in the number of children and adults with disabilities in society all over the world. It is no longer surprising to meet a person with developmental disabilities in a public place and feel his limitations in life.

It is in the visual arts that students with hearing impairments can demonstrate their abilities without feeling limitations compared to people with disabilities.Many students with hearing impairments visually perceive more objects and phenomena of the surrounding world than students with hearing impairments, and it is not surprising that many students with hearing impairments show a tendency to visual activity and often achieve great success.Art helps the

deaf to fully open up and express themselves. Students with hearing impairments are unique and talented in their own way. Interaction with this category of visitors has its own peculiarities.

It is known that each stage of the development of the state and society places certain state and social orders before the education system in accordance with the methodological principle of the historical and logical unity of didactics, based on the social, economic, scientific, technical, spiritual, educational and cultural needs of the individual, society and the state.Planning of the educational process is considered one of the main aspects of teachers' activities. The activities carried out at the same time are carried out not under a vacuum, but based on the conditions of the educational institution.Teachers, of course, are expected to understand the culture of the educational institution in which they work, the goals and worldview of the organization, aspirations, values and character. The culture and values of the educational institution certainly influence the curriculum.

The new requirements imposed on the educational process of a boarding school for students with hearing impairments who have developmental problems pose a number of tasks to the teachers working there, which manifests itself, first of all, in the need for their new approach to the educational process.In order to highlight the requirements for the activities carried out by special education workers, it is appropriate to first focus on the composition of students in schools of this type, boarding schools, modern requirements for the institution.

One of the main tasks of special pedagogy is to activate the general development of students, create special conditions for improving the general educational level of development.Special pedagogy emerged as a science dealing with the correction of mental and physical defects in the education, upbringing and development of students with hearing impairments.Special pedagogy is inextricably linked with the sciences of man, especially with general pedagogy, general psychology, special psychology, anatomy, physiology, based on its laws.The main goal of pedagogy is to teach children, practical implementation of correctional and educational work, preparation for childbirth, social life. In the implementation of the above goals and objectives, Special Pedagogy relies on several of its branches.

Currently, modern teaching methods are widely used in the educational process. The use of modern teaching methods leads to the achievement of high efficiency in the learning process.When choosing teaching methods, it is considered appropriate to choose based on the didactic task of each lesson. Enriching it with methods that activate the activities of various students while maintaining the traditional form of the lesson leads to an increase in the level of assimilation by students.To do this, it is necessary to rationally organize the lesson process, the interest of students on the part of the teacher, so that their activity in the educational process is constantly stimulated, break up the educational material into small fragments and work in small groups when disclosing their content, apply methods such as a problem situation, an indicative text, a project, role-playing games, encourage students to independently perform practical exercises.

Currently, a broad study of environmental issues is also of great importance for the prevention of hearing disorders.Auditory analyzers are very strongly affected by various toxic chemicals that disable the conductive nerves of the analyzer, as a result of which the child does not hear well.Children with hearing impairments belong to the category of abnormal children, since this defect negatively affects the development and maturation of the child as a whole, the assimilation of program material. Children with hearing impairments should be taught and

brought up in special conditions, using special methods.Even a mild degree of hearing impairment affects the comprehensive development of a child, is the cause of a number of specific difficulties in mastering children's and school programs.

Sign language teachers are making great progress in working with children with hearing impairments. This category of abnormal children, after studying in special evening schools, also successfully graduates from higher educational institutions, drinking cocktails on a par with everyone at various enterprises of our country.Therefore, the elimination of hearing defects, full compensation, is possible.The main tasks of teachers are to separate healthy children from hearing impaired and approach them individually, if necessary, to ensure their education in "Special institutions" or involvement in comprehensive education.At lessons and classes on the development of spoken (oral, written) speech, students with hearing impairments organize the activities of teachers and students based on exercises of a certain system, it requires the ability to adapt to the speech process all kinds of didactic means.In order to ensure practical mastery of speech material, situations are planned in advance that eliminate the need for specially perfect problematic speech (speaking, written explanation). At the same time, the speech material is predetermined in the curricula for the subjects, in the plans, i.e. the correctional and pedagogical process is carried out on the basis of a multi-level system.Presently, the issues of early enrollment, development, correction and compensation of students with hearing impairments with special education are relevant.

Thus, the value and effectiveness of information technologies in correctional work, as well as in the process of teaching school subjects, are also determined by the implementation of computer teaching methods in optimal combination with traditional teaching methods. The development of methods for the use of teaching tools for children with disabilities in physical or mental development has been conducted at all times as an integral direction of scientific work in domestic and foreign special pedagogy.

Samples of Uzbek literature are an important factor in the upbringing of children with hearing impairments in the spirit of the ideas of national spirituality and the ideology of national independence.Scientific and methodological substantiation of a comprehensive pedagogical system aimed at organizing the literary training of students with hearing impairments, identifying effective methods and means of spiritual, intellectual, aesthetic development through teaching them to independently analyze a work of art, drawing, developing a system for improving the level of reading, step-by-step establishment of methodological requirements for the formation of skills to work with a work of art, creating a methodology for its the use determines the relevance of the study.

The study and analysis of the experience accumulated by the special education system in subsequent years, including the education of students with hearing impairments by means of artistic works, showed that in the process of educating children by means of artistic works in special schools, there are some serious shortcomings. According to the special literature, the analysis of research papers, these shortcomings are manifested in the following areas:

- failure to carry out special large-scale research works on the education of children with hearing impairments by means of artistic creativity;

- the diversity of certain conditions in the process of special education and the need to analyze the content, forms, methods of its implementation;

- lack of public attention to the education of children with hearing impairments by means of artistic creativity;

- the need to create a curriculum, curriculum, textbooks and teaching aids for the education of children with hearing impairments by means of artistic creativity;

- in the education of children with hearing impairments by means of artistic works, full attention should be paid to the use of advanced pedagogical and information and communication technologies.

It is necessary to scientifically organize the process of educating children with hearing impairments by means of artistic works. Currently, in Uzbekistan, one of the urgent problems of today is the implementation of major scientific works of a monographic plan, covering the improvement of the process of educating children with hearing impairments by means of artistic works, the study of methods and methods for improving the quality of reading and literature lessons.

To summarize, focusing on critical issues such as the opportunities that computer technology provides its students with hearing impairments for effective use of computer technology, the requirements for selecting correctional tasks, the tasks of using information technology, and the formation of the future specialist-sign language teacher's information culture leads to an increase in the quality and effectiveness of special education.

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SPECIFIC ASPECTS OF IMPROVING THE QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The article discusses the current state and development of innovative activity in improving the quality of the educational system, describes the essence of improving the quality of the educational system, the theoretical foundations of the organization of innovative activities, and the current state and development of the effective use of information and Communication Technology Opportunities in the educational process.

KEYWORDS: *Quality Of Education, Efficiency, Information And Communication Technologies, Scientific And Innovative Activities.*

INTRODUCTION

The rapid development of science, technology, production and technology has opened up new prospects for the development of society in all spheres of life. Humanity's centuries-old experience of state and society construction has led to the decision of advanced approaches to regulating social relations based on new approaches.

The training of highly qualified personnel with modern knowledge and high spiritual and moral qualities, who think independently, is an urgent task facing today's higher education system. Today, it is necessary to gradually transfer the educational process to the credit-module system in higher education institutions, to introduce advanced standards of higher education based on international experiences. Also, raising the content of higher education to a new level in terms of quality, training highly qualified personnel who will contribute to the sustainable development of the social sphere and economic sectors, and who can find their place in the labor market, has not lost its importance.

In recent years, large-scale work is being carried out in our country to create a higher education system that meets the priority directions of socio-economic development and the requirements of international standards. The establishment of new higher education institutions in the regions, the opening of modern educational directions and specialties of personnel training, part-time and evening departments, and the increase of admission quotas to higher education institutions are important reforms in this direction.

At the same time, there are still a number of problems that hinder the improvement of the quality of education in higher education institutions, the wide-ranging reforms implemented in the republic, and the active participation of these institutions in social and economic reforms.

From the first years of independence, the development of the education system in our country has been raised to the level of state policy, ensuring that our youth acquire modern knowledge and skills in conditions corresponding to world standards, mature into physically and spiritually mature people, realize their abilities and talents, intellectual potential, and mother in their hearts. Effective work is being done to improve feelings of loyalty and devotion to our country.

Globalization processes in the world and the current environment of deep competition between companies require specialists to be prepared for it. They not only provide favorable conditions for the development of their ideas and the practical implementation of the created theoretical models, but at the same time, they are also an important intellectual factor for the innovative development of the economy.

In fact, the question of the quality of modern education is one of the problems that must be solved first. After all, the existing higher education institutions in our country will form the knowledge of specialists in a specific professional field in the future.Higher education institutions serve the country's development in all aspects. The level of development of modern technologies based on the high level of intellectual resources and the competition of countries that want to own these resources serve as the main factor of not only economic, but also social and political progress.If we look at the higher education institutions with the highest rating in their countries, all of them are located in the territory of developed countries, and it should be noted that they serve to further strengthen the position of their countries in the world community. In the conditions of modern globalization, all educational institutions are trying to ensure that the formation and development of the educational system in higher education institutions is in accordance with the new innovative conditions and the requirements of the economy.

Strategic goals and priorities for the development of the higher education system. The following are the strategic goals of the development of the higher education system:

– to improve the quality of training of highly qualified personnel for the modernization of the country, sustainable socio-economic development, development of human capital based on the requirements of the labor market;

– to increase the level of coverage with higher education, to train highly qualified, creative and systematic thinking personnel, able to make independent decisions based on international standards, to create the necessary conditions for their intellectual abilities to manifest and their formation as morally mature individuals;

– to create a healthy competitive environment in the industry, to increase its attractiveness, to ensure global competitiveness.

Based on long-term goals, the development of the higher education system is carried out on the basis of the following priorities:

– to expand coverage with higher education, to improve the quality of training of highly educated specialists;

– introducing digital technologies and modern methods into the educational process;

– increasing the efficiency of scientific and research work in higher educational institutions, wide involvement of young people in scientific activities, formation of innovative infrastructure of science;

– increasing the effectiveness of spiritual-educational and educational activities;

– ensuring financial independence and stability of higher education institutions, strengthening material and technical support;

– systematic development of higher education institutions and improvement of management activities; fight against corruption, introduce effective mechanisms to ensure transparency;

– to increase the investment attractiveness of the higher education system, to ensure international recognition and competitiveness.

On the basis of improving the quality of education, implementing the latest achievements of science and technology, it is envisaged to carry out important tasks such as preparing creative, professional, creative and independent thinking, initiative-taking young people who feel their own responsibility.

This in turn, requires the use of modern educational technologies in the educational process. Educational training organized on the basis of modern educational requirements increases the quality of this process, develops the knowledge, skills and abilities of learners, creative abilities, and increases interest in the profession.

In short, improving the quality of the educational system is divided into innovations as scientific instruments, innovative activities and the educational system. In order to assess the level of importance of a set of innovations in improving the quality of education, they are divided in this order.

To improve the quality of the educational system in the Republic of Uzbekistan, it is necessary to develop the methodological foundations of the development of innovative activity and the problems of innovation management based on modern requirements. The effectiveness of innovative activities in improving the quality of the educational system depends on the innovative goals and capabilities of the higher education system, and the innovative thinking skills of employees.

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DEVELOPMENT OF ECOLOGICAL CULTURE IN STUDENTS ON THE BASE OF INTERDISCIPLINARY CONNECTIONS OF GEOGRAPHY

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ABSTRACT

The article shows the theoretical aspects, content and methodology of developing environmental culture in students based on the interdisciplinary relations of geography in the general secondary education system. Development of ecological culture in students on the basis of interdisciplinary connections ensures a lively, interesting transition of the educational process. Chemistry deals with the release of chemicals into the atmosphere and its effects, water, minerals and fertilizers, and other natural phenomena. The average amount of water used per year at the country level, its importance in irrigation and electricity generation, sources of river water pollution are discussed.

KEYWORDS: *General Secondary Education, Geography, Ecology, Ecological Culture, Interdisciplinary Communication, Biology, Internal And External Communication.*

INTRODUCTION

The development of environmental culture among general secondary school students requires the teaching of academic subjects, including geography, in connection with biology, chemistry, physics, and mathematics. Because, first of all, the solution of environmental problems requires complex measures, and to achieve this, it is necessary to look at the problem from different aspects, and for this, knowledge obtained from different disciplines is necessary. Secondly, in the general secondary education system, environmental education is not reflected only on the basis of a specific subject, but is manifested in interdisciplinarity. Because it cannot be fully implemented within any discipline.

Also, the opportunities to implement environmental education in the process of teaching different subjects are not the same. They are determined by the specific tasks and content of science. For example, biology studies the interaction of living organisms with the environment, biosphere, ecosystem, etc. Chemistry deals with the release of chemicals into the atmosphere and its effects, water, minerals and fertilizers, and other natural phenomena. In the physics course, students study radioactive substances and their effects on living organisms.

Therefore, environmental education at school has an interdisciplinary character and environmental problems are studied in various aspects, that is, in the harmony of geography, biology, chemistry, physics and other disciplines.

B.S.Abdullaeva, S.T.Alikulov, N.J.Isaqulova, P.G.Kulagin, N.A.Loshkareva, V.N. Maksimova about interdisciplinarity, its content, importance in increasing the effectiveness of the educational process. , E.Mambetakunov, M.Q.Mukhliboev, Kh.B.Norbo'taev, A.A.Salomov, V.N.Fedorova, A.Ch.Choriev have conducted scientific researches [1;156].

According to scientist B.S.Abdullaeva, there are more than 30 concepts of the "interdisciplinary" category in pedagogical literature... Interdisciplinary relationships are objects of real existence that are reflected in the content, forms, and methods of the educational process, and in their interrelationship, they fulfill educational, developmental, and educational tasks. , means a pedagogical category that expresses unifying, accelerating relations between events and processes [15; 12-13].

Researcher N.J. Isaqulova explains the importance of connection of subjects in the educational process as follows: the optimal way to organize the educational process; different disciplines approach the subject of the lesson; the interesting side of the lesson increases; the range of information learned during one session expands; it is possible to make conclusions about various subjects; realizes independent thinking... In short, interdisciplinary communication serves as a pedagogical problem, principle, method, and an important effective tool in improving the quality of education [43;21].

From this point of view, it is necessary for the science teacher to rely on the knowledge and skills obtained from various subjects in the development of environmental knowledge, skills and abilities of students, to develop their thinking abilities by teaching them to use various information.

Development of ecological culture in students on the basis of interdisciplinary connections ensures a lively, interesting transition of the educational process. Increases the responsibility of students in learning subjects, makes it easier to study the curriculum. Brings the knowledge of students from various subjects into a whole system, helps to use this knowledge in real life processes.

In the process of developing environmental culture among students, we studied the inter-curricular communication (internal) and the connection of geography with other subjects (external).

Intercourse communication. Passing the topic in connection with the topics of the previous lesson is a necessary condition for its effective learning. Connection within the subject activates the lesson, ensures its interesting passage.

When studying each subject, the teacher should pay attention to the following connections within the subject: the connection of the studied subject to the previously studied subject; connection to the main topic; connection to subsequent topics; linking to the material covered in the lower class; connection to the materials passed in the upper class.

We describe the relationship within science for the process of studying the topic "Inland waters of Uzbekistan" in the 7th grade. According to the curriculum, this topic is studied for three hours.

As the first lesson gives a general description of "rivers of Uzbekistan", it is appropriate to start the lesson with practical work. Because information about the rivers of Uzbekistan is given in the lower classes.

Teacher: Find the largest rivers in Uzbekistan from the atlas.

Students will consider the rivers Syrdarya, Amudarya, Zarafshan, Chirchik, which are prominent in the atlas.

Teacher: What major rivers flow through the Turon plain?

Students: Amudarya, Syrdarya flow.

Teacher: Why do these rivers flow from the southeast to the northwest?

Students answer that the Turan lowland slopes from the southeast to the northwest, so the rivers also flow in that direction.

Here, the teacher connects the topic to one of the previous topics - relief. Depending on the flow speed of the rivers, it should be based on the information obtained by the students on the relief of Uzbekistan.

When it comes to the source of saturation of rivers - it depends on the climate. The topic can be linked to the topic of "Uzbekistan's water resources use and their protection". The average amount of water used per year at the country level, its importance in irrigation and electricity generation, sources of river water pollution are discussed.

When studying "Uzbekistan's internal waters", its necessity for irrigation, electricity production, etc., the importance of fish in the river, and the extraction of water from it for the needs of the population are also mentioned.

It is obvious that this information will be related to the topic "Economic and social geography of Uzbekistan" which will be taught in the VIII grade. Because in class VIII, the topic is "General description of the economy of Uzbekistan", and when information is given about the departments (industry, agriculture, transport) of this topic, it is impossible not to connect with the topic "Internal waters of Uzbekistan" that was discussed earlier.

To make the lesson more interesting and meaningful, it is necessary to connect it to everyday life and the materials of one's country. All subjects studied in classes can be studied in the same way as above.

In the development of environmental culture in students, it is also important to teach geography based on its connections with other subjects. As an example, let's consider the relationship between geography and biology.

The biology taught at the school is very close to geography and ecology in some areas of the studied objects. Biological science is closely related to natural and economic geography, and these closely related sciences use their own characteristics to study the same phenomena and things in nature.

Biology studies the life characteristics of plant and animal organisms in relation to their environment. Geography studies the reasons for the distribution of flora and fauna in the area.

For example, when nature zones are studied in a school geography course, the patterns of distribution of flora and fauna depending on the climate and soil conditions of this place are analyzed. For example, in a zoology class, students learn how certain animals live, eat, and structure their bodies. In the geography lesson, where and under what conditions and for what reasons this animal lives here is studied.

It is known that the topic "Zones of Nature" in the course of natural geography of the 6th grade includes information about the types of plants and their dependence on the climate, and the fauna on the climate and plants. Environmental problems that have arisen in natural zones, for example, the complete exploitation of the steppe natural zone, the disappearance of flora and fauna naturally occurring in it, and the reduction of forest area in the zone of equatorial and coniferous forests can be mentioned as information. On this basis, students are given a general understanding of nature zones.

The topic "Plant wealth of Uzbekistan" is taught in the 6th grade botany curriculum. At the end of this topic, an excursion will be organized to see the material in practice. As a result, the biology lesson is repeated and geographical knowledge is strengthened.

In the 6th grade of the botany curriculum, the topic "Plant is a whole organism" is studied. In this case, an excursion to nature is made to determine the connection of plants with the environment, the influence of various conditions (soil, moisture, light).

After going through the above materials and going on an excursion on the topic, the students will understand the different living conditions of different plants and the reasons for this.

In the 8th grade, the natural conditions of Uzbekistan and the importance of resources in the economy, the study of agriculture and animal husbandry of economic regions should be based on the knowledge of zoology. The students' knowledge of zoology is also used in the study of directions of livestock breeding of Uzbekistan, intensive ways of increasing livestock productivity, poultry and fisheries.

As a conclusion, it can be said that in the era of increased volume of information and increased processes of globalization, it is an important necessity to familiarize the young generation with the issues of rational use of nature and its protection. In this process, systematization of information provided by educational subjects, revealing the relationship between man and nature with a complex approach to the issue is carried out in an interdisciplinary relationship.

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DIAGNOSTICS OF THE FORMATION OF STUDENTS' COMPETENCIES AT THE UNIVERSITY

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ABSTRACT

In modern conditions, there is an acute problem of developing control and evaluation, measuring, monitoring tools that allow diagnosing the level of formation of students' competencies at a university. The traditional assessment system cannot diagnose a student's competencies, reflecting only their knowledge component. The authors presented a methodology for diagnosing competencies based on the performance of students in the course of professional training at the university. The presented methodology, based on the competence-based paradigm, uses a qualimetric approach to assessing the professional and general cultural competencies of a student throughout the entire period of study. The article describes a cumulative system for assessing competencies, criteria, levels of formation and methods for their assessment, which allow diagnosing educational activities. This article is intended for teachers of higher education, heads of departments of the university, methodological departments, researchers involved in the diagnostics of educational activities.

KEYWORDS: *Higher Education, Competencies, Levels Of Competencies Formation, Diagnostics, Professional Profile*

INTRODUCTION

The main goal of modern higher education is to prepare a qualified specialist (bachelor, master, postgraduate student) who is ready for work and professional growth, has social and professional mobility, and is able to adapt to changing external conditions. Competence characterizes the specifics of professional activity and the quality of professional training of a modern university graduate. A significant element of competence is experience - the integration into a single whole of individual actions achieved by a person, methods and techniques for solving problems. The expression of professional competencies involves the constant updating and growth of professional knowledge, the development of new information for the successful solution of professional problems for university students. For the first time in education, the question of the continuity of the development of competencies by stages of education is raised, it is required to take into account specific competencies for each area of professional training [3].

In the current conditions of the competence-based paradigm, the forms of education are significantly changing, there is a shift towards the use of active and problem-based learning methods, where the student can fully demonstrate his abilities, that is, the task of evaluating the

active characteristics of learning and the student's personal qualities comes to the fore. Accordingly, there is a need for such an assessment system that could integrate all methods, methods, forms of assessment and be cumulative throughout the entire period of study [8]. It is required to change the system for monitoring students' knowledge at the university, to develop such an assessment system that would adequately reflect the process of forming professional and general cultural competencies as a result of higher education, determined by the ability and readiness of the graduate to perform professional and social actions in the chosen subject area.

Despite a significant number of pedagogical studies in the field of the formation of professional competencies [1, 2, 4, 5] and in the field of standardization and quality assessment of education based on the competency-based approach [7], the qualification requirements for a modern specialist on the part of employers are still at the stage of formation, while the learning process is already built on the formation of professional and general cultural competencies established by the educational standard. In addition, there are currently no developments on a universal assessment system for the professional and general cultural competencies of a student at the university.

Competences, which describe learning outcomes, are a set of knowledge, skills, abilities, and personal qualities that a graduate will be able to demonstrate by obtaining a bachelor's or master's degree. The general concept of professional competence is considered from the point of view of the competitiveness of a specialist in the labor market, the response to the employer's requests, and the readiness to perform certain actions in a quality manner.

The peculiarity of competence, as a result of education, is that it: is an integrated result of learning, manifests itself and exists in the form of activity, and not information about it; associated with a significant number of objects of action, is built up together with other competencies, forming professional competence; competence, as an action, does not appear automatically, but consciously and repeatedly manifested, forms a professional experience. The competence-based approach is more aimed at achieving the quality of training that meets the economic and social social needs, creating a balance between the demand in the labor market and the interests and professional realization of the individual.

To assess professional and general cultural competencies, we propose to use a qualimetric approach that provides measurements in numerical form or in conditional indicators; including a combination of research methods aimed at obtaining versatile information about the object, tracking the dynamics of changes in its indicators and analyzing possible deviations and providing a transition from a qualitative, one-sided description of phenomena to objective, accurate methods of checking and generalizing the results of students' learning.

The authors have developed an algorithm for diagnosing the professional and general cultural competencies of students in the higher education system, which includes:

1 step. Definition of professional and general cultural competencies and their structure in the field of study;

2 step. Determination of methods for the formation of professional and general cultural competencies for each academic discipline;

3 step. Formation of a base of control and evaluation tools for diagnosing professional and general cultural competencies for each academic discipline;

4 step. Formation of a professional profile of a university student, including an integrated assessment of all professional and general cultural competencies.

5 step. Analysis of the results of diagnostics of professional and general cultural competencies from the standpoint of a student, teacher, university administration, and employer.

This algorithm implements a structuring function (taking into account the requirements of the standard, employer, university administration) to the goals and content of training, a control function (development of control evaluation tools, their information support and continuous monitoring) and a control function (based on adjusting the process of mastering the educational material of the discipline based on the results competency diagnostics).

A measure of competence is the practical application of knowledge, skills, abilities in a time limit, supplemented by personal qualities - motivation, discipline, organization, purposefulness, etc.

At the initial stage of developing diagnostic tools, it is necessary to analyze the Federal State Educational Standards for each area of study and identify the types of activities and a set of professional and general cultural competencies necessary for their development. We offer as a structural component of professional competencies: cognitive (completeness and generalization of professional knowledge), activity (development and formation of professional skills), communicative (ability to work in a team, make managerial decisions), axiological (moral and value positions) components, which can be formed at three evaluation levels - low (reproductive activity), medium (independent productive activity), high (independent creative activity) [6].

The second stage of the competency diagnostics algorithm is to determine the content of training in each discipline and the totality of pedagogical forms, methods and technologies that contribute to the formation of professional and general cultural competencies. The graduate's competencies should allow him to work successfully in his chosen professional field, acquire social, personal and general cultural qualities that contribute to his social mobility and stability in the labor market. In the preparation of modern graduates, the leading forms are active teaching methods that recreate not only the subject, but also the social content of future professional activity. During the training, the student must necessarily perform precise actions in a quasi-professional environment, similar to those that will take place in his professional activity. The use of active methods as pedagogical technologies, from our point of view, can be especially successful after internships, where students receive specific knowledge on the state of enterprises, territories of the region, have the opportunity to work with regulatory documentation, master jobs.

Of course, the level of competence formation in traditional education (lectures, practice, laboratory work, seminars), personal development of the student, external factors, etc., also contribute to this assessment. However, empirical observations of students in the course of professional training demonstrate an increase in interest and professional orientation, mastery of professional terms, ways of communication and interaction, namely within the framework of active learning methods.

For each type of training developed within the framework of the curriculum and the program of the discipline, the formed set of pedagogical technologies, it is necessary to determine the method of assessing competencies.

Competences, as such, have a cognitive (knowledge and understanding of professionally significant information), activity (knowledge of how to act) and personal (knowledge of how to

be) basis. Achievements of bachelors are quantitative and qualitative indicators of the development of imitative professional activity and reflect the development process and movement towards the goal of professional training - a high level of competencies. Therefore, the results of the formation of professional and general cultural competencies should include mastered competencies, value relations, and formed personal qualities.

The cognitive and partly activity basis of competencies formed in the framework of lectures, practical and laboratory classes can be checked using traditional assessment tools: oral and written surveys, independent and control work, a system of test items for input, current and final types of control, taking into account the goals of diagnostics . Test tasks are built taking into account the taxonomy of goals using problematic and situational tasks.

As part of active teaching methods (business games, project methods, etc.), we recommend using an expert assessment of professional and general cultural competencies as a way to diagnose students' actions (manifestations of competence). Each competence shown by a student is associated with an action or event recorded by an expert, in addition, the final result of the task is also evaluated (the goal of the active method is a developed project or an achieved level, a solved problem). Accordingly, each student's action should be recorded in a special competency map, which takes into account, in addition to the level shown (low, medium high), also a personal contribution, that is, whether this competency is manifested in independent or group activities.

To determine the level of professional and general cultural competencies in the course of active learning methods, an average of 5 precedents are needed to make a diagnosis. The overall result of the theoretical and practical mastering of the discipline is accumulated in a specially organized automated database, which makes it possible to analyze learning gaps for their timely correction (for both the student and the teacher).

We propose to build a student's professional profile for each area of training on the basis of professional and general cultural competencies established by the standard. The ideal state is the achievement of a high level (independent creative activity) for all components of the identified competencies to be considered as a professional profile, for example, if professional the profile can be represented as a 100% match.

Correspondence of the level of professional and general cultural competencies of the student to the profile of the profession for the student

Based on the results of mastering each discipline, after each control procedure, the database is filled. The cumulative assessment of a student is an additive assessment of all his actions within the same discipline. Each discipline and its control stages have a certain specific weight (percentage of participation) in the formation of certain professional and general cultural competencies. The total result for all disciplines during the entire training is accumulated in the student's personal database, where, based on the results of the semester, the student's compliance with the profession profile is determined.

At the final stage of the proposed algorithm for diagnosing professional and general cultural competencies, an analysis of the effectiveness of training is carried out at the level of each student, student group, discipline studied during the selected time periods (a week of study, a semester, an academic year, the entire period of study) for an objective analysis and possible adjustment of the learning process .

Experimental implementation of the proposed diagnostic tools in the teaching practice of the Bukhara State University has demonstrated its effectiveness, determined by:

- updating the content of disciplines, in accordance with the requirements of the State Educational Standards and employers in modern conditions, which enhances the professional orientation of education;

- selection of productive pedagogical technologies using active and interactive teaching methods for the formation of selected professional competencies;

- improvement of the control evaluation tools of the discipline;

- automation of the system for collecting, storing and analyzing information;

– transparency of the educational process for the university administration;

– an increase in motivation and an increase in the academic performance of students participating in the experiment, by an average of 28%.

Using this scoring system allows you to:

-     getanassessmentoftheachievementofcompetenciesindividuallybyeachstudentineachdiscipline, topicandtypeofclasses;

- to determine the individual qualities of each student, their professional suitability, personal qualities, such as: work in a group, behavior and ability to work in a team, leadership qualities, etc.;

- to diagnose gaps in the assimilation of knowledge, skills, abilities by students during traditional education and competencies in the course of active teaching methods and carry out their timely correction;

- get complete information about the professional skills of the student administration of the university and potential employers.

Modern conditions of educational activity suggest that its result will not be the amount of knowledge gained by the student, but his ability and willingness to work in the chosen professional field, competitiveness in the labor market.

Determining the methodology for diagnosing the competencies of a university graduate, the necessary criteria and characteristics using automated information tools allows the teacher to monitor their own activities and the activities of the student, determining the aspects necessary for correction.

For a student in the course of diagnosing professional competencies, the process of modeling their own professional activity takes place, and a strategy for professional training at the university is developed depending on the chosen profile of future activity. And also in the course of diagnostics, students form a system of values that characterizes the integrity of the individual, perseverance in achieving their goals, attitude towards themselves, towards knowledge, towards their future profession.

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A STUDY OF THE ROLE OF INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES TO ESP STUDENTS

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ABSTRACT

This article describes the methods of teaching a specialty in a foreign language to students who do not specialize in a foreign language, as well as methods of teaching using innovative technologies. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The reason is that there is a problem of developing a new curriculum, given that there is no single foreign language program aimed at teaching foreign languages to students. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results.

KEYWORDS: *Foreign Language, Game, Innovative Technology, Technological Means, Methods, Methodology*

INTRODUCTION

In today's fast-paced world, science and technology are also growing rapidly. Development in every field is moving forward. In particular, great changes are taking place in science. Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The use of modern technologies in the educational process is also an important factor for students to be familiar with and use information and communication technologies. One of the most effective ways is to teach and learn a foreign language using modern technology. In this process, including:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language; - It is possible to listen and watch radio broadcasts in foreign languages and TV programs; - use of tape recorders and cassettes, which are more

traditional methods; - CD players are available. The use of these tools will make the process of learning a foreign language more interesting and effective for students. In the process of globalization, it is hard to imagine our lives without the internet. It is one of the most effective ways to learn and use a foreign language. You will be able to communicate with foreign speakers through the Internet. Writing exercises can be improved by writing a letter via e-mail. There is also a Web Quest site on the Internet that works with students and completes a specific educational task. This site consists of assignments, which are divided into two types, ie for short-term activities to supplement knowledge and then combine them. They are usually designed for one or three sessions and are aimed at deepening and changing students 'knowledge over many years. Such web assignments may be designed for a longer period of time, possibly until the end of the semester or academic year. The peculiarity of the study web-assignments is that part or more of the information for students to work individually or in groups is located on different websites to improve their group work, to provide new information related to the topic. helps to find. Web search technology helps students to form and develop the following skills:

• use IT solutions to perform professional tasks (including finding the necessary information, computer presentations, websites, new videos, databases. design results in the ring);

• teamwork (planning, division of responsibilities, mutual assistance and mutual control);

• Finding several ways to solve a problem situation Oratory skills because we need to openly defend the project, answer questions, or participate in discussions. It should be noted that ESP teachers need constant support in the application of new technologies. Surprisingly, young teachers often show better results in demonstrating new technologies, so they can be great teachers for older teachers trying to introduce these new technologies in their classrooms. To do this, the department of foreign languages should conduct scientific-methodological seminars and master classes to demonstrate technical and technological achievements in the educational process. Group discussions and project work are also effective forms of working and learning with ESP students.

There are currently many monographs on ESP theory, a methodology for teaching ESP students has also been developed, and various studies are being conducted. It should be noted that in the current period of development in the world, officials in our country argue that every student graduating from higher education should be fluent in at least one foreign language. However, the majority of students graduating from higher educational institutions in our country in the field of philology (foreign language) differs from the requirements of studying in another field, almost half of them do not have language proficiency certificates. The reason is that there is a problem of developing a new curriculum, given that there is no single foreign language program aimed at teaching foreign languages to students. However, Professor S.G. The program was developed by Ter-Minasova, which is based on the rules set out in modern documents on the modernization of foreign language teaching in higher education: • Knowledge of a foreign language is an integral part of training in higher education. • The foreign language course is multi-stage and develops in the process of learning activities. When we choose the method to be used in an ESP classroom, we need to think about our students, our group, and adapt one method to our teaching materials. Demonstrating to students in the ESP group how topic content is expressed in English during the learning process can help students make the most of their knowledge of the topic, which will help them learn English faster. Currently, unfortunately, the ESP teacher is working with students in a group. There are not enough materials for this, so

most ESP professionals use ESP learning materials that are specifically designed for the specific purpose and needs of their students. Technology allows individual pacing: Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans. Pupils who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all. Technology helps lower training costs and increases productivity: Another benefit of using technology to reach many pupils in shorter time is lowering training costs. Corporate and academic Institutions can reduce their costs of delivering lessons to pupils on a per-pupil basis. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results. Through the use of technology, pupils can considerably save time and increase their productivity. Both these points justify the higher costs of advanced technological tools

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THE TRANSITION PERIOD-THE EVOLUTION OF WILL ANS SPIRIT

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ABSTRACT

"The most powerful and complex force that dominates a person is faith, conviction. This is the another side of the coin. We want to talk about the thinking of the transitional period, about the place of the human, as well as the social psychology of society in development. We clearly and quickly began to understand each other in an independent country. The most powerful and complex force that dominates a person is faith, conviction. Persuasion is the universal guide to social action. A goal that does not rely on the will is like the winter sun, it shines, but does not warm. Uncontrolled indifference eventually turns into indifference, pessimism, humility.

KEYWORDS: *Indifference, Pessimism, Humility, irrationalist*

INTRODUCTION

Determining a clear development strategy in the transition period is a very significant issue, but at the same time a difficult one. Consistently implementing it into practice is even more difficult task. It should be recognized that in the last decade of the 20th century in the post-Soviet countries, someone indulged in the game of democracy, someone put forward the idea of creating a union that governs states, someone else just passively stood and waited manna from heaven ... As a consequence, the result is appropriate.

Each of our compatriots knows that back in 1991 Uzbekistan determined its own path of development. It found its expression in the work written in the same year by the first President of Uzbekistan I.A. Karimov "Uzbekistan: its own path of independence and progress"[1]. Since then, 28 years have passed. We have information about the results of the past decades. This is the another side of the coin. We want to talk about the thinking of the transitional period, about the place of the human, as well as the social psychology of society in development. Transitional period. What determines the courageous overcoming, even the reduction of this quite often used in our lexicon period of time? What path should a person in transition take?

Nietzsche is a promoter of Zoroastrianism. TheIndependence gave us the opportunity to think independently, objectively evaluate any phenomenon, idea. Now the countries of the Commonwealth of Independent States are re-reading the wise Friedrich Nietzsche, traditionally accused by the former Soviets as an "irrationalist", "a nihilist who rejects historical development, religion." The subject of his dreams were people, peoples, humanity with higher thinking, high spirit, strong will. Why were Soviet ideologists afraid of Nietzsche? Because if his thoughts were to spread, then the forcibly introduced communist ideology would crack. The peoples would realize themselves, the people's love for fighters for national interests would intensify, the energy of self-consciousness would wake up among the peoples, freedom - a strong will and an

unbending spirit, and all this in unity could destroy the foundation of an already unstable "union". At times and in all lands, the strength that gives greatness to both the individual and the nation was a strong, unbending conviction, will, good spirits, now any student of our country who studies national ideas knows this.

 Soviet ideologists accused Nietzsche of nihilism; in the denial of things recognized by him. However, nihilism in the understanding of Nietzsche had not only black coloring. He divided nihilism into two parts: by weak nihilism, he understood indifference to an outdated view; in effective nihilism he saw active personal action aimed at reforming old views. Criticizing weak nihilism (weakness, humility, decline of will and spirit), he was supporters of effective nihilism (understanding activity, ebullientity as a manifestation of will and spirit). A person subject to weak nihilism, in the image of Nietzsche, has a decadent spirit, he cares only about his peace, watches the seething life from the side, in every possible way justifies carelessness, indifference, assigns the work that he must do himself to the deity. Nietzsche understood effective nihilism in the meaning of "creativity", capable of mobilizing people for a great future for the sake of difficult, but creative work.

The main character of Nietzsche was our ancestor - the main character of the "Avesta" Zarathustra. In his ideas are the ideas of Zarathustra about the moral perfection of a person, a people. He said that he did not love those who, for the sake of sacrificing themselves, seek the cause in the heavenly stars, but, on the contrary, those ascetics who give themselves to the earth so that it becomes the abode of perfect personalities. Even this thought alone shows how difficult Nietzsche's name occupies a place in the book The Idea of National Independence: Basic Concepts and Principles[2]. In order to denigrate Nietzsche, Soviet ideologists tried to frighten mankind, using his idea of a perfect man (in modern terms - superman) in combination with the fascist idea.

Although this idea as a means of educating the young generation of creativity, liberation has always been present in fairy tales, images of heroes of all nations and nationalities. We can see this today with the example of the protagonist of feature films - the "American", who, defending poor people of different nationalities, races and religions, even at the cost of her own life, wins. His inherent qualities are iron will, firm spirit, commitment to liberation, fearlessness in the face of difficulties, self-confidence, decisive action. It has nothing to do with fascism, racism.

The appearance and essence. When a wise man was asked what was the last thing to change, he answered: "Thinking." During the period of transition from a totalitarian system to a completely new, developed society, this idea manifests itself most clearly. In general, we are people who are entering not only from the old system into the new one, but from the thinking that is characteristic of the 20th century, into the thinking that is inherent in the 21st century. The past years have also brought about reforms in our thinking. We clearly and quickly began to understand each other in an independent country. However, we should not be satisfied with reforms in our thinking. Moreover, we must again and again understand that the 21st century is the century of the intellectual generation, and the country that has a high intellectual potential will progress in this century.

According to anthropologists, mankind came to its present appearance ten thousand years ago. Since that time, not only its forms, but also its character have changed. Not only the appearance of a person changes, the essence, thoughts, beliefs also change. That is why the transition period is a process of transition from one way of thinking to another way of thinking. "The most

powerful and complex force that dominates a person is faith, conviction. Persuasion is the universal guide to social action. In every society, it can be quickly recognized by its form of manifestation" (G. Spencer). However, this gift, inherent only in human nature, was oppressed by Marxism. As a result, unbelief appeared, people lost their life values, began to see the valuable in the priceless, belittle valuable things.

A person in transition. People of the transitional period are different - strong-willed, active, mediocre, indifferent, even wearily sighing. During this period, which determines the prospects of a new society, strong, strong-willed people, taking responsibility, are included in the struggle to achieve the goal - a great future, a righteous idea. They create conditions, assist others in assimilation and awareness of the values, social roles, and views inherent in the new system. However, as noted above, the process is complex - the renewal of thinking. In the transitional period, a separate category of people (marginal individuals) by the will of fate live at the same time among not only different, but also diametrically opposed views (R. Park). The American sociologist E. Stonequist compares such people with a person who is between two mirrors, showing his reflection in different ways.

The contradiction of reflection, the dissimilarity of the same thing in mirrors requires a psychologically reformed self-awareness from a person. Such people are usually doubtful, unstable, unstable in choosing something, in evaluating this or that event, in taking action. The complex of their awareness of their low self-esteem in some cases turns into the opposite - into a complex of self-esteem above others, which can manifest itself in the form of discontent. For instance, a person himself thinks in the old way, the interests of the group of people he belongs to, who also think in the old way, puts them above the interests of those who think in a new way, propagandizes them. In some cases, such people, acting as a "translator", "trying on" between the old and new thinking, can influence the formation of new thinking. In the transitional period, more are needed individuals with a strong will, high spirit, trustworthy by their practical deeds, able to reasonably explain the qualities of the new time, to rescue people from the clutches of the old thinking.

Trust is built on newly heard, issued, tested, implemented opinions. Desire, intention grow out of trust and fade away from it. This means that desire and intention are nourished by trust and, in turn, turn into a source of action - the energy of will.

It is obvious, people in transition are different. Nevertheless, offer them quickly and easily assimilated goals of the idea, and they will understand them, and having understood them, they will begin creative work. Otherwise, it goes without saying that people without will and without knowledge can easily be influenced by a false idea. False ideas are extremely deceptive, they even seem to be the most simple, pursue large destructive goals. Proponents of false ideas aimed at destructive goals, in many cases drag people with limited knowledge, weak-willed people into their "swamp". There are plenty of examples of this in near and distant history.

Never in transitional periods was it easy to understand and explain lofty national goals, turning them into the desire of the individual. It took Prophet Musa forty years to convince his native tribe of the righteousness of his idea, Prophet Muhammad took more than twenty years. And what is the connection between the national goal, the dream, on the one hand, and the will and spirit, on the other?

Will - action - energy. The will has always and everywhere been positively assessed as an honor, a dignity of a person. Awareness of one's will, an inner feeling of one's right to possess it, give a person some strength. Make happy with their "I". A person, a nation that does not have a will, is placed at the disposal of others, is influenced by the will of others.

Will is an energy that practically realizes desire, intention, dream. If we want something, we try, spending energy corresponding to our goal, intention. But the idea gives direction to the goal. Therefore, the status, the glory of each person, each nation, is equal to the amount of energy that changes from the presence (absence) of a clear conscious desire, intention, correctness (or error) of the direction of desires, expended (or intended to be expended) to achieve the goal of energy. This issue is directly related to our national idea, so we will try to shed light on it through the concepts of the exact sciences.

Every movement involves two things - matter and force. Matter moves, force sets in motion. Connected to one another. It has been since the creation of the world, and will continue to be. Matter cannot be destroyed. Its form changes, and this change constitutes existence, life. Here we see not force, but matter, we do not always feel it, the force takes on a different form. For example, you hit an anvil with a hammer. It seems that the matter remains, the force seems to have disappeared. But this feeling is wrong. Feel the hammer and anvil - they are warm. Therefore, the power has turned into heat. The force of a blow with a hammer on an anvil is equal to the degree of heat. Within the limits of this regularity, not only the physical strength of a person is manifested, but also psychological, spiritual, moral, and therefore ideological, mental strength. When we think, we think, we rejoice, we are indignant, it means that when we desire something, we expend energy equal to this. The spent mental power, energy takes the form of a personal idea, goal, dream. In this case, the movement is carried out in our nerve, brain cells.

The farmer is "taken out" to the field in the morning owing to Idea + Desires + Will. Only one desire is not able to lift him from his place, to bring him to the field. Raises and brings out the will. However, the will itself cannot answer the questions - When? Where? Why? It gives the desire energy, strength and directs the owner in the direction indicated by the idea. This ideological formula has neither a negative nor a positive evaluation. An idea makes it either positive or negative. In this sense, we can say that Hitler, Bin Laden and other sinister people like them are the owners of a destructive idea and will, the prophet Christ, the prophet Mohammed, the commander, Amir Temur are the owners of a creative idea and will.

Indifference is lack of will. Always and everywhere creative and destructive ideas and wills were opposed to each other. The national idea of the Uzbek society, defending the creative idea and will, opposes indifference, indifference, unscrupulousness. How is indifference born? It is due to the fact that ideas and knowledge are not updated in the human mind, as a result of which new ideas and desires do not arise in a person. This can also be due to the dubiousness or lethargy of the energy of the will. Indifference nullifies the owner's soul. How quickly people's knowledge and ideas are updated, so new goals and desires will awaken in them. A goal that does not rely on the will is like the winter sun, it shines, but does not warm. Uncontrolled indifference eventually turns into indifference, pessimism, humility. For indifference begins to work against the soul and consciousness of its owner.

In conclusion, the transitional period is a time of testing. It awakens in someone a greedy instinct, a passion for profit, and in someone - a desire to serve the nation. The transitional period is a season of selfless work, a great future. That is why, in this period a unifying, justified,

popular, national idea is necessary, expressing the interests of all on the paths of the progress of the Motherland, peace in the country, and the well-being of the people.

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THE PLACE OF THE MASTER-DISCIPLE TRADITION IN THE ART OF MINIATURE

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ABSTRACT

Nowadays, everyone should strive to preserve and continue the tradition of mentor-disciple. It is very important to preserve these traditions, especially in miniature art. Because there is a saying in our people, "A student who has not seen a teacher is not a student." This was said in vain, that is, the teacher reached his current level through difficulties. If the disciple considers that person as a teacher and follows him, the disciple will reach the level of the teacher without any difficulty. This article examines the role of the master-disciple tradition in miniature art.

KEYWORDS: *Miniatyura, Development Prospects, Teacher-Student, Modern Professional Knowledge, Professors And Teachers.*

INTRODUCTION

The Action Strategy of the Republic of Uzbekistan for five priority areas of development in 2017-2021 was no exception in this regard. A separate section is dedicated to improving the state's youth policy. It covers a number of priority tasks aimed at increasing the effectiveness of state policy in relation to 10 million citizens of Uzbekistan, or 31% of the country's population.

It represents the President's principled approach to the strategy of the country's development prospects. ShavkatMirziyoyev is focusing on young people. By studying in higher educational institutions, young people have ample opportunities for in-depth study of various economic fields, including the field of art. Young people who grew up in such conditions, a spark of generations appeared.[1]

It is known that the educational process in higher education institutions, in particular, the modernization of the visual art educational process, the development of the professional competence of teachers in the improvement of the quality level of the training system for specialists in miniature art, and their Arming with modern professional knowledge, skills and abilities, creative use of scientific and technical innovations, and development of skills to solve prospective tasks are considered important tasks. In this, ensuring the interdependence, coherence and continuity of the stages of artistic education; introduction of advanced pedagogical technologies for the organization of the visual art educational process in higher education, ensuring the quality of educational methodological complexes in this regard, on the use of computers and the Internet by professors and teachers in the introduction of pedagogical technologies continuous improvement of literacy; further development of provision of higher education with information resources and modern educational literature; the study of advanced

foreign experiences in the areas of visual arts and engineering graphics determines the composition of the activities of artist-pedagogues in higher educational institutions.[2]

Like many artists of his contemporaries, Reza Abbasi worked on miniatures on separate sheets. A skilled master of elegant lines, beautiful, clear paintings, the artist sought to create individualized portraits of his contemporaries. There is a belief that the artist worked according to nature to achieve this goal. Because his life pictures and sketches depicting the movements, gestures and situations of the human body have been preserved.[3]

Iran, considered one of the largest countries in Asia, is one of the oldest centers of human development. For thousands of years, architecture has been created here, from huge structures and monumental rock reliefs to fine stone carvings, pottery and amazing miniatures. Before examining the Iranian miniature, a brief history is in order. In the middle of the 7th century, Iran was conquered by the Arabs and became dependent on the Arab caliphate.In the miniature, brightness and diversity began to disappear. Light colored lines became important. During this period, light and shade typical of European painting, genre-specific views, characters in European clothes appeared for the first time in Iranian miniatures. The founders and creators of the Isfahan school are Aga Reza and his famous student and follower Reza Abbasi. In the second half of the 17th century, the painter Ali Quli Jabbar, who studied in Italy, grew up. Reza Abbasi was a palace rasor in the palace of Abbasi Shah Abbas I. Like many artists of his contemporaries, Reza Abbasi worked on miniatures on separate sheets. A skilled master of elegant lines, beautiful, clear paintings, the artist sought to create individualized portraits of his contemporaries.After Humayun took the throne of Kabul, he established an artist's studio under the palace, and in addition to the above-mentioned artists, he also hired the students and comrades of the master Kamaluddin Behzad, such as Maulana Dost Muhammad, Maulana Darvish Muhammad, and Maulana Yusuf. historian BayazidBayot wrote in his memoirs. Humayun and his son Akbar, the artist Abdusamad, as recorded in the Persian manuscript

Tarikh-iKhanadan-iTimuriya, written by an unknown author and currently kept in the Khudo Bakhsh Library of Oriental Manuscripts in Patna, India Those who learned the secrets of painting from Shirozi. According to Qazi Ahmed Qumi, the author of the valuable source about calligraphers and artists, the artist named Dost Devona, one of the outstanding students of master Kamaluddin Behzad, went to India and gained fame there. A collection of rare manuscripts, decorated with paintings created by this master artist in collaboration with the famous Mahmoud Muzahib, is now kept in the collection of the Salorjang Museum in Hyderabad, India. The high artistic level of these rare paintings really shows that their author, Dost Devona, is a bright talent. Although Humayun founded a special painting workshop near the Baburi Palace, as mentioned above, the development of the Indian school of miniature painting, the formation of a new style of painting corresponds to the reign of Akbar, the grandson of Babur, for about half a century.

In addition, miniatures were considered part of the decoration. Small, colorful paintings were used to decorate luxury items in the houses of rich merchants and in the palaces of khans. Historical chronicles, hunting and battle scenes, meetings and meals could be depicted in miniatures. The process of creating a miniature is a very complex and time-consuming process that requires perseverance, great patience, a steady hand and a sharp eye, and the author's boundless imagination. The drawing is drawn with a special brush made of natural raw materials.Today, miniature painting is represented by an independent type of Uzbek fine art. A memorial garden-museum named after KamoliddinBehzod is operating in our capital. More than 500 valuable exhibits, old handwritten books, various written documents, miniature paintings on canvas, leather, paper, and jewelry boxes are widely displayed in the museum.

CONCLUSION

Taking students to exhibitions is also important. The purpose of the event is to expand the worldviews of fine art types, to form creative abilities, knowledge and skills by getting to know the works of artists distinguishing the types of miniature art. It can be seen that if students are given a clear goal, if an opportunity is created to show the result of their creative work, the students' interest in creativity and creation will increase. While working together in the conditions of the creative workshop, it is obvious that feelings of love and respect for the teacher have increased. Therefore, pedagogues have a great role and importance in improving and developing the traditions of "Teacher-disciple ethics" in the training of junior specialists. Also, if the representatives of the younger generation see, appreciate and understand the heritage and works created in the past, they can become artists worthy of the times.

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TYPES OF DECORATION IN MINIATURE ART

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ABSTRACT

At the present time, Nowadays, great attention is paid to painting, drawing and other professions. Among them, attention and interest in the Miniature direction is the most. The study of this field is becoming an urgent issue day by day. This article sheds light on miniature art and its types, and how attractive this art is.

KEYWORDS: *Miniature, Metal, Decorate Medieval Manuscripts, Watercolor, Architectural Borders.*

INTRODUCTION

Miniatures are small-scale works of fine art. The term Miniature is also used for small-scale paintings created to decorate medieval manuscripts, as well as bone, parchment, fake core (stone paper), metal, porcelain, and sometimes household items (tobacco, clock, ring, etc.).Areas of artistic miniatures such as book and portrait miniatures are widespread. In Book Miniatures, the pictures are colored with tempera, gouache, glue, watercolor, and other paints and applied directly to the pages of manuscript books, and the patterns (title, title, plate, etc.) are combined with the decorations of these books. The miniature has been known since ancient times. In ancient times, the paintings on Egyptian papyri were painted with dull colors on a flat surface. Late Antique Miniatures (4th-6th centuries) are notable for their accurate rendering of shapes and exposure. This method prevailed in Byzantine Miniatures (mainly religious manuscripts) until the 10th century. Features of folk art entered the miniature. In the Gothic miniatures of the 13th and 15th centuries, the desire to represent nature increased, the pictures were explained with text, the forms were revived, and landscape, interior, and architectural borders were given a lot of space. Among the great miniature masters in France, A. Boneyo, Jacquemard'Edenand others created fruitful works. Medieval western miniatures are distinguished by a couple of local schools. Miniatures developed in Armenia (6th-7th centuries), Bukhara (8th-10th centuries, Georgia (9th-10th centuries), Russia (5th century).

By the beginning of the 20th century, the development of miniature art stopped in the territory of Uzbekistan. Us t a Momin, A. Siddiqi, G. Nikitin, Ch. The traditions of M. are observed in the work of artists such as Ahmarov and T. Muhamedov. In the 1970s and 1980s, there were attempts to restore the traditions of Miniatures. The real development of the miniature took place after the independence of Uzbekistan. Ch. Ahmarov continued the traditions of miniature art in his work, enriching it with new content and ideas.Artists used various patterns to decorate the

elegant miniature.Ancient manuscripts created in the 14th and 15th centuries used Islamic and Girih motifs to decorate the borders of books.

Girih (Persian - problem, knot, tangle) - complex geometric pattern; widely used in architecture and artistic crafts. The basis of the pattern consists of triangular, rectangular, square, circular and arc-shaped distributions. Analyzing, drawing, and creating new types of geometry requires special training and skills. Girishes were simple at the time of their creation, and later they improved and became more complex. No matter how complex a Girih is, it has a convenient side: any Girih is divided into certain repeating parts (divisions).
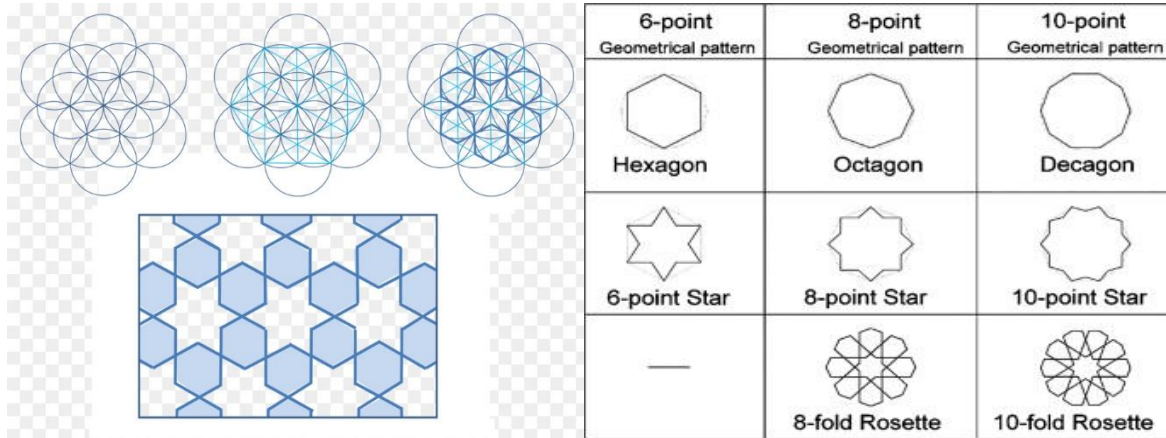
Islamic Girih

As the layouts are repeated, they become more beautiful and attractive. Due to this, it is possible to re-decompose a complex Girih consisting of some simple Girihs and create a third type of Girih by intertwining several simple and independent Girihs. Depending on their shape, Girihs are called differently: "5 and 10-pointed Girih" if they are 5- and 10-pointed stars based on their distribution, "PargariGirih" if they are made of curved lines drawn using pargar, etc.

The Girih pattern is often found in preserved architectural monuments, household items (barkash, obdasta, plate, ceramic dishes, carpet, palak, etc.), jewelry, and book decorations. Especially among architectural decorations, Girih takes the leading place (Islamic pattern takes

the second place). Finding the key to making G. in architectural monuments often requires a lot of hard work. Z. Bositkhanov, master painter and gyrihologist, restored many (more than 300) gyrihs, found ways to build them, and created new ones.

The halls of the State Museum of the History of the Timurids, the walls of the building of the Angren Development Association Club (Ulugbek Academy) and other miniatures are decorated with paintings. At present, miniature artists ToshevDavron and ToshevDavlat are creating in Bukhara at the traditional school of Bukhara.
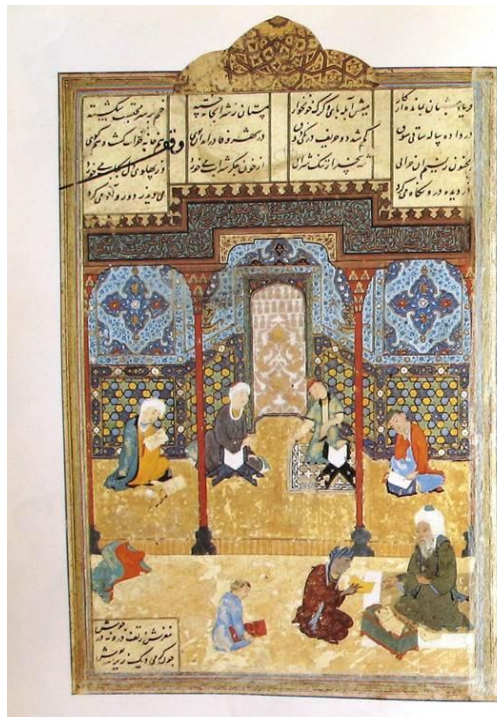
Pattern (Arabic - image, flower) - ornament (flower) consisting of stylized images of plants, birds, animals, etc. It is widely used in various objects (objects, weapons, cloth, furniture, books, etc.), architectural structures (both interior and exterior decorations), works of fine art (mainly, applied art), and in some nations, it is also used to decorate the human body (tattoo, intended for decoration). A pattern adorning the surface of an object reveals its structure and increases its artistic quality. The pattern is either composed of abstract shapes or stylized from specific themes. Depending on the raw material used, there are different styles and methods of pattern making: carving (wood, copper, stone, marble, etc.), painting (paper, fabric, wood, ceramic, etc.), embroidery using stitches (embroidery, goldsmithing, etc.), forging and casting (jewelry, coppersmithing, etc.), weaving (carpet making, textiles, etc.), carving (inlaying, latticework, etc.), etc.

There is no specific information about the pattern's origin. The history of pattern is as old as the artistic culture of mankind. Archaeological materials show that the pattern has existed in all nations of the world since ancient times. In the Paleolithic and Neolithic periods, metal, pottery, dishes, and weapons were decorated with plant-like patterns in addition to simple geometric shapes. The pattern has developed differently in different countries and peoples under the influence of the geographical environment, flora and fauna, and culture. For example, in the motifs of the Northern countries, there are many images of juniper, herders have cattle horns, farmers have grape leaves and bunches, and settled people have images of flowers, pomegranates, almonds, and peppers. The artistic styles (baroque, gothic, classicism, etc.) that prevailed in Europe at different times had their influence on the pattern. During the renaissance, it gained a particularly high appeal. From the end of the 19th century, the various currents that emerged during this period deliberately used the pattern sparingly, and even went so far as to completely abandon it.[3]

New types of applied art and folk crafts such as porcelain sculpture, leather miniature work, inlaying, pumpkin-shaped patterns have appeared, and masters work in these areas with great pride and skill. Making porcelain figurines, inlaying, carving pumpkin dishes, making miniatures on leather materials, printing flowers on gazmol, stone carving, which are newly emerging trends

in Uzbek folk art. ongoing work is also noteworthy. In particular, A. Muhiddinov from Andijan, A. Abdullayev from Namangan, E. Abdullayev from Nurota, Kh. Yoldoshev, A. Haitovlar from Tashkent, from Tashkent for leather carving. S. Polatov, B. Yoldashevlar, S. Ziyomov from Tashkent, B. Khojimetov, Sh. Rikhsiyevs, A. Rahimov from Tashkent for putting flowers on a vase, Sh. from Tashkent for porcelain sculpture. Mominova, M. Madaliyev's services in the restoration and development of these types of national applied art in the art of coppersmithing are great.[4]

In the years of Uzbekistan's independence, Uzbek folk art is entering a new stage of development. Samarkand, Bukhara, Tashkent, Gijduvan, Margilon, Khiva, Rishton, Shafirkon, Urgut, Khojayli, Kokan, Nurota, Gurumsaray, Asaka, Chimboy, Shorchi, Termiz have long been considered cultural centers of our country. , Urganch, Boysun, Denov, Gallaorol, Jizzakh, Zomin, Namangan, Kosonsoy, Shakhrisabz, Kitab, Sherabad, Beshkent, Khanka, Nukus, the masters of our cities and villages are working effectively to restore their ancient fame.

CONCLUSION

Today, miniature painting is represented by an independent type of Uzbek fine art. A memorial garden-museum named after KamoliddinBehzod is operating in our capital. More than 500 valuable exhibits, old handwritten books, various written documents, miniature paintings on canvas, leather, paper, and jewelry boxes are widely displayed in the museum. In addition, a large collection of miniature paintings is preserved in the State Museum of the History of the Timurids. You can also see wonderful pictures of miniatures on selected oriental poetry pages.

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DIDACTIC PROVISION OFTEACHING GEOGRAPHY BY MEANS OF MEDIA TECHNOLOGIES

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ABSTRACT

The educational portal is designed to provide students and teachers with completely new educational and methodological tools. The main purpose of using teaching materials and electronic textbooks created on the basis of computer software on the educational portal is to form a modern information and educational style. They will become not only learners, but also researchers who can search, analyze news from authentic Internet and additional sources. Currently, the number of electronic textbooks on geography is not at the level of meeting existing needs, furthermore there us a need for a perfect and complete development of methodological literature based on individual criteria.

KEYWORDS: *Upbringing, Methodological, Electronic, Implementation*

INTRODUCTION

It is evident that the further development of our country and its future place among the leading developed countries of the world are at the hands of young generation. Therefore, every teacher takes the responsibility of upbringing and educating youth, as well as organizing quality and effective educational processes based on modern information and communication technologies.

In this regard, our government has adopted a number of regulatory legal acts, including Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the strategy of actions for the further development of the Republic of Uzbekistan", Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval, priority tasks set forth in Resolution No. 187 "On the approval of State educational standards of vocational education", and the implementation of tasks set by other regulatory legal acts related to this activity are the main objectives of the education system. In the XXI century, education was recognized as the main factor maintaining sustainable development worldwide, and in the new concept of education adopted by most countries until 2030, "creating opportunities for quality education throughout life" was identified as an urgent matter. This in turns leads qualitatively organizing professional skills, educational and methodological activities and regularly improving their didactic competencies through the usage of modern educational and innovative technologies, advanced foreign experience in teaching geography in the education system, increasing the level of widespread use of information and communication technologies in the educational process. While focusing on the concept of didacticsas an integral world theory of education, it can be seen that this concept includes both the teachingand theoretical parts of

the educational process, the quality of education, didactic means of preparing lessons in the educational process.

When mastering the content of education, depending on the level of knowledge of students, the ability to master, the source of education, didactic tasks, the following methods are deservedly used: the method of oral presentation, verbal method, visual method, practical method, laboratory method, method of problem and heuristic modeling, method of independent work, research methods, problem research and reproductive teaching method, inductive and deductive methods.

 Basically, the following criteria are imposed on the teaching methods:

1. The study of educational material should not only help to master theoretical knowledge, but also trigger the practical possibilities of education.

2. Teaching methods should be based on scientific data. The science of the method justifies the clear thinking of students, a clear educational goal in the process of mastering geographical materials, tools, methods.

3. The systematic nature of any educational methods used in the process of studying educational material on the subject of geography determines the level of their effectiveness.

4. Another requirement for teaching methods is lucidity. The method of teaching should be understandable and suitable to students, and the methods of studying educational material on the subject of geography should correspond to the sphere of mastering its knowledge.

5. The need for wider use of learning technologies in the learning process through the process of learning by students is an important requirement for teaching methods. Conducting education in a conscious and active form also depends on the methods of mastering knowledge.

6. The teacher's explanation of scientific and theoretical knowledge should give an effective result in students' assimilation.

Another effective means of teaching geography based on media technologies is the Internet. We don't adhere to the opinion that "all news coming from the Internet should be included in educational programs." However, there are some results that determine the path of development of modern geographical science.

Using the necessary information obtained from Internet sites improves the quality of the lesson. The vital issue at the moment is the creation of a new generation of educational and methodological materials, considering the capabilities of modern information and telecommunication technologies. Thanks to Internet technologies, it is possible to conduct classes remotely, display video materials on various educational portals, and effectively organize the educational process based on the use of educational telecommunications technologies.The creation of an information space of disciplines in educational institutions is carried out through the organization of educational portals. It is possible to cite a set of educational programs, plans, textbooks, teaching aids, seminars, the content of practical classes, test systems posted on the educational portal. The educational portal is designed to provide students and teachers with completely new educational and methodological tools.

Portal is a German word that means "portal" - door, gate, main entrance. On the Internet, a Portal is understood as a universal information page covering complete information that is

constantly updated and filled up on any topic. On the Internet, the word Portal is used in the sense of a large website combining various universal services.

Portal- is a large site that operates in a certain area and is able to directly link to other sites as well as Internet information resources.

Site- is an English word that means "site" - a place, a location. A website is a web resource with a package of documents and data belonging to an organization or person placed on a computer network with a specific address.

The main purpose of using teaching materials and electronic textbooks created on the basis of computer software on the educational portal is to form a modern information and educational style. Improving the efficiency, quality and productivity of the educational process through the use of up-to-date information and pedagogical technologies one of the modern educational resources in the system of continuing education is the widespread use of electronic educational literature, the organization of their libraries in a certain sense. It is required to make extensive use of educational portals in geographical education. In the process of mastering the subject of geography, students should have an idea about the object of studying science, its subject, research methods, the Universe, the Solar System, the Earth and its role in the Solar System, the geographical envelope and its structure, the geographical environment and theoretical views on the geographical basis of human relations.The usage of modern computer capabilities, necessary electronic textbook, manuals, the development of lessons, educational films and visual materials on each lesson will definitely increase the effectiveness of teaching process. It is advisable to use an electronic textbook and the Internet not during the lesson, but to improve the knowledge, skills and abilities acquired in the library.

In addition to that the use of electronic lesson plans, presenting educational film or video, distributing didactic materials will also lead to growth of efficiency. Because when the student is able to see the subject, perform some processes directly on the computer, it is way easier to quickly accept the concepts that need to be mastered and put into practice. Currently, in our country there are a huge number of educational portals related to education and vocational training. One of the Internet services that greatly helps both teachers and students is the **Ziyonet** network. We can get a lot of information and videos related to education from domain sites in Uzbek, Russian and English.

Including**uzedu.uz** - through the website of the Ministry of Public Education, you can get an access to many educational sites, news in the field of education, grant and scholarship participation and e.g.

edu.uz through the website you can get full information about the Ministry of Higher and Secondary Special Education, applicants, teachers, students, Educational network, Internet services.

multimedia.uz , mytube.uz from these websites, you can download videos on all subjects, open lessons, video materials on language learning, educational games.

geogrfiya.uz the site contains data about geography, such as interesting facts, news, tests, visual pictures on the subject, examples of lesson development. An extremely important factor is the availability of electronic visual aids on each topic in order to increase the effectiveness of the lesson. With the help of visual helpers when lighting topics, time is also significantly saved, while the purpose of the lesson is easily achieved.

Educational portals designed for the educational process should provide the following opportunities:

– information resources on the content of subjects;

– training courses in various fields;

– provide feedback;

– assisting in quick finding of the necessary information;

– time management for multiple access to hypertext explanations;

– using the computer's multimedia capabilities when extracting data to the screen;

– to be able to evaluate students' knowledge in each section of the subject in accordance with their levels of mastery;

– to create an opportunity to update the educational information bases of the subject. The advantages of using educational portals in geographical education include:

– deep and perfect assimilation of materials provided in the educational process;

– introduction of a new form of education into the education system;

– the possibility of reducing the time of obtaining knowledge (saving time) during the lesson.;

– -the acquired knowledge can be stored in thelong time memory of students and applied in practice;

– the shortness of time for the formation of certain skills in students;

– increase in the number of tasks performed during training;

– transformation of a student into a subject of education as a result of the need for active computer control;

– this is the formation of the possibility of direct demonstration of processes that are difficult for students to observe, observe.

At each point, students are faced with scientific and technical innovations, achievements, as the result their interest in this science increases. They will become not only learners, but also researchers who can search, analyze news from authentic Internet and additional sources. The educational portal forms skills such as detailed reading, listening to lectures, performing practical exercises and independent learning, testing own knowledge and self-control.

Interactive teaching methods introduced in the lesson in the above-mentioned educational process provide indicators of the quality of geographical knowledge, ensuring the effectiveness of teaching the subject. The role of media technologies in raising the educational sphere to a higher level than quality, improving information environments for students and conducting the educational process using modern technical means is not without reason.

Structural components of media technologies, which are rapidlydeveloping nowadays, include:

- electronic textbook;

- electronic teaching methods-complexes;

- electronic educational literature;

- electronic encyclopedias;

- training and presentation programs;

- educational films;

- virtual laboratory;

- multimedia resource;

- electronic materials of the curriculum.

The created educational resources allocate the necessary information from them, as well as determine the level of students' skills in working with information. Creation of electronic textbooks using information technologies in media technology education, increasing the effectiveness of modern geography lessons, increasing their exhibitionism, systematicity and, moreover, some parts of the lesson have great methodological and didactic significance in the student's reflection.

The foremost purpose of using electronic textbooks is to fully and accurately convey the materials of the studied subject to students in a short time, develop self-learningprocess of students and increase their interest in science.

Electronic textbook - will be developed for the application of a learning style based on computer technology, for self-education, as well as for comprehensive effective assimilation of educational materials and scientific information on the subject.

Currently, the number of electronic textbooks on geography is not at the level of meeting existing needs, furthermore there us a need for a perfect and complete development of methodological literature based on individual criteria. Teaching based on media technologies serves to ensure that students master geographical skills, become a competent, educated, enlightened and socially active person who will feature an example to others with their critical thinking and independent behavior.

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LOKASANGRAHA: WELFARE AS A RESPONSIBILITY

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ABSTRACT

We live in a world mixed with multiple fragmentation. Humanity as a whole facing threat as well as nature itself is at threat. How do we address this scenario? Probably an ideological change infused in the current system might be a radical change for the scenario. A holistic approach towards this fatalities or injustice can bring us back to a much renowned feeling of co-existence; which is beautifully established in the concept of lokasngraha. This concept very well integrates the co-existence; as a value as well as a responsibility of the other. This is establishing justice without its violation and sustainability because of respecting the other.

KEYWORDS: *Lokasngraha, Cosmotheandric, Upanisadic, Dharma, Sadacara*

INTRODUCTION

The Lokasangraha concept is a dynamic social thinking, it is a holistic concept of welfare of every being: seen and unseen, micro and macrocosm, animate and inanimate, human and divine etc. it is an important social awareness says Agarwal quoting K.M. Panikkar..1 Thus, Lokasangraha means 'lokanam sangrahah', collecting / protecting the world together, or guarding or protecting the world together or maintenance of various worlds. In the derived sense one could express it as "Holding the world together" or the "Welfare of the world."2 Therefore, I would translate the word 'Lokasangraha' in the plural sense, 'Welfare of the worlds' The word 'worlds' denote not only the visible world where we live and have our being, but also the worlds we are connected with or have our relational being. The worlds summarize the totality of our existence and their inter-connectedness to various spheres of our life. In this sense, it is cosmotheandric.

The Lokasahgraha concept, has changed the mindset of people, has given a new vision for the modem people which the ancient Vedic and the Upanisadic scholars foiled to bring. We are grateful to the modem thinkers like Tilak, Aurobindo, Radhakrishnan, Gandhi and others who brought a new vision and message through this concept. Their whole outlook, missionary zeal and emancipatory force stirred the minds of the people both positively and negatively.

The Concept of *Lokasangraha*

The term Lokasangraha is a unique term hardly documented by the scholars over the years. Though the scholars have commented on it, it is hardly anything compared to the other issues and concepts. One can find lengthy discourses and expositions and even books written on different issues and terms found in the Gita like, yajna, dharma, avatara, varna etc. The credit goes to Tilak and then to Agarwal who discovered this novel concept giving a social dimension to it. Let us try to understand the meaning of the term and its significance.

Meaning and Derivative Meaning

The meaning can be understood in two ways: in a derivative sense and in a popular sense. The word Lokasangraha is derived from two words: lokah and sahgraha. The root word for lokah is lok. The verbal form means, 'to see' or 'to consider, to view, or to look at, behold, perceive, to know, be aware of, to shine, to speak. In its derived form it could also mean, to know or find out, to greet, express congratulations.

What is being seen is the (Lokah). Lokah means the world, the samsarah or the world which one sees. Lokah can also mean the earth, the terrestrial world. The word would mean "a mythical mountain that encircles the earth and is situated beyond the sea of fresh water, which surrounds the last of the seven continents. Beyond there is complete darkness and this side of it, there is light. It thus divides the visible world from the regions of darkness."4 According to Hindu understanding, there are fourteen worlds, seven above the earth and seven below the earth,5 though roughly we speak about three worlds. Therefore, what we see is not just the seen world, but all the worlds that we can perceive, that is, both seen and unseen.

Popular Meaning

Though Lokasangraha means the 'well-being of the worlds,' it has been understood by various people according to the vision they had. Sarikaracarya translates this word negatively, that is, "the prevention of mankind from going astray."6 The purpose behind this is the supremacy of jnanamarga and the world as may a. Ramanujacarya keeping the same pace organic interconnectedness is understood as the interconnection between all the beings in the universe which is organic in nature. In other words, the organic interconnectedness refers to the internal and integral unity.[7] Accordingly, dharma has to be understood on the background of the living cosmos and with its interconnection and interdependence in the micro as well as macro aspects of the universe.

Thus, dharma according to the Gita is that which 'holds together'. 8 It holds together the people and cosmos, like the beads in a chain.9 It is not only the humans but also the whole of cosmic reality and its interconnectedness, its ethical and ritual practices. The Lord is the one who is the origin of the whole world and also its dissolution. Jnanesvara, the bhakti saint of Maharashtra, commenting on this verse speaks of man and nature as interdependent and part and parcel of the Divine Being. He says that as the golden beads hemmed in a golden string, so too the entire universe is upheld by the Lord (JnanesvarT 7:32)."10 Thus, there is a comprehensive outlook in the concept of dharma.

Significance of *Lokasangraha* in the Contemporary World

Working for the welfare of the worlds is a duty of every human being. In the words of the Gita. "the one who does not help to keep the wheel of creation in motion by sacrificial duty, and who rejoices in sense pleasures, that sinful person lives in vain."[11] The duty arises only from a moral perspective but also from the very ontology of our being. It is here that authenticity comes in.

The reason why one is here on the earth is due to one's karma. "Human beings are bound by karma" (III.9) whether we like it or not. Depending on our actions, we acquire fruit, good or bad. Here, the Gita gives a new interpretation for the karma theory. It is, "not all actions are binding, but only those that are done with a selfish motive. Actions done with no selfish motives (nis-kama-karma) are not only does not bind the agent [are not only not binding the agent], but are even means of liberation (moksa-sadhana)" says Thomas Kochumuttom.12 Therefore, by

performing one's own dharma for the well-being of creation one can liberate oneself and the other.

Personal Welfare

There is a saying, "the road to the neighbour's house passes through my courtyard." Similarly there is another saying, "if I am alright, everything is alright." If I want to see the whole world to be perfect, growing and dynamic, first and foremost I myself need to be so. Through the colored glass one sees everything colored. Sebastian Painadath puts this very clearly, "One has to liberate oneself from the possessive grip of I and mine"13 the devotee is, "free from (the notion of) T and 'my,' even-minded in pain and pleasure, forgiving..." Therefore, Lokasangraha first and foremost aim, at one's personal welfare both at the personal level and at the inter-personal level.

Moral Welfare

Manusmrti speaks of sadacara or good conduct (Manu. II.6) as the root of dharma. Dharma can be translated as the rules of conduct fixed by revered people which are handed down to the generation. In fact, Yajnavalkya Smrti defines dharma as sadacara, "the practice or good conduct of good men; what seems pleasant to one's self, and the desire that springs from mature consideration."[14]

Sadacara is right conduct to be followed in the dharma. Dharma can be defined as, the eternal law governing, upholding, and supporting the creation and the world order. It is relationship between the creator and the creatures. It also means way of life, duty, righoutness, ideal conduct, virtue, nature, quality, moral principles and truth.'[15] In the light of this, but "engaging in the welfare of all the creatures" that is, one unites in the Lord. (XII.4).

sadacara of the Sadacari (the one who is selflessly engaged in (he welfare) is directed not only towards the people but also towards the non-people as well - the cosmos and divine. A person who is morally sound (ethical) will not degrade the other. They will consider the whole existence as divine. The welfare has to become like Kantian categoric apriori and aposteriori imperative.16 The personal welfare paves the way for all other welfares.

Social Welfare

Society cannot be perceived without the individuals, so too, religion and politics. Everyone is a pilgrim, journeying towards a common destiny. As a pilgrim, one needs to purify oneself and the other to reach the destiny. In the process, we make the world a better place, a better tomorrow for the next generation and above all, create a Janakarajya (Kingdom of Janaka).

CONCLUSION

Materialistic dimensions alone will not help humans to achieve their higher order goals. I don't mean to advocate any religion specific for spiritual dimension. But the humanity by itself do have the spiritual dimension. If that is enhanced then sustainability and justice by default will be the core of society. The concept Lokasangraha advocate the welfare of all irrespective of cast and creed, nationality and any other differentiating factors that exist in the world.

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5. The seven worlds above and the seven worlds below the earth .

6. Swai Gambhirananda, "*Srimad Bhagavad Gita": English Translation of Sri Sankaracharya's Sanskrit Commentary* (Project Gutenberg, n.d.), 132. Mahadeva Sastri translates this as, "The purpose of preventing the masses from resorting to a wrong path," see, A. Mahadeva Sastri, *The Bhagavad Gita, with the Commentary of Sri Sankaracarya* (Mysore: G.T.A Printing Works, 1901), p. 93-95.

7. The *Rgvedic* hymn, the *Purusasukta* is a coherent articulation of the organic unity. Here it clearly indicates the visible and the invisible, and the mortal and immortal and the God-man-cosmos unity. It is in this Organic Oneness that the metaphor of four *varnas* is to be understood. This evokes the experience of harmony, organic interdependence and interconnection. There is a tendency to interpret this metaphor in terms of hierarchical structure it denotes.

8. MBh. VIII.49,50.

9. BG.VII.7. The scientists are trying to build a theory which would explain all the phenomena of the forces of nature, called the 'GUT Theory' (Grand Unifying Theory). The unifying forces are: Gravity, Strong and Weak Electromagnetic, Weak and Strong Nuclear forces. In the spiritual sense, it is the Divine force which unites the devotee and the Lord.

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14. Usha Choudhuri and Indra Nath Choudhri, "*Hinduism*: A Way of Life and a Mode of Thought", (New Delhi: Niyogi books, 2012), p.98.

15. Prasad, p.15.

16. Whether one likes it or not, the ethical principle of duty to take care of the other is itself an *apriori*. It exists irrespective of one's belief or judgement. As an experimental and inter-related reality, the same duty becomes a necessary prerogative of one's existence and therefore, *aposteriori*.

IMPROVING MANAGEMENT ACCOUNTING AT WATER SUPPLY ENTERPRISES BASED ON INTERNATIONAL STANDARDS

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ABSTRACT

The article covers the theoretical and methodological aspects of creating management reports and adapting management accounting in water supply enterprises in particular to international accounting standards, applying international standards of financial statements when compiling internal reports, procedures for adapting preliminary financial statements compiled based on national accounting standards to International Financial Reporting Standards, Procedures for amending financial statements, and the results.

KEYWORDS: *National Accounting Standards, International Accounting Standards, A Compilation Of Reports For Managerial Accounting Purposes, An Adaptation Of Management Accounting To International Accounting Standards, A Compilation Of Management Accounting Reports At Water Supply Enterprises.*

INTRODUCTION

In the conditions of a lack of public funds for the isolation of the water supply and sanitation network, insecurity on the part of the private sector, and a complex and sometimes contradictory legislative framework, today it is advisable to find new technologies that provide a way out of the bankruptcy situation.

By introducing and applying management accounting and analysis to the current practice of the activities of water supply and sewage enterprises, it is possible to determine the internal reserves of financing. This makes it possible to develop detailed plans, budgets and cost rates, assess the effectiveness of the provision of services and set target indicators, take into account the interconnection of the costs of forming budgets, indicate natural production indicators and unit costs, and compare the effectiveness of various costs. Also, departments within the enterprise receive expenses on capital investments within themselves. The main task of management accounting at water supply and sewerage Enterprises is to identify the main control factors applicable to the daily management of these enterprises and form reports on them in accordance with the established requirements and in a timely manner.

The choice of an approach to implementation in the creation of a management accounting system is greatly influenced by such factors as the information necessary for management (services for managing objects, etc.), how the powers are assigned (at the level of departments, objects, etc.), the type of activity or the sphere in which the organization operates, the content is

As practice shows, management accounting at enterprises of the water and sewage network has not been systematically organized. With the developments, the introduction of a management

accounting system in water supply and sewage enterprises will be a mass cultural reform in many ways, since it is associated with the transition from the "command management" model to the "commercial management" model. Such a transformation is a rather complex and lengthy process that must be supported by the executive management team of the general director and deputy general directors.

Literature review

The main goal of improving the concept of development of accounting and reporting is to create optimal conditions and prerequisites for the consistent and successful implementation of the specific functions of the accounting and reporting system in the economy. In particular, the functions of the formation of information about the activities of economic entities, which are useful for making economic decisions by interested, external and internal users. According to the adopted concept, one of the most important areas of further development of accounting is to improve the quality of information generated in accounting and reporting, including management. The main task in the field of management reporting is to widely popularize the advanced experience of its organization, as well as the experience of its use. Thus, the provisions of this concept confirm the objective need for the development of the management accounting system and determine the main directions for its adaptation to modern conditions of market relations.

It is necessary to develop a program for the transition of accounting into a system that meets the requirements of a market economy, and to develop forms of management accounting reporting of the beginning of the accounting process, its content, principles and methods.

I.V.Kuzmina noted that "In 2001, the European Commission published a law obliging the member countries of the European Union to make international standards mandatory in the preparation of consolidated financial statements from 2005 for all enterprises whose shares are sold; in regulated markets of the European Union. International Financial Reporting Standards apply throughout the European Union"[1; p. 125].

P.McConnell argues that the role of International Financial Reporting Standards is important in any economic context, and according to him, Markets need only one set of good accounting standards to operate globally, and investors in the market can evaluate their capabilities on a comparative basis and not allocate their capital inefficiently, as can happen when different accounting systems are used [1; p.125].

V.F.Pali believes that "International financial reporting standards remain recognized on almost all stock exchanges in the world, which cannot be discounted. Along with them, one should not forget and write down the positive national accounting experience in the archives" [2; p.7-10].

In particular, the use of International Financial Reporting Standards is necessary for the following reasons:

Firstly, the formation of external and internal reports in accordance with International Financial Reporting Standards is one of the important steps that open up the possibility for enterprises to join international markets. As you know, it requires transparency of financial information about the activities of foreign enterprises and the accountability of management to investors. Foreign investors, through financial statements, will be able to determine and understand how the capital provided by it is used, and enterprises and other foreign countries will remain a high-risk area in

attracting investments from international markets, including water supply and sanitation enterprises, and, as a result, will set the stage for others to give their place in the market.

Secondly, the use of International Financial Reporting Standards can significantly reduce the time and resources required to develop national reporting regulations. These standards combine quite a long experience in accounting and reporting. They are formed as a result of the work and research of several generations of accountants-researchers, and representatives of various scientific research. The standards take into account the requirements and experience of entrepreneurs, banks and other financial institutions, trade unions, and government organizations in working with reports.

Thirdly, international practice shows that reports prepared in accordance with international financial reporting standards are considered useful for users.

For enterprises of the water supply and sewerage network, a special system for the transition to International Financial Reporting Standards is now being created. Because they, like other commercial enterprises, are interested in attracting foreign capital to modernize their infrastructure. In turn, foreign creditors and investors demand that the transparency of financial statements for the use of their financial resources be ensured, therefore, the transition to international financial reporting standards allows the following, increasing the transparency of financial statements and uniform implementation of the standards necessary in increasingly globalized financial markets at the cross-section of each state.

D.G.Slinkov admits that it is necessary to start the introduction of International Financial Reporting Standards from the internal management report. He noted that the main idea behind the emergence of international standards, users around the world can even understand in one sense the statements made by the enterprise on the other side of the world, despite the fact that the rules of management accounting are developed individually for each enterprise in accordance with business characteristics, it can be useful to use international standards [3; p.216].

Before talking about the introduction of international standards of financial statements into the practice of accounting, it is possible to identify similarities with the rules of national accounting and, if we consider the management accounting system as a subsystem of accounting, then in general it can be observed that the objects of financial accounting are similar to the objects of management accounting. In management accounting, too, income and expenses are taken into account, such as objects of financial accounting. It is necessary that the same objects be included in the elements of the financial statements.

In accordance with international accounting standards, elements of financial statements are disclosed. These include assets, liabilities, capital gains and expenses. At the same time, it is necessary to form the financial statements of the enterprise, which can be presented about the object of accounting only in the form of three stages:

1) determination of the element of financial statements;

2) checking the compliance of the identified element with the criteria for its recognition in the financial statements;

3) recognition of the identified element of financial statements.

The first stage involves the distribution of Assets, Liabilities and capital, which characterizes the financial condition of the organization depending on the possible entry or exit of economic

profit. At the same time, future - economic benefits can be exchanged (with accumulation) of cash or their equivalents.

In certain situations, obtaining or losing economic benefits can be hidden. Therefore, each time the objects of accounting are attached to one or another element, it is required to check their compliance with the general criterion - the criterion for recognizing the elements of financial statements. In turn, recognition of an object as an element of financial reporting is possible only if it meets the definitions of assets, liabilities, capital, income and expenses, and the following recognition criteria are met:

1) there is a high probability that the enterprise will receive or lose economic benefits associated with this object;

2) it is possible to reliably measure (evaluate) the value of the object. This is the second stage of financial reporting.

The third stage includes an oral description of the object and its assessment, as well as the inclusion of the identified amount in the corresponding reporting forms - in the balance sheet or in the profit and loss statement [4; p.40].

Thus, it can be concluded that if the accounting object meets the aforementioned recognition criteria, the composition of the elements can be expanded.

V.F.Paliy believes that in accordance with the main economic parameters, the categories in which the data in the financial statements are combined are elements of the financial statements [5; p.27].

M.A.Bakhrushina defines elements of financial reporting as elements of reporting that characterize the financial condition and financial results of the enterprise [4; p.39].

Elements such as assets, liabilities, and equity are recognized in the balance sheet of the enterprise and reflect the financial condition of the organization. Elements of the income statement related to the measurement of results; the activities of the organization include income and expenses. International Financial Reporting Standards apply an approach in which the definition of assets and liabilities exceeds the definition of income and expenses. This approach is called the balance sheet approach of assessing the importance of certain forms of financial statements, in which preference is given to the balance sheet, and not to the profit report.

V.F.According to Pali's views, "According to International Financial Reporting Standards, assets are property resources that are controlled by the enterprise as a result of operations and events that occurred during reporting or other past periods and are expected to bring economic benefits in the future" [5; p.27].

Assets are presented in the form of indicators of the "non-state assets" and "working capital" sections of the asset of the balance sheet. The definition of resources as assets of international standards of financial statements follows from the concept of control, in contrast to the principles of internal accounting based on the concept of ownership. For example, the balance sheet may reflect objects that do not belong to the enterprise, but the profit from the use that it controls. Hence, fixed assets are accepted on the balance sheet not because the enterprise is its owner, but because it uses them in its activities at will. Leased property that does not belong to the enterprise requires inclusion in the structure of assets if the organization controls the expected income from this property.

The most common cases of obtaining the assets that make up the property of an organization are the purchase in exchange for money or other assets or produced by the organization itself. Assets can also counter an increase in the liabilities of an enterprise that requires payment in the future, typical for water supply and sanitation enterprises, or even requires free (for example, subsidies from the budget). International Financial Reporting Standards argue that assets such as accounts receivable and property are related to legal rights, including ownership, but the latter is not the main recognition of an asset in financial statements. At the same time, it is necessary to ensure compliance with recognition criteria, taking into account the principle of the predominance of economic content over the legal form.

Assets can consist of real estate, equipment and other fixed assets, property acquired under a financial leasing agreement, long-term loans and other financial investments, including long-term receivables, cash, as well as rights, patents, knowledge obtained as a result of research work and similar intangible assets, which are desirable if they are expected to bring economic benefits by the enterprise in the

According to T.V.Shishkova, "In accordance with international standards of financial statements, obligations represent the debt of the enterprise as a result of past events existing on the reporting date, the payment of which leads to the outflow of resources from the enterprise that embodies economic interests, for example, as a result of debts to suppliers. The purchase of raw materials and materials by the enterprise, the goods were sent, but not paid" [6; p.27].

Such an obligation is presented on the balance sheet as a creditor debt since in this case, its calculation will lead to the outflow of future economic benefits of the enterprise.

O.V.Efimova describes that "Capital is understood as the share of the assets of the enterprise that remains after the deduction of all obligations" [7; p.27].

The structure of capital includes several components that are separately reflected in the balance sheet of the enterprise, which are funds invested by shareholders, retained earnings, reserves formed from profit; reserves that represent capital storage adjustments. The size of the capital of the enterprise is determined by: legal, and tax factors and depends on the assessment methods used by enterprises. It offers two basic concepts of capital by international financial reporting standards, namely the financial and physical aspects.

V.F.Pali's thoughts are as follows, "According to the financial concept, capital refers to the share of assets that remains after deducting liabilities. In this case, the capital is the net assets of the enterprise or its capital in the event of liquidation of the society, having a priority right to creditors and owners, the obligations to them must be satisfied in the first place. International Financial Reporting Standards give enterprises the right to choose the concept of capital storage in accounting policies. According to national accounting standards, however, it does not include regulations related to capital storage, although the criteria for recognizing assets and liabilities on the balance sheet correspond to the criteria of International Financial Reporting Standards" [5; p.34].

It should be noted that in the process of reforming internal accounting and reporting, active and passive definitions used in a planned economy were removed from the conceptual apparatus. Outdated definitions have been discarded due to non-compliance with International Financial Reporting Standards.

International standards interpret income as an increase in economic profit, which occurs in the form of an increase in the flow of assets or capital or a decrease in liabilities during the reporting period. The inclusion of income in the financial statements is called income recognition. The criterion for recognizing the income of International Financial Reporting Standards consists in recognizing income in the income statement if there is an increase in assets that can be reliably measured or an increase in future economic benefits associated with a decrease in liabilities.

In national law, the income of an organization is understood as an increase in economic profit, which, as a result of the acquisition of assets and payment of obligations, leads to an increase in the capital of this organization, with the exception of contributions from participants or property owners.

T.V.Shishkova said that "In international standards, expenses are interpreted as arising in the form of a decrease in economic benefits for the reporting period, a decrease in assets or an increase in liabilities, leading to a decrease in the capital" [6; p.320].

In general, the national accounting standards, such as the international standards of financial statements, entitled "income from normal activities", No. 18, emphasize the conditionality of classifying income as income from basic activities, etc. according to the principles of International Financial Reporting Standards, there are two types of income: income and income. The first includes regular income from the main activities, including the percentage of dividends paid from the sale of goods, works and services, royalty and rent. The latter include income from the sale of fixed assets and non-liquid assets, sometimes random, often not related to sales, that is, differences in the exchange rate, fines and penalties, unexpected receipts from debtors, etc.

However, the national accounting standards do not provide for the analysis of serious risks associated with the ownership of goods, unlike the international standards of financial statements, the main issue is whether the transfer of property rights took place or not, while according to international standards of financial statements, attention is paid to the economic content of the transaction.

While income in the national accounting standards refers to income from basic activities, enterprise income is considered the main "type of income" in accordance with International Accounting Standard No. 18 "income from normal activities". 18-the international standard of financial statements does not cover all possible sources of income and is recognized differently depending on the type of income, that is, from the sale of goods, the provision of services, the use of assets, licenses, payments and dividends, among other types of income. The International Accounting Standard No. 17 "rent", the International Accounting Standard No. 28 "accounting for investments in associated enterprises", the International Accounting Standard No. 32" financial instruments, disclosure "and the International Financial Reporting Standards No. 18 "providing information" set the criteria for recognizing income.

Research Methodology

In the preparation of the article, a systematic analysis of issues was carried out on the organization of management accounting at water supply Enterprises, their adaptation to international standards of accounting and the disclosure of procedures for creating reports based on international standards for management accounting purposes.

Analysis and Results

A comparison of criteria for introducing expenses according to international standards of financial statements and national accounting standards can be carried out as follows, the number of expenses can be determined, and as a result, a particular transaction can lead to a decrease in the economic profit of the enterprise. However, the national accounting standards include the costs of the enterprise with an additional condition, which is recognized in accounting if the costs are "concluded by a specific contract, requirements of legislation, entrepreneurial practice." That is, unlike international standards of financial statements, the cost is not recognized only based on a decrease in the economic profit of the accountant. Another condition for recognizing expenses is that they do not diverge from the tax base, which brings domestic approaches to the formation of financial statements closer to international approaches.

International standards of financial statements divide the costs of the enterprise into costs associated with the main activity and losses that may or may not occur in the process of the enterprise's activities. According to International Financial Reporting Standards, losses are also associated with costs, and therefore they are not allocated as a separate element of financial statements, unlike practice. The expenses of the first group consist of sales expenses, wages, depreciation and other expenses. The second group of expenses represents losses incurred when selling fixed assets or other means, when the exchange rate changes, etc.

In accordance with the national accounting standards, expenses are divided into two groups, namely expenses associated with the main activity and expenses for financial activities. In the national accounting standards, the principle of cost formation for basic activities is consistent with the approaches of International Financial Reporting Standards, that is, it is associated with the production of the enterprise and its economic activities. In contrast to international standards, national accounting standards indicate the need for Group Enterprise costs by their economic elements. International standards of financial statements do not provide for the grouping of expenses for current activities by elements, they are carried out taking into account one element (salary, depreciation) and complex (selling value).

Thus, from the point of view of the set of accounting elements, the report on the international standards of financial statements and national accounting standards as a whole does not differ much from each other. At the same time, in accordance with the national accounting standards, forms of financial statements are recommended by the Ministry of Finance, and in practice, several enterprises deviate from the established form, including water supply and sanitation enterprises, although this is theoretically permissible.

In international standards of financial statements, unlike national legislation, there is a concept of recognition, which are element of financial statements. Standards define it as the process of introducing an object into the balance sheet or income statement that corresponds to the definition of one of the elements of the financial statements and meets the established recognition criteria. Therefore, it can be concluded that the composition of the reporting elements, if they meet the following criteria, can be expanded by inclusion in accounting objects, that is, there is a high probability that the enterprise will receive or lose economic benefits associated with this object, or the value of the object can be reliably measured (assessed).

Studies carried out have shown that in addition to income and expenses, objects of management accounting may also include internal pricing, internal reporting and budgeting. As for water

supply and sanitation enterprises, the objects of management accounting include income, expenses and tariffs for housing and communal services. As a result, an internal report is prepared, which contains the necessary information for making effective management decisions.

Considering that the accounting reform program provides for the adaptation of accounting for all organizations to international standards of financial statements, regardless of their legal form, it is advisable to recognize international standards when compiling financial statements.

In our opinion, the transition to international standards should begin with internal preparation, in accordance with International Financial Reporting Standards, which consists in the provision of financial statements and its use as a basis for the preparation of financial statements in accordance with national accounting standards. In other words, by introducing management accounting in the form of international standards at enterprises, it is possible to regularly prepare reports in accordance with International Financial Reporting Standards, free from the experience gained later. On the other hand, linking International Financial Reporting Standards to operational work that must be carried out daily is considered complex. Since operational activities are production cycles, while business processes, such as lifting water, supplying it, eliminating accidents in industries, etc., are dependent on financial issues, International Financial Reporting Standards do not provide for these. Nevertheless, it is advisable to consider in Table 1 what standards can be useful in determining the rules for maintaining management accounting in organizations, including water supply and sewage enterprises.

TABLE 1. APPLICATION OF INTERNATIONAL FINANCIAL REPORTING STANDARDS FOR MANAGEMENT ACCOUNTING PURPOSES

Objects of management accounting	*International financial reporting standards applicable to each item of management accounting*	*Application of international standards of financial statements for the purpose of organizing management accounting*
Revenues	**International Financial Reporting Standards named "Cash Flow Report" No. 7; International Financial Reporting Standards named "income from normal activities" No. 18; International Financial Reporting Standards No. 20 "accounting of state grants and disclosure of state aid"; International Financial Reporting Standards named "profit per share" No. 33.**	**International Financial Reporting Standard No. 8 "accounting policies, changes and errors in calculated assessments"; International standard of financial statements named "rent" No. 17.**

Costs	International Financial Reporting Standards - named "employee income" No. 19; International Financial Reporting Standards named "commodity and material reserves" No. 2; International Financial Reporting Standards named "fixed assets" No. 16; International Financial Reporting Standards named "intangible assets" No. 38; International Financial Reporting Standards named "expenses on debts" No. 23.	
Internal reporting	No. 1 International Financial Reporting - Standards named "submission of financial statements"; International Financial Reporting Standards named "intermediate financial statements" No. 34.	
Internal assessment	-	-
Budget	-	-

This table shows the cases of application of international standards for objects of accounting for the current activities of water supply and sewage enterprises, that is, the standards that can be applied in the management accounting of water and sewage enterprises are indicated. Thus, in the accounting of income, the international standard of financial statements No. 7 named "cash flow report" can be applied, and as part of the management account, it can be useful in providing information on the movement of funds of the enterprise by the type of activity, and it is also convenient and profitable.

For example, the number of cash flows arising from operational activities is the main indicators that indicate the level of creation of cash flows sufficient for payment in the activities of the enterprise, borrowing, maintaining the activities of the enterprise, paying dividends, etc. The criteria for recognizing income described in the international standard of financial statements No. 18 "income from normal activities" must be fully applied in the management report. Based on the provisions of this standard, the enterprise can determine income by the main types of activities. The international standard of financial statements No. 20 "accounting of state grants and disclosure of information on state assistance" defines the accounting procedure, accounting and recognition criteria, and since water supply enterprises receive state subsidies for expenses for the provision of Housing and communal services to low-income groups of the population, the application of this standard can be useful.

When accounting for expenses in management accounting, it is advisable to apply the international standard of financial statement No. 19 named "income of employees". It is recommended to use the classification of benefits for employees. To determine the cost of commodity-material reserves, the methods described in the international standard of financial statements No. 2 named "commodity-material reserves" can also be used in management accounting. International Accounting Standard No. 16 "fixed assets" application of management

accounting requirements can give the enterprise the most conservative and reliable measure of dealing with fixed assets. The main aspects of accounting for fixed assets under this standard are recognition of assets, determination of their balance sheet value, as well as losses from the corresponding depreciation and depreciation, which must be recognized. In management accounting, it will be useful to apply the criteria established by the standard for classifying an object into intangible assets, the procedure for accounting for the costs of its creation or purchase, and determining the balance value and useful service life. Data on intangible assets in reports in accordance with the provisions of the international standard of financial statements named "intangible assets" No. 38. The classification of expenses on debts issued in the international standard of financial statements named "expenses on debts" No. 23 can be applied in management accounting.

As for the internal reporting, it is possible to use the minimum content and structure of financial statements recommended by the international standard of financial statements named "submission of financial statements" No. 1. Compliance with the requirements of this standard provides for the comparison of its own financial statements for different periods and financial statements of different enterprises.

Management reports are compiled and submitted quarterly, monthly, and sometimes frequently. The content of the interim report is usually determined by the needs of the middle superiors, but the international standard of financial statements No. 34 "intermediate financial statements" may also apply the general principles of leaving the intermediate report described in the interim financial statements (for example, using a homogeneous reporting policy, as in annual reports).

The international standard of financial statements is accounting policy No. 8 named "accounting policies, changes and errors in calculated assessments", changes and errors in accounting, and the standard named "rent" No. 17 can be applied along with all articles of the current management account. For example, in the management accounting, in accordance with the provisions of the international standard of financial statements named "rent" No. 7, it is recommended to introduce the classification of leasing as operational and financial and disclose assets and liabilities, income and expenses in relation to leasing contracts in accordance with the requirements of the standard. Also, leased property, which is not the property of the enterprise, can be included in assets if the enterprise controls the expected profit from this property, and compliance with the requirements of the international standard of financial statements No. 8 "accounting policies, changes and errors in calculated estimates" can ensure a comparison of the financial statements of the enterprise over time.

CONCLUSION AND RECOMMENDATION

Thus, the introduction of international standards of financial statements at the legislative level in domestic Accounting leads to the introduction of foreign accounting methods. This will also apply to management accounting since it is an integral part of accounting. In addition, it seems appropriate to use separate international standards on individual objects of the management account, such as income, expenses, and internal reports. It is also possible to recommend the use of calculations in accordance with international financial reporting standards, despite the fact that the national legislation does not allow the use of calculations, and elements of financial reporting within the framework of management accounting.

The introduction of International Financial Reporting Standards does not mean that organizations must fully master foreign experience. We are talking about the natural expansion of the circle of accounting objects, the provision of flexibility in the application of existing accounting methods, changes in management, in business processes associated with changing the position of an accountant. To do this, it is necessary to analyze the existing organization of the system of accounting and analysis of current activities at water and sewage enterprises.

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KAMOLIDDIN BEHZOD'S WAY OF DEVELOPMENT AND IMPORTANCE IN MINIATURE ART

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ABSTRACT

Nowadays, it is very important to study and analyze the art of Miniature, which is becoming a hot topic all over the world. In order to study them, we must first look at their history. This article sheds light on the extent of Kamoliddin Behzod and Alisher Navoy's contribution to the development of miniature art.

KEYWORDS: *Miniature, Artistic-Descriptive Method, Famous Manuscripts Of Works, Action-Rich Compositions, Individual Miniatures.*

INTRODUCTION

The Herat School of Miniatures is a fine art (miniature) style that was formed in Herat in the 15th century. In the 1920s and 1930s, when a library with a workshop for making manuscript books was created in Shahrukh's palace, painters, calligraphers, painters, muzahibs and others gathered there to decorate manuscripts of literary and historical content. Prince Baisungur Mirza patronized them. The miniature works created in the first half of the 15th century are distinguished by the elegance of the artistic-descriptive method, rich color, relentless research and, as a result, the careful elaboration of the stable compositions and pictorial rules. Among the traditional themes, the meeting, battle, hunting, meeting of lovers, conversation of wise men, bravery of heroes and others take a leading place. Among the works created by Mir Khalil, Giyosiddin (who worked at the embassy in China), Khoja Musavvir and other masters are "Shahnoma" (1429/30, in the Gulistan Museum in Tehran), "Kalila and Dimna" (1429, 1430, in the Topqopu Palace Library in Istanbul), Nizami's " Khamsa" (1431, in the Hermitage; 1445, in the library of the Topkapu palace) are famous manuscripts of works. In the second half of the 15th century, under the patronage of HusaynBoykara and Alisher Navoi, the Herat miniature school reached the peak of its development. During this period, MirakNaqqosh, Khoja Muhammad Naqqosh, Khoja Ali al-musawvir, Shah Muzaffar, who were skilled masters of the structure of painting and color harmony, created works, and Kamoliddin Behzad reached the peak of creative perfection. In his work, the path of development of this school was expressed, from dynamic, action-rich compositions to the method of expressing emotions, as well as to the genre of portraiture. Each of his creations was a masterpiece. His contemporaries appreciated his works for their artistic excellence, extreme vitality and truthfulness. A whole generation of students grew up under Behzod's leadership. Darvesh Muhammad, Maqsud, Mulla Yusuf, Qasim Ali, whose original compositions and skills are not inferior to his teacher, and others such as

Navoi's "Saba'iSayyor" (1485, in the Bodley Library in Oxford), Saadi's "Gulistan" (1486, in the Rothschild Collection in Paris), Nizami's "Khamsa" " (1494/95, in the British Museum), Dehlavi's "HashtBihisht" (1496/97, in the Topqo-pu palace library) and a number of other manuscripts were decorated, individual miniatures (Sultan Husayn, Shaibani Khan, Jami, Khatifi and other portraits) was created.

Since 1997, the Association of Artists of the Uzbek Academy of Arts has had a chapter called "Calligraphy." Calligraphy is given special attention in the fine and applied arts of art education in the Republic with the goal of conserving and enhancing national traditions and values to meet contemporary standards. Increasing the professional training of highly skilled specialists is one of the important responsibilities needed for this goal. The state has been holding calligraphy-related exhibitions and festivals in recent years in an effort to increase interest in and respect for the art form among young people. Calligrapher SalimjonBadalbaev's personal exhibition "Eternity" at the KamoliddinBehzod Oriental Miniature Museum (2017), calligrapher exhibitions at the Egyptian Education Center (2017), a calligraphy exhibition at the Abulqasim Madrasa in Tashkent (2017, 2016, 2018), and an exhibition of "The Art of Calligraphy" at the Bukhara State Museum-Reserve "Ark" Regional (2019). The World of Wisdom Calligraphy Festival was held by the Craftsmen's Association in Uzbekistan for the first time in 2018.[1]

One of the representatives of the 15th century Renaissance in Movarounnahr and Khorasan, Navoi's student, the "Raphael of the East", the great painter and miniaturist KamoliddinBehzod. KamoliddinBehzod, a great artist who left a significant mark in the history of art not only of the peoples of the Muslim East, but also of the peoples of the whole world, who made his blessed contribution to its development, was born in Herat in 1455 in the family of a poor craftsman. Behzod was separated from his parents very early. Amir Ruhillo (MirakNaqqosh), a famous artist of Herat, brought him up as a child, became a devoted father and brought him up to adulthood by giving him bread and salt, providing him with clothes, and making him well-educated in all aspects. Under the tutelage of MirakNaqqosh, young Kamoliddin learns the secrets of painting and miniature crafting at his Nigoristan (art academy) in Herat. One of the important factors of Behzod's development as a great painter, painter and miniaturist is that in the second half of the 15th century, he came to the attention of the famous poet Alisher Navoi and enjoyed the genius of a great intellectual and aesthetic thinker and patron. Behzod, who has an extremely strong passion for art and sophistication, due to his hard work, hard work and sharp intelligence, his talent is increasing day by day and soon he will be known as a famous artist in Herat. Alisher Navoi's schoolmate and friend, Sultan HusaynBoygaro, attracts Behzod to his presence - to his palace, allocates a special place for him in the palace and provides all conditions for him to engage in creative work. In 1487, Behzod was appointed the head of the royal library in Herat by the personal decree of Sultan Husayn Boykara.

Our predecessors were pioneers in the fundamentals of Islam, including tafsir, hadith, ilmu kalam (philosophy), and Sharia law, among the various areas of science. For this purpose, the writings of scholars such az-Zamahshari, Imam al-Bukhari, al-Farabi, and Burhanuddin al-MargilaniKamoliddinBehzod are extremely important. The art of calligraphy had an unparalleled upsurge during the XIV and XVI centuries, as did all other fields of science, culture, and the arts. Since then, numerous calligraphy schools have opened up throughout Central Asia. Herat was founded in the 15th century by the Timurid dynasty, followed by Bukhara in the 16th century by the Shaybanid dynasty, Khiva and Kokand Khanates in the early 18th century by the Khorezm and Fergana calligraphy schools, and Samarkand and Tashkent in the 19th century.

SultanaliMashhadi (1437–1520), Darwish Muhammad TaqiHirawi (early 15th century), AbduljamilKotib (dead 1505–1506), MiraliHiravi (dead 1557), and Mir Ubayd Bukhari were among their great exponents (d. 1601).), Sayyid Abdullah Bukhari (died 1647), Haji Yodgor (died 1663), Mir Hussein Kulanki Bukhari (XVI century), Ahmad Donish (1826–1897), MunisKhorezmi (1778–1829), Kamil Khorezmi (1825–1899), Mirzo Sharif Dabir (19th century), Muqimi (1850–1903), Ochildimurod Miri Kattakurgani (1885–1910).[2]

By the end of the 15th century, the Timurid kingdom in Herat began to gradually crumble due to the growing struggle for the throne. By this time, Behzad's favorite patron in Herat - Maulana Abdurrahman Jami (in 1492), and then his teacher Alisher Navoi (in 1501) passed away one after the other. In 1506, the last powerful representative of the Timurid dynasty in Herat, Sultan HusaynBoykara, died. After that, the princes bring the kingdom of Herat to the brink of destruction. In 1507, the Khan of the nomadic Uzbek tribes, Shaybani Khan (Shoybek Khan), easily occupied the throne of Herat. KamoliddinBehzod remained in Herat and continued his creative activity even in the conditions of such barbaric conflicts and continuous bloody battles for the throne. While Behzod was working in Herat for three years in the palace belonging to Shaibani Khan's kingdom, Shaibani Khan, who was stunned by Behzad's art, did not hinder his creative work, on the contrary, he created favorable conditions for this great miniaturist to work. Behzod must have painted Shaibani Khan's portrait in those years. In 1510, a fierce battle took place between the Shaibani army and the army of the growing Safavid Empire in Iran at a place called Tahirabad near Marv. Shaibani Khan's troops are crushed on the battlefield. Thus, in 1510, Herat passed under the control of the Safavids. In 1512, Shah Ismail Safavi took several talented artists from Herat to Tabriz, the capital of the kingdom. Among those who were taken from Herat to Tabriz were the great artist KamoliddinBehzod and a group of his talented students. By this time, the influence of Behzad and his school of painting in Herat had spread throughout the East. Shah Ismail Safavi, who greatly appreciated Behzad's art, created all the necessary conditions in Tabriz for the painting. Behzod and his students effectively continue their creative work in Tabriz. After Herat, Behzod created another huge school of fine art (miniature art) in Tabriz. At that time, the internal political situation in Tabriz and in Iranian art in general was not good. Ottoman Turkish Sultan Salim Poshsha repeatedly threatened Iran. In 1514, there was a fierce and terrible battle between the Iranian and Turkish armies in the vast plain called Choldoran near Tabriz, in which the Safavid kingdom was defeated. Shah Ismail Safavi flees the battlefield and barely survives. Tabriz will be under the care of the Turks for about a year.[3]

Behzod created a special school "Behzod School" in the history of miniature art. He brought the miniature art to a new level with the way of depicting real life events and nature, the means of using paints, the ways of expressing the events being photographed in fine lines, his ability to reflect the human mood and movement, the breadth of the composition of the picture and the ability to cover various events, and the amazing aesthetic pleasure. raised, created a new era in its history. Behzad's miniatures were recognized as the highest achievement of this art in the Muslim East and in the West during his lifetime and especially after that, and became famous as the most valuable works of art.

According to experts studying Behzod's work and heritage, his known works so far consist of about thirty paintings and series of paintings, the most famous of which are as follows:

1. Miniatures for "Zafarnoma" by Sharafiddin Ali Yazdi.

2. More than 40 beautiful miniatures on canvas depicting the meetings of HusaynBoykara.

3. Pictures of Abdurrahman Jami's work "Solomon and Ibsol".

4. 33 wonderful miniatures of Amir KhusravDehlavi's "Khamsa".

5. Beautiful paintings of Sadi's work "Boston".

6. Unique and unique miniatures painted on "Khamsa" by NizamiGanjavi.

7. Drawings for the work "Temurnoma" by Abdullah Khatifi.

8. Elegant miniatures of Sadi's work "Gulistan".

9. Image of Abdurrahman Jami.

10. Image of HusaynBoykara.

11. Image of Shaibani Khan.

12. Image of King Takhmasp.

13. Portrait of the poet Abdullah Hatifi.

14. Battle of camels.

15. Dancing dervish (dance of dervishes).

16. Construction of a madrasa in Samarkand, etc.

Modern successors of the Behzod school can be found in Afghanistan (Ustad Mohammad Said Mash'al), Iran (Karim Tahirzada Behzad), Uzbekistan (the late UstadChingizAhmarov) and other Eastern countries. Currently, in the study of the history of art and painting in Eastern and European countries, the history of miniature painting, in particular, the Behzod school of miniatures, is studied and researched separately and taught in special schools.[4]

CONCLUSION

Behzod's painting skills and school are highlighted in all studies on the history of culture of the Timurid period as a great achievement of the art of his time. Behzod is a great and great artist who has left an indelible mark not only in the history of the painting of the Eastern peoples, but also in the history of world art, and has taken an important place in the history of the world culture with his wonderful and valuable miniature masterpieces.

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HUMANITARIAN FOUNDATIONS FOR THE EFFICIENCY OF STUDENTS' RESEARCH ACTIVITIES

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ABSTRACT

The article discusses the advanced approaches of cooperation between the faculty and students of physical culture and sports education to intensify research work, as well as social and humanitarian concepts that reflect the nature of attracting students to research work, draw appropriate conclusions and practical recommendations.

KEYWORDS: *Integration Of Science And Education, Research Activity, Humanitarian Technologies, Scientific Center, Educational Resources.*

INTRODUCTION

The educational process of the higher school fulfills the task aimed at forming the personality of the future specialist with its content. Scientific approaches to the organization of educational processes interpret the content of education as a certain level of development of knowledge, skills and abilities, views and beliefs, as well as the theory of knowledge and practical training[4,7].

One of the urgent problems of the process of training bachelors in higher education is research work, for the organization and implementation of which, various forms of traditional activities outside the auditorium and beyond the auditorium have become popular.

Subjects in the curricula of "Sports activities (by types of activities)", "Physical culture", "Psychology (sports)" of physical education and sports education at universities (compulsory: philosophy, history, psychology, pedagogy, foreign language, biochemistry and sports biochemistry, information technologies, sports medicine, anatomy, physiology, etc.) provides students with the introduction of scientific research activities into theoretical and methodological activities. Subjects based on student choice (statistical methods in pedagogical research, methods of mathematical processing of results, pedagogical research, methodology and pedagogical research methods, foundations, research activity of a physical education (sports coach) teacher, etc. Practices (professional activity in professional, pedagogical practice programs ob educational and scientific research tasks in the facilities).

Attracting gifted students to the activities of scientific centers run by departments in the mentor-student tradition of the faculty, scientific-practical conferences, contests and olympiads involving representatives of the republic and other fields, magazines intended to increase the activity of student scientific publishing, and special types of students' initial from internal scientific research - increasing the effectiveness[6].

By incorporating contemporary forms and techniques of the efficiency of student-led scientific research activity into the educational process, physical education instructors, sports trainers, and other professionals may improve their professional and general scientific knowledge, skills, and capacities. It is successful to build talents.

The purpose of the article: It is to reveal the content of the professional significance of the scientific organization and implementation of pedagogical activity in educational institutions and sports schools of future physical education teachers, sports trainers, and the content of modern humanitarian concepts that justify the effectiveness of students' scientific activity. From this point of view, to collect theoretical data in order to have detailed information about the cooperation of professors and students in the fields of physical education and sports education, advanced approaches to activating scientific research and pedagogical possibilities. and the problem of analyzing their results based on social and pedagogical requirements was set. Of course, in the course of higher education, it is difficult to fully cover the scope of theoretical and practical research aimed at improving the quality of scientific research in one study. Nevertheless, based on the purpose of the research, we tried to analyze the scientific and educational characteristics of the field, the social and humanitarian concepts of involving students in scientific research, and draw appropriate conclusions and give practical recommendations.

Materials and methods. Among the professional (regarding scientific research activities) tasks of bachelors in the qualification requirements of "Sports activities (by types of activities)", "Psychology (sports)", "Physical culture" educational directions are the following regarding scientific research activities defined:

- identification of current problems in the field of physical education and sports;

- study of experimental programs of scientific investigations related to physical education and sports;

- to find and study scientific and technical information about physical education and sports published in the republic and abroad;

- participation in the process of scientific research under the supervision of scientific leaders in scientific laboratories and centers;

- carrying out research on determining the effectiveness of physical education and sports training in various research facilities using approved research methods, high reliability control tests, experimental programs;

- use of methods of mathematical statistics, methods of processing results of scientific investigation by means of information technologies, generalization and formation of conclusions;

- participating in the collection, processing, analysis and systematization of pedagogical observation data on the subject (assignment);

- participation in the process of implementation of scientific research results and developments in practice;

- purposefully search and find information about the latest scientific and technological achievements in the field on the Internet;

- within the scientific research and production team (corresponding to the profile of professional activity) should have the skills to solve professional activity tasks.

In this place, the cooperation of professors, teachers and students in scientific activities, the enrichment of the process of teaching the subjects of the new educational direction and specialty curricula with content (increasing the weight of laboratory exercises), physical education in our society and In order to increase the effectiveness of sports services, the establishment of the scientific center "Diagnosis and correction of physical education" in the presence of the faculty serves as a foundation for the activation of students' scientific work in addition to its practical significance.

1. Involvement of students in fundamental and experimental scientific research works in the fields of diagnostic technologies and correctional activities for the development of the quality of professional training in the field of physical culture and sports.

2. Preparation of scientific and educational projects, scientific researches and experimental developments in cooperation with students within the framework of the application of diagnostic and corrective technologies.

3. Creation of educational programs and development of resources for related higher education courses and master's specialties focused on the diagnostic and corrective educational process of the field.

The effectiveness of the scientific activity of students, professors and teachers at the faculty, the planning of new subjects, is achieved through the use of practical and demonstrative teaching experiences based on modern measurement tools, as well as the qualification requirements of the planned educational directions and specialties, educational plans, integrated subject catalogs, educational programs, textbooks and study guides, including audio, video and electronic textbooks, online classes, scientific seminars and a wide range of other scientific and methodological resources requires development in lam.

The main forms of scientific activity are research work of students - research work carried out individually or as part of scientific groups under the guidance of an experienced specialist, as well as departmental scientific conferences held at the initiative of departments, achievements of the higher professional training system within the framework of regional and republican international conferences, there are Some work is being done to publicize the problems and their solutions. In particular, among the scientific and practical conferences organized by the Faculty of Physical Culture of Bukhara State University every academic year, on April 29, 2022, at the conference held under the theme "Prospects of organizing physical education and sports training at the current stage of development: problems and solutions" Most of the criteria of theoretical and practical importance of scientific research cooperation between professors, teachers and students are considered to be an important step in increasing the efficiency of scientific activity at the faculty.

It is of particular importance for students to engage in scientific-research activities during the educational process, as it contributes to their professional development, activates independent learning, develops skills aimed at developing interest in the studied subject and creative abilities.

The purpose of higher education is to provide students with systematic knowledge of various disciplines, as well as to teach them the basic skills of independent acquisition, analysis and self-development of scientific knowledge necessary for future professional activities. will be done.

A student who has started his educational and scientific research activities in the conditions of higher education has already formed an idea about himself, and now by changing (clarifying) this idea, it is an important condition not only to successfully solve the problems of everyday activities, but also to develop himself. are listed [5,8].

Analyzing the process of training for research activity in higher education, it was found that students are not fully prepared for this activity.

In order to study the attitude of 128 students who participated in higher education in the fields of physical culture, psychology (sports), sports activities (by types of activities) on scientific activity, a mini was created based on the modified Makarova methodology. Survey conducted (see Table 1).

TABEL 1 STUDYING STUDENTS' PERCEPTIONS OF SCIENTIFIC ACTIVITY (N=128)

№	Questions	1-"No"	2-more "no" than "yes"	3- I do not know	4-more "yes" than "no"	5-"Yes"
1	A – scale	78	12	14	15	9
2	B – scale	42	27	20	21	18
3	S – scale	25	12	8	42	41
Total answers are 394		155	51	42	78	68

Instructions for filling out the form:Carefully read the questions in the affirmative (emphasis) form and rate them based on your reasons for agreeing or disagreeing. Answer options: 1 – "No", 2 – More no's than yes's, 3 – I do not know, 4 – more "yes" than "no", 5 – "Yes".

1. A – scale. Do you have an idea about the connection between professional activity and scientific activity of the field? 1 2 3 4 5.

2. B – scale. Do you think that you strive for a scientific understanding of the principles of science and the essence of pedagogical phenomena in the training of the main specialty? 1 2 3 4 5.

3.S – scale. Would you like to start working if there are good opportunities for you to engage in scientific activity at the faculty, and flexible conditions with the kindness of teachers? 1 2 3 4 5.

128 students from the fields of physical culture, psychology (sports), sports activities (by types of activities) gave 394 answers to questions of three categories (155 "no", 51 "yes" based on more "no", 42- "I don't know", 78- more "yes" than "no", 68-"yes") scientific activity of most students is correct the lack of formation of ideas about education, but the presence of interest and aspirations on the part of students, requires a revision of the content of the relevant activity.

The analysis of the content of the existing scientific research activity of the students is limited to the writing of the official course work of the higher education process, the graduation qualification diploma. Therefore, the problems of training students for scientific research activities are one of the most important didactic tasks of higher educational institutions that have not yet been solved.

Constant attention to the processes of connection between the content of teaching and the scientific features of the field in the areas of physical education and sports education, integration

of the content of the resources of the taught subject (interdisciplinarity) constant updating of requirements, practical application of best practices of students' activation of scientific research work are the criteria of future professional skills.Education and science are factors that ensure sustainability, competitiveness and stability of the development of developing countries. It is the integration of science and education that maintains the priority of these factors and is considered an urgent necessity and condition for obtaining new scientific knowledge adequate to the requirements of the time.The prospect of ensuring the integration of science and education as a condition for the development of society requires the acceleration of innovative processes in the field of humanitarian technologies, including physical education and sports.

In order to accelerate the integration of science and education, it is necessary to identify the approaches that support the activities of professors and teachers participating in scientific research activities at the university, and the specific management mechanisms of the humanitarian technologies that are gaining popularity in the countries of the Near Commonwealth.

In the sources, there are different approaches to the concept of humanitarian technology - as a set of technologies aimed at creating, nurturing, processing or changing the rules and foundations of communication and relationships between people according to the problems of the external (both social and natural) environment. given [1].

Humanitarian technologies are a set of technologies for educational impact on an individual or a group of people. They are also often referred to as "soft" influence technologies aimed at directing activities [2].

Such interest, in our opinion, is that humanitarian technologies developed in the near future will allow science teachers to increase the efficiency of solving various pedagogical problems, systematize recommendations for improving existing pedagogical systems, provide scientific justification and maximize the abilities of educational subjects. it can be hoped that it will be considered as a field of knowledge.

21st century by researchers from our country and abroad. it is recognized that it can be called the "human" century. Therefore, there is a steady trend of increasing attention to the higher professional activity of physical education and sports teachers and sports trainers, whose professional activities are directly related to educational subjects [2].

In the opinion of the author, "today humanitarian technologies define a promising vector of innovative development of education, as they allow to increase the efficiency of advanced pedagogical activity" (Solomin, 2011: 126). In this regard, it is necessary to enable science teachers to master and implement the experience of developing humanitarian technologies and their use in order to solve science and educational problems accumulated in various fields [10].

It should be noted that in the 1990s humanitarian technologies were created to solve political problems. In terms of humanitarian technologies, V. Osipov, M. Karijskii recognized that it is a collection of technologies of impact. Moreover, in contrast to the harsh means of coercion and violence, these measures of positive change in human activity are gentle and humane [2].

Although humanitarian technologies were created to solve political problems, they gradually began to be used in other areas. In order to solve pedagogical problems in physical education and sports education, it is necessary to understand why they are becoming important in education today. The analyzes made it possible to determine the following.

For a long time, there was no need for the use of humanitarian technologies by teachers of educational subjects due to the dominance of the authoritarian-command style of management in education. In the conditions of implementation of the person-oriented approach, coercive methods are not only ineffective, but negative attitudes are reported. Teachers needed new tools to regulate the behavior of pupils and students, the activities of knowledge acquisition, to provide conditions that form a new perspective of the integration of science and education in the educational process, and to educate all its participants. It is time for humanitarian technologies to solve the problems of expanding the range of subjects, that is, partner participants.

A student's reflection means that he reflects his own mental state, tends to analyze his experiences. At the same time, reflection (from the Latin Reflesio - return) is considered as the process of knowing the subject's own (inner) mental feelings and states. In the literature on philosophy and pedagogy, reflection is the process of thinking about changes in a person's own consciousness ..., in the interpretation of the science of psychology, reflection is not only the knowledge and understanding of the subject himself, but also his personal qualities, the feeling of others and knowing (cognitive) means that he can determine his knowledge and understanding [8].

In fact, due to the fact that the teacher always had control over the student's behavior in the educational process, it can be said that the special characteristics of humanitarian technologies were always present in the pedagogical activity, but they were unsystematic. therefore, in modern conditions, there is a need to technologicalize the content of students' education and the process of mastering qualification requirements by involving them in scientific research work.

In education, the result obtained with the help of other (traditional for this activity) tools, different from humanitarian technologies, began to be manifested due to the fact that the science teacher was not satisfied, or the traditional educational and educational technologies did not work. In this case, it is possible to understand the effectiveness of humanitarian technologies by paying attention to the "human capital" factor, which is considered to be the only way to increase the effectiveness of activities by changing the cooperative attitude of science teachers and students, by rationally regulating their behavior.

In the essence of the conducted research, the following ideas were put forward: humanitarian technologies, in fact, are related to the technologies of increasing the efficiency of activities in the process of using educational resources, assimilation of humanitarian knowledge about the person (interests, needs, motives) [1,2].

In the analysis of publications dealing with the application of humanitarian technologies so far, it is possible to observe different opinions on the part of the authors. In our opinion, we need to know the most important resources for understanding the mechanism of action of humanitarian technologies:

- mastering resource-demanding technologies that ensure the realization of human interests and improve the quality of life.

- resource demand technologies mean the following: ethics, values, interdisciplinary knowledge, ideas, multinational, multicultural, interreligious, transprofessional and interpersonal interaction, tolerance, responsibility and transfer them to the category of professional activities, programs, projects and technological solutions;

- availability of specialists armed with creative ideas and professional ethics capable of developing and implementing development projects and programs.

CONCLUSION: Based on a number of advanced approaches that have been studied, it is worth saying that the peculiarities of humanitarian technologies can be reflected in the following features:

- the process of developing humanitarian technology in the field of pedagogy requires a lot of information resources;

- it is possible to use the humanitarian technologies of constructing (designing) pedagogical events and processes so that the person in contact can communicate with others;

- if the applied humanitarian (humanitarian) technologies are equally effective, regardless of what kind of activity a person is engaged in.

Recommendations: The main goal of organizing the scientific and creative activities of students is to develop the level of professional and creative training of students through the development of scientific, pedagogical and creative abilities, to develop ways to involve them in scientific research by means of humanitarian (humanitarian) technologies, to support existing scientific centers. it is necessary to support, form and develop new ones, develop mechanisms for wide use of the results of scientific researches in the educational process.

In terms of organizing the scientific and creative activities of students and training young scientific and pedagogical personnel, educational directions should occupy an important place among the main tasks of the educational process:

- to identify talented students who have the desire and ability to engage in scientific research activities, to involve them in scientific research, to realize their scientific and creative abilities by teaching them to perform scientific research work individually and as a team creating organizational, methodical and material and technical conditions for;

- to ensure wide participation of students in the scientific-research works carried out in the departments, to create effective mechanisms for the development of various forms of scientific creativity for young people;

- to improve the activity of educational-scientific laboratories, centers, various scientific-creative circles, equipping them with modern measuring equipment, which enable the development and realization of scientific-creative abilities of students in departments and faculties;

- ensuring the integration of educational activities and scientific-research works of the requirements, organizing various active educational-research processes within the framework of independent work, course project, qualified graduation work, master's theses.

Raising the level of professional and creative training of students by developing their scientific-pedagogical and creative abilities, improving the system of involving them in scientific research, supporting existing scientific schools and scientific centers, and meaningfully developing their involvement in the educational process. It is important to form mechanisms for the wide use of theoretical and empirical research models in the educational process.

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CRITERIA AND PRINCIPLES OF ASSESSMENT OF STUDENT KNOWLEDGE IN GEOGRAPHY

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ABSTRACT

The article discusses the advanced approaches of cooperation between the faculty and students of physical culture and sports education to intensify research work, as well as social and humanitarian concepts that reflect the nature of attracting students to research work, draw appropriate conclusions and practical recommendations.

KEYWORDS: *Integration Of Science And Education, Research Activity, Humanitarian Technologies, Scientific Center, Educational Resources.*

INTRODUCTION

Criteria for assessing students' knowledge, skills and abilities in geography education. Criteria for assessing students' knowledge, skills, and abilities have always been a contentious issue. Therefore, it is covered differently in different literatures. However, summarizing the existing views, it can be said that the criteria for assessing students' knowledge, skills and abilities are determined based on the goals and objectives of each subject, as well as the level of mastery of students in the classroom.

 Assessment is a means of influencing learners to encourage them to take a creative approach to learning and acquiring knowledge. It is under the influence of objective assessment that students develop an adequate self-assessment and a critical attitude to personal success. Therefore, the importance of assessment, the diversity of tasks, requires the search for indicators that reflect all aspects of student learning and ensure their identification. Accounting is the process of summarizing the activities of students and teachers over a period of time. Students' oral responses, skills, and competencies will also be addressed in the development of assessment criteria. For example, in a geography class, assessment criteria include students' ability to respond orally, complete practical assignments, and demonstrate practical knowledge.

We define this in the example of a score of "4":

Oral answers will be graded "4" if:

-correct answers on the topic under study;

-the material is clearly stated in a logical sequence;

-two or three minor errors corrected at the request of the teacher or an incomplete answer.

A written assignment is graded "4" if:

-unless there is a significant error in solving and interpreting practical assignments and problems in geography;

-one or two minor mistakes are made in the performance and interpretation of the assignment, or the essence of a single comment is not disclosed.

In practice, the demonstration of knowledge is given a grade of "4", if the following:

1.Completes the task without significant errors, but without results;

2. If two or three minor mistakes are made in the execution of the work, in the completion of the experiment.

Based on the feedback, the following conclusions can be drawn: A five-point scale for student knowledge is given in the following cases:

-Grade "5": a) the student has mastered the material; (b) disclose the substance of the case; c) be able to apply the acquired knowledge in practice; g) be able to explain the information without making mistakes in the presentation of the studied topic.

-Grade "4": a) the student knows the essence of the studied topic; b) can easily answer the teacher's questions; c) be able to apply the acquired knowledge in practice; g) is able to correct mistakes with additional questions of the teacher without making serious mistakes in the oral answer, and makes a minor mistake in the written work;

 -Grade 3: a) the student has mastered the topic, but needs the teacher's clarifying questions in an independent explanation; b) it is difficult to answer when changing the logical structure of the questions;

-Grade "2": if the student has an understanding of the studied topic, but has not mastered the topic, makes serious mistakes in working with the map.

Principles of checking and evaluating the results of education in geography classes. The pedagogical requirements for the assessment and evaluation of student learning outcomes are defined in educational theory and practice as follows:

-an individual description of the control that requires monitoring of each student's academic performance, which does not allow the results of the class or group's learning to replace the student's personal results;

-systematization of control at all stages of the educational process: from the initial perception to the application of knowledge in practice in conjunction with other aspects of students' learning activities;

-various forms of supervision that address the tasks of teaching, educating and developing, and motivate students to do so;

-a wide range of controls that cover all parts of the curriculum, including testing students' theoretical knowledge, intellectual and practical skills and competencies;

-impartiality of control, which requires strict adherence to assessment criteria in the assessment of learning outcomes, as well as the inadmissibility of the teacher to draw erroneous conclusions, subjective attitude, without knowing the students in all respects (ob 'activity);

-the same requirements for all teachers to monitor the learning of students in a particular class (group).

Adherence to the above requirements will increase the reliability of the control and allow you to solve your problems during the training process.

There are three tasks to monitor and evaluate knowledge in a timely manner:

- Depending on the results of monitoring and evaluation of mastering, the state educational standards are monitored and tasks are set.

- As a result of monitoring and evaluation of knowledge, students' knowledge expands. In this way, the educational goal of educational institutions is achieved.

"Good results in education also have an impact on the upbringing of young people, who develop a high spirit, self-confidence and interest." That is why monitoring and evaluating learning outcomes is an integral part of the education system. Based on these tasks, a number of forms and methods of accounting for student learning activities are based.

Monitoring and evaluation of student learning in geography is carried out on a regular basis for a quarter or half a year and is assessed by the following types of control: current control; intermediate control; final control.

Current control is a form of assessment of knowledge, skills and abilities of students in the process of learning to master certain topics identified in the curriculum. This control is carried out by the teacher, and to determine the level of knowledge of students involves daily scoring on each subject.

Mid-term control is a form of assessment to determine the level of knowledge, skills and abilities acquired by students in a particular chapter or section of the study material.

Final control is a form of assessment of students' level of knowledge, skills and abilities in the training materials for the quarter or semester. zaki, conducted in the form of a test.

Oral examination. This method is one of the most common traditional methods of monitoring and evaluating knowledge. The essence of oral examination is that the teacher determines the level of mastery of students based on the content of the studied topic. Oral testing is a question-and-answer method of testing students' knowledge.   This method is sometimes called the conversation method.

In the oral examination, the teacher divides the topic into separate parts and asks the students questions from each of them. However, in order to develop students' speech and to provide them with deep and solid knowledge, they may be required to memorize the entire topic. This can be done, for example, by examining how students have mastered the topic of Uzbekistan's Inland Waters and Water Resources. They give examples to prove their point. The map shows the rivers, lakes and reservoirs of Uzbekistan. Oral examinations in geography classes are also designed to assess practical skills and competencies in geography exercises, problems, and practical assignments.

There are also some shortcomings in verifying and monitoring students' knowledge in geography classes. For example, in the process of using it:

relatively labor intensive;

only 3-4 students can be tested during the lesson.

Therefore, various forms are used to monitor students' knowledge and ensure the success of assessment.

In a combined (accelerated) check, the teacher calls several students to the board at the same time, one gives an oral answer, 3-4 students complete the tasks on the map, and so on. This is a complex method of testing that requires the teacher to have enough experience and attention to share with all the students in the group.

 Written testing-is one of the most effective ways to monitor and evaluate students' knowledge, skills, and abilities, and to assess their creative abilities. The essence of this method is that the teacher organizes the monitoring and assessment of students' knowledge after passing a particular topic or section of the curriculum.

 Verification based on the completion of practical assignments. Practical assignments in geography can include, for example, working with unwritten maps, working with geographic instruments, observing their accuracy, or relying on the results obtained. Supervision of all student activities throughout the lesson is a special type of check that ends with a score for the student's participation in the lesson. It encourages the student to be active and active at all times.

 The essence of diagnosing education in geography classes. Diagnosis means clarifying all the conditions under which the didactic process takes place, determining its outcome. Effective management of the didactic process without diagnosis, it is impossible to achieve optimal results for the existing conditions.

In the diagnosis of education, there are differences in outcomes, outcomes, and learning outcomes. It is also considered as the degree to which the goal achieved at the time of diagnosis was achieved. The purpose of didactic diagnosis is to identify, evaluate, and analyze the learning process in relation to its effectiveness. From the above, it is clear that the diagnosis has a broader and deeper meaning than the traditional examination of learners' knowledge, skills and abilities.

Assessment or testing of education only records the results, but does not explain their origin. Evaluates the results of the diagnosis in relation to the ways and means of achieving them, identifies the processes and stages that ensure the effectiveness of education: Monitoring of knowledge, skills and abilities of students, assessment are the necessary components of diagnosis. They are much older methods of pedagogical technology. Monitoring and evaluation has been a constant companion to the development of school practice. However, the content and technology of the assessment are still hotly debated.

The great educator Ya.A. Comenius also noted the emergence of conflicting views on the evaluation of education. He called on educators to use their assessment rights wisely. Achieving objective control over learners is at the heart of didactic systems.

Learning control and accounting functions. One of the most important components of the learning process is control and accounting. These concepts have their own essence and characteristics. Proper control and accounting by the teacher will increase the effectiveness of the teaching process. To do this, the teacher must determine the level of mastery of the student's learning materials.

Monitoring (in the learning process) refers to the process of determining, measuring, and evaluating a learner's level of knowledge, skills, and competencies. Also known as detection and measurement testing.

Inspection is an integral part of control, the main didactic task of which is to provide feedback between teachers and students, to obtain objective information about the mastery of educational material by the teacher, to identify gaps and deficiencies in knowledge. 'z is to ensure timely detection. The purpose of the test is to determine not only the level and quality of the student's knowledge, but also the amount of his / her academic work.

The first step in a screening system is to determine the level of knowledge of the learners in advance. It is usually held at the beginning of the school year to determine the level of knowledge that students have acquired in the previous school year. Such an examination can also be carried out in the middle of the academic year, when it is necessary to study a new department (course), and it is appropriate. The second stage of the knowledge test is the current test in the process of mastering each topic.

The current test allows students to diagnose the level of mastery of certain individual elements identified in the curriculum. The main task of this investigation is to study a specific situation. Forms and methods of such testing vary, they are determined according to the content, complexity of the educational material, the age and readiness of students, the stage and objectives of education, specific pedagogical conditions.

Mid-term testing is the third stage of testing knowledge, skills, and competencies, and is a form of assessing the level of knowledge, skills, and competencies that students have acquired in a particular chapter or section of study material. As students explore a new topic, they review what they have already learned.

Re-examination helps to consolidate knowledge, but it does not allow to describe the stage of learning, to diagnose the level of knowledge consolidation. This test is effective only when used in conjunction with other forms and methods of diagnosis.

The fourth stage of the system is a periodic review of students' knowledge, skills and abilities in a single section or course. The purpose of this study is to diagnose the quality of the interaction between the structural elements of the study material studied in different parts of the course. The main task of periodic review is to systematize and generalize.

The fifth stage in the organization of the examination is the final examination and recording of the knowledge, skills and abilities of students at all stages of the educational process. Final mastering is done every quarter and at the end of the school year. It shouldn't just be a mechanical subtraction of the arithmetic mean by adding up the grades. This is, first of all, to diagnose the level (quality) of existing knowledge in accordance with the purpose set at this stage.

In addition to inspection, control includes evaluation (as a process) and evaluation (as a result). Assessment tables, class, group journals, rating books, etc., grades are recorded in the form of symbols, code signals, memory symbols, and so on. The results of the control are the basis for assessing the level of mastery of the student. It takes into account both the quality and quantity of student work. Quantity scores are more points or percentages.

Quantitative content of the level of education from the understanding (definition) as the ratio between the total amount of knowledge, skills and abilities, which is determined by the state standard of education arises.

Here are the things to look for when selecting yours:

- Comprehensive monitoring of students' knowledge, skills and abilities in the study of topics and sections on the basis of the curriculum;

- Summarize students' performance on each completed topic;

- not to assess the level of mastery of students on the basis of arithmetic mean;

- Analyze the existing knowledge of students based on the data of their statistical mastery over several academic years in order to provide accurate, detailed information (description).

Assessment of students should also take into account the correct spelling of geographical terms and names (geographical literacy), the systematic and systematic nature of the work.

When assessing students' knowledge, skills, and abilities, it is important to clearly show students the creative and negative aspects of the answer.

It is recommended that the geography teacher pay attention to the following when assessing students' knowledge:

Five - the answer is complete, correct, the student knows the basic factual material, has a basic scientific understanding, understands the geographical connection and gives examples; knows the composition of maps and other data sources and consistent ways of working with them; can use them independently and display lens maps without error. Students will be encouraged to be creative, especially in solving learning problems, and to be aware of the latest geographic developments.

Four - the answer is complete and correct, but leads to inaccuracies that can be easily corrected on the basis of additional questions of the teacher in the expression of facts, in the definition of concepts, in the explanation of geographical connections and conclusions puts.

Three - The answer is correct, the student understands most of the material, but is unable to clearly define concepts, has difficulty explaining relationships independently, or is unable to articulate facts consistently.

Two - the answer is incorrect, does not know the basic factual material, geographical laws, makes gross mistakes in defining concepts; cannot work with textbooks and maps.

One is that there is no verbal response or practical result. Assessment of students' knowledge will not be reduced for insignificant inaccuracies in numbers, geographical names outside of programs, and for failure to use the necessary information on statistical tables and maps.

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MODERN INNOVATIVE TECHNOLOGIES IN EDUCATION AND THEIR APPLICATION

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ABSTRACT

For a skillful and conscious choice from the existing bank of pedagogical technologies, precisely those that will achieve optimal results in training and education, it is necessary to understand the essential characteristics of the modern interpretation of the concept of "pedagogical technology".

KEYWORDS: *A Didactic System Of Combining Different Methods And Teaching Methods Of Teaching, Using Which The Teacher, Systematically Creating And Using Problem Situations, Ensures A Strong And Conscious Assimilation Of Knowledge And Skills By Students.*

INTRODUCTION

Currently, the teaching methodology is going through a difficult period associated with a change in the goals of education, the development of state educational standards based on a competency-based approach. Difficulties also arise due to the fact that in the basic curriculum the number of hours for studying individual subjects is reduced. All these circumstances require new pedagogical research in the field of methods of teaching subjects, the search for innovative means, forms and methods of training and education related to the development and implementation of innovative educational technologies in the educational process.

For a skillful and conscious choice from the existing bank of pedagogical technologies, precisely those that will achieve optimal results in training and education, it is necessary to understand the essential characteristics of the modern interpretation of the concept of "pedagogical technology". [1. pp. 45].

Analyzing the existing definitions, we can identify the criteria that make up the essence of pedagogical technology:

- definition of learning objectives (why and for what);

- content selection and structure (what);

- optimal organization of the educational process (how);

- methods, techniques and teaching aids (with the help of what);

- as well as taking into account the necessary real level of qualification of the teacher (who); and objective methods for evaluating learning outcomes (is this true).

Thus, "pedagogical technology" is such a construction of the teacher's activity, in which the actions included in it are presented in a certain sequence and suggest the achievement of a predictable result. [2. pp.13]

What is "innovative educational technology"? It is a complex of three interrelated components:

1. Modern content, which is transmitted to students, involves not so much the development of subject knowledge, but the development of competencies that are adequate to modern business practice. 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 are active methods of developing competencies based on the interaction of students and their involvement in the learning process, and not just on passive perception of the material.

3. A modern learning infrastructure that includes information, technological, organizational and communication components that allow you to effectively use the benefits of distance learning. A generally accepted classification of educational technologies in Russian and foreign pedagogy does not exist today. Various authors approach the solution of this topical scientific and practical problem in their own way.

Innovative areas or modern educational technologies in the Priority National Project "Education" include: developmental education; problem learning; multi-level training; collective education system; problem solving technology; research teaching methods; project teaching methods; modular learning technologies; lecture-seminar-test system of education; use of gaming technologies in teaching (role-playing, business and other types of educational games); training in cooperation (team, group work); information and communication technologies; health saving technologies. [3.pp. 48]

Other sources distinguish:

• **Traditional technologies:** referring to traditional technologies various types of training sessions, where any system of means can be implemented to ensure the activity of each student based on a multi-level approach to the content, methods, forms of organization of educational and cognitive activities, to the level of cognitive independence, the translation of the relationship between the teacher and the student for parity and much more.

• **Class-lesson teaching technology** - ensuring the systematic assimilation of educational material and the accumulation of knowledge, skills and abilities

• **Interactive technologies or group learning technologies** (work in pairs, groups of permanent and shift composition, frontal work in a circle). Formation of a sociable, tolerant personality, possessing organizational skills and able to work in a group; increasing the efficiency of assimilation of program material.

• **Game technology** (didactic game). Mastering new knowledge based on the application of knowledge, skills and abilities in practice, in cooperation.

• **Technology of problem-based learning** (educational dialogue as a specific type of technology, technology of problem-based (heuristic) learning. Acquisition of knowledge, skills

and abilities by students, mastering ways of independent activity, development of cognitive and creative abilities.

Problem learning technology

Problem-based learning is a didactic system of combining different methods and teaching methods of teaching, using which the teacher, systematically creating and using problem situations, ensures a strong and conscious assimilation of knowledge and skills by students. [4.pp.54].

The problem situation characterizes a certain mental state of the student, which arises as a result of his awareness of the contradiction between the need to complete the task and the inability to carry it out with the help of his knowledge and methods of activity.

In problem-based learning, there is always a statement and solution of a problem - a cognitive task put forward in the form of a question, task.

The problem to be solved exists objectively, regardless of whether the situation has become problematic for the student, whether he has realized this contradiction. When the student realizes and accepts the contradiction, the situation will become problematic for him.

Problem-based learning is carried out using almost all teaching methods and, above all, in the process of heuristic conversation. Problem-based learning and heuristic conversation are related as a whole and a part.

Requirements for problem situations and problems

• The creation of a problem situation should, as a rule, precede the explanation or independent study by students of new, educational material.

• The cognitive task is compiled taking into account the fact that the problem should be based on the knowledge and skills that the student owns. It should be sufficient to understand the essence of the issue or task, the ultimate goal and solutions.

• The problem should be interesting for students, stimulate the motivation of their active cognitive activity.

• Problem solving should cause a certain cognitive difficulty that requires active mental activity of students.

• The content of the problem in terms of difficulty and complexity should be accessible to students, correspond to their cognitive abilities.

To master a complex system of knowledge and actions, problem situations and corresponding problems must be applied in a specific system:

- a complex problematic task is divided into smaller and more specific ones;

- each problem is allocated one unknown element;

- the material communicated by the teacher and assimilated by the students on their own must be differentiated.

Problem-based learning is used most often as part of a lesson.

Gaming technology

The use of didactic games

An increase in the load in the lessons makes us think about how to maintain students' interest in the material being studied, their activity throughout the lesson. An important role here is given to didactic games in the classroom, which have educational, developmental and nurturing functions that operate in organic unity. Didactic games can be used as a means of training, education and development. The game form of classes is created in the lessons with the help of game techniques and situations. The implementation of game techniques and situations occurs in the following areas:

• The didactic goal is set for students in the form of a game task;

• Learning activities are subject to the rules of the game;

• Educational material is used as a means of play;

• An element of competition is introduced into educational activity, which translates the didactic task into a game one, the success of the didactic task is associated with the game result.

The student's gaming activity is usually emotional, accompanied by a sense of satisfaction. While playing, students think, experience situations, and against this background, ways to achieve results are easier and more firmly remembered by them. The game form of classes can be used at various stages of the lesson, when studying a new topic, when consolidating, in generalizing lessons. [5. pp. 147]

Thus, the inclusion of didactic games and gaming moments in the lesson makes the learning process interesting, entertaining, and facilitates overcoming difficulties in mastering the educational material.

Business games

Business (role-playing, managerial) games - imitation of decision-making and performance of actions in various artificially created or directly practical situations by playing the appropriate roles (individual or group) according to the rules set or developed by the participants themselves.

Признаки деловых игр и требования к ним:

• Existence of a problem and a task proposed for solution. Distribution between participants of roles or role functions. The presence of interactions between players that repeat (imitate) real connections and relationships.

• Multi-link and logical chain of decisions arising from one another during the game.

• The presence of conflict situations due to differences in the interests of the participants or the conditions of information activities. The plausibility of a simulated situation or situations taken from reality.

• Availability of a system for evaluating the results of gaming activities, competitiveness or competitiveness of the players.

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CLUSTER IN RUSSIAN LANGUAGE LESSONS IN PRIMARY CLASSES AS A METHOD OF CRITICAL THINKING TECHNOLOGY

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ABSTRACT

The main means of forming cognitive activity is the technology of developing critical thinking through reading and writing. The specificity of this technology lies in the interaction of the student and information. The main goal of the technology is to develop the thinking skills of schoolchildren, which are necessary both in the educational process and in everyday life.

KEYWORDS: *Express His Opinion On A Certain Issue, Could Participate In The Discussion, Find Arguments And Counterarguments, Critical Thinking, Psychologists, Educators, Sociologists, Literary Scholars, Historians, Philosophers, Express His Opinion On A Certain Issue, Could Participate In The Discussion, Find Arguments And Counterarguments.*

INTRODUCTION

Modern society requires education to bring up a competent and active personality. To become a successful student, it is not enough to have a certain amount of knowledge in a particular area. It is important that a child who graduates from school and enters adulthood is not a passive object of influence, but can independently find the necessary information, express his opinion on a certain problem, be able to participate in discussions, find arguments and counterarguments.

The main means of forming cognitive activity is the technology of developing critical thinking through reading and writing. The specificity of this technology lies in the interaction of the student and information. The main goal of the technology is to develop the mental skills of schoolchildren, which are necessary both in the educational process and in everyday life. It is customary to distinguish the following stages of this technology: "Challenge", "Comprehension", "Reflection". The graphic organization of the material in this technology is the leading method of demonstrating the process of thinking. The most common method is to create a cluster. However, the issue of using this technique in Russian language lessons in primary school, as well as recommendations for compiling a cluster, is still poorly understood.

A cluster is a reflection of a non-linear form of thinking.

The cluster analyzes what critical thinking is, however, when reading the article, some questions arise related to two aspects of the topic covered: understanding and creative thinking.

The problem of understanding is complex and ambiguous, it excites scientists from different fields: psychologists, educators, sociologists, literary critics, historians, philosophers. How are understanding and critical thinking related? When we are working on understanding someone

else's idea, our own thinking is passive at the first stage: we only perceive what someone else has created before us. Memorizing facts and understanding ideas are necessary preconditions for critical thinking, but they themselves, even in their totality, do not constitute critical thinking. . Creative thinking is characterized by the novelty of its product, the originality of the process of obtaining, a significant impact on the level of development, and moves towards new knowledge. Qualitative indicators are flexibility, economy, consistency, originality, fluency. In creative thinking, its immanent, unconscious components are distinguished. "The most used type of cluster in the study of new material, in our opinion, can be called "Fishbone" ("Fish Skeleton"). The teacher writes on the blackboard the question, phrase or object that will be discussed next. This is the head of the fish. Next, a "skeleton" is formed: younger students write down everything they know about the subject of speech in their notebooks. It turns out a kind of catalog of thoughts that need to be voiced. Then younger students exchange knowledge, draw conclusions about the subject of speech. In this case, the answer to the question posed at the beginning of the lesson is the tail of a fish.

Consolidating and systematizing the studied material, we propose to use such a cluster model as "The Planet and its satellites" in Russian language lessons. It can be used both at the stage of setting a goal, and when repeating the material covered.

Compiling a cluster collectively, you can apply the "Basket of Ideas" technique, where younger students take turns naming facts on the topic being studied, without repeating what has already been voiced.

When designing a cluster in Russian language lessons in primary school, you must adhere to the following rules:

The cluster is depicted on the board, in a notebook, on a blank sheet of paper. It depends on how the lesson is organized.

When creating a cluster, it is desirable to use colored pens, pencils, felt-tip pens. This allows you to focus on certain points and more figuratively present the phenomenon under study.

When compiling a cluster, it is necessary to voice the students that they should write down all the ideas that they have and fix them until they run out. They need to try to build more logical connections and not stick to some kind of plan.

Thus, the use of the clustering technique in Russian language lessons in primary grades contributes to the actualization of students' knowledge, generalization and structuring of the material. The cluster helps to more effectively memorize theoretical material on any topic, to show creative abilities and creativity.

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THE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE AND LITERATURE

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ABSTRACT

This article discusses the importance and use of pedagogical technologies in teaching Russian language in primary grades today. Recommendations are made about interactive methods in the educational process and the competence that the teacher should have in its implementation. Today, our teachers organize lessons based on traditional and non-traditional forms of education. Today, our main task is to educate students on the basis of DTS to be free thinkers in all aspects, able to fully express their independent opinions. A variety of methods in pedagogical technologies will increase the effectiveness of the lesson so that students do not get bored.

KEYWORDS: *Russian Language, Pedagogical Technologies, Educational Process, Competence, Innovation, Method, Educational Content.*

INTRODUCTION

It is known that in our country, in the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training, a perfect system of teaching the Russian language, that is, the task of educating a modern thinking young generation in all aspects, has been set. In order to create a system aimed at further integration into the world community in our republic, the attention to the Russian language is increasing more and more. In the "National Program of Personnel Training" it is emphasized that the formation of a perfect system of personnel training based on the rich intellectual heritage and universal values of the people, on the basis of the achievements of modern culture, economy, science, technology and technology is an important condition for the development of Uzbekistan.

Teaching of the Russian language in primary classes is being carried out successfully. In addition to imparting knowledge to students in educational institutions, Russian language teachers themselves are also receiving additional training through experienced trainers on Fridays of the week - "Day of Russian language teaching methodology" starting from the academic year. Therefore, teachers are developing competencies for teaching Russian language based on modern requirements. Today, pedagogical and psychological demands are placed on pedagogues to successfully teach the Russian language from the 1st grade. The question arises: who does the teacher teach, what does he teach, and on the basis of what technologies does he teach? For this purpose, the teacher of the Russian language, first of all, has a perfect knowledge of his native language, his phonetics and grammar, and he can teach students the Russian language by

comparison. Every teacher working in the continuing education system, including teachers of the Russian language, must have the following necessary linguistic competences:

These linguistic competences are generally recommended. They can be further studied in parts using the "Cluster" method. One of today's main tasks is to study and monitor the state of teaching Russian language in grades 1-2 and 3 to experienced specialists in order to put the competence approach into practice, or to study the activities of specialists and provide them with methodical assistance.

For this purpose, on the initiative of the educational center of the public education department of the Tashkent region, a methodological association of Russian language teachers of the region was established during the academic year. Russian language teachers working in the region are members of the methodical association, once a month open lessons are organized in the schools of the regional districts, and methodical support is provided to young teachers. This, in turn, helps to learn the extent to which the competencies recommended for today's youth have been formed and to provide them with practical help. A teacher of the 21st century must always be up-to-date with today's scientific and technical achievements, and be able to use them effectively in his lessons. This, in turn, is related to more competent teachers. The advanced pedagogical technologies used in the lessons help to fulfill the important tasks of instilling in students a feeling of love for the Russian language, increasing their interest in a foreign language and raising it to the level of perfect knowledge, and achieving logical, clear and complete speech. Today, our teachers organize lessons based on traditional and non-traditional forms of education. Today, our main task is to educate students on the basis of DTS to be free thinkers in all aspects, able to fully express their independent opinions. Therefore, during the lesson, we should train our students not as "students-listeners", but active students who have the skills to argue with the teacher. This task is certainly carried out through the use of pedagogical technologies and interactive methods in non-traditional classes.

Competent teachers of the Russian language achieve the following if they effectively use pedagogical technologies based on the requirements of relevant, targeted topics:

1. Students should be able to speak Russian, communicate with others, understand, and give correct answers;

2. instilling motivation (interest) in students to learn the Russian language and ensuring continuity and continuity of interest;

In conclusion, it is worth noting that the development of Russian language literacy in school-aged students based on the principles of proper organization and continuity will teach them to be interested in learning Russian in the future and to speak English effectively. This requires special hard work for the teacher of the Russian language.

Professor N. Saidakhmedov, a scientist from Uzbekistan, said that nowadays teachers cannot separate teaching methods from technologies in many cases. The methodology consists of a set of recommendations for the organization and conduct of the transition process, the goal of the methodology is to transfer the theories related to the subjects of the subject to the plane of concrete events. Pedagogical technology (PT) provides organizational arrangement of the interrelated parts of the teaching process, viewing its stages, their implementation, determining the conditions, and taking into account the available opportunities to achieve the set goal. Or, PT is a set of procedures that renew the professional activity of the teacher and guarantee the final

result in education. The technology differs from the methodology by its flexibility, accuracy of results, efficiency, necessity of planning in advance.

In addition, the teacher uses different methods in conducting Russian language lessons; audio lesson (listening comprehension), video lesson, Internet lesson, travel lesson, music lesson, "module" lesson, debate - discussion, competition lesson, "Zakovat" and interactive pedagogical methods can be used. Education always requires the teacher to work on himself, to search. Today's teacher should introduce innovations based on the competence approach, and focus on modern pedagogical technologies based on design. Therefore, today's teachers are required to research new methods of education as much as possible. Because students do not like traditional lessons, they are bored, as a result, the student does not master the content of the lesson well. A clear result is achieved due to repeated practice of interactive methods in each lesson. A variety of methods in pedagogical technologies will increase the effectiveness of the lesson so that students do not get bored.

In the course of the lesson, the teacher should pay attention to the student's speech, ability to think independently, ability to freely express one's opinion in Russian, written work, conversation, story, relying on independent thinking. In fact, the teacher cannot necessarily use pedagogical technologies in the course of the lesson. Some teachers want to use the advantages of pedagogical technologies without knowing it. However, no one needs it. If PT is used according to the content and purpose of the lesson, it will have a positive effect. Pedagogical technologies, regardless of the form, method and means of organizing Russian language lessons:

- pedagogical activity to increase the effectiveness of the educational process;

-decision of mutual cooperation between the teacher and the student;

- to ensure the acquisition of thorough knowledge of educational subjects by students

- formation of independent, free and creative thinking skills in students;

- creating conditions for students to realize their potential;

- should guarantee the priority of democratic and humanitarian ideas in the pedagogical process.

When such pedagogical technologies are used, students' knowledge potential and interest in science will increase; knowledge, skills, and abilities are further formed and they can distinguish the main concepts of their chosen subject. Before using interactive methods in the lesson, the teacher provides information about the basic concepts of the subject. After that, it is easy for students to independently assimilate, repeat, expand the scope of the information they have received, and think logically. In this case, the importance of interactive methods increases even more. Below, let's consider the application of one of these methods to the process of the Russian language lesson.

In addition, one of the important tasks of modern education is the development of "skills of the future" - key types of literacy and basic competencies of the 21st century, which include [1, 2]: control of concentration and attention; empathy and emotional intelligence; collaboration (as a critical skill that should be built into various aspects of work and learning); critical, problem-oriented, systemic, cooperative and creative thinking; Creative skills; work in interdisciplinary environments; literacy of the 21st century; ICT and media skills, including programming and information hygiene; flexibility and adaptability; responsibility at work (including the ethics of interaction with other members of society and the work ethics of person-centered services), etc.

At the same time, STREAM education is of particular importance, which involves an interdisciplinary and applied approach to teaching based on the combination of various sciences (Science - natural sciences; Technology - technology; Reading - reading and writing; Engineering - engineering, design; Art - art, design; Mathematics - mathematics) in order to form innovative thinking among schoolchildren, which is necessary to ensure the development of a new vector of the public administration system, economics, business, science and education [4-8].

Thus, the purpose of this article is to describe the essence of STREAM education in Russia and abroad and to design a STREAM technology that provides familiarization of modern schoolchildren with reading classical literature based on the development of innovative thinking and skills of the 21st century.

An analysis of the theoretical literature shows that the combination of interdisciplinary and applied approaches in education, called STEM, began to take shape in the United States at the end of the 90s of the XX century, when Americans faced a serious problem - in the presence of offers from high-tech companies, potential workforce in the majority did not have a high level of qualification [6, 9, 10]. This determined the need to search for new approaches to teaching schoolchildren and students, which resulted in the development of STEM education.

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FEATURES OF DESIGNING CLOTHES FOR PREGNANT WOMEN, ACCORDING TO CHANGES IN ANTHROPOMETRIC PARAMETERS OF THE FIGURE

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ABSTRACT

When designing clothes for pregnant women, it is an important factor to take into account the specific characteristics of changes in anthropometric data depending on the period of pregnancy. Clothes for pregnant women should have a reasonable design solution, taking into account the characteristics of the polymer materials used. The article talks about the features of designing clothes for pregnant women according to changes in anthropometric parameters of the figure.

KEYWORDS: *Designing, Pregnant Women, Anthropometric Parameters, Figure, Factor, Features, Solution, Characteristics.*

INTRODUCTION

Currently, there is an increasing demand for maternity wear; this has created the need for research into its pattern design. The first step in this research is to determine the procedure needed to take measurements of the female body, to record any anatomical changes during pregnancy. The resulting anthropometric data is processed by statistical methods and the correlation between body measurements is analysed. The results are then applied to a metric pattern design for maternity clothes in two ways: to determine a pregnant woman's "types", and to create input parameters for pattern design that anticipate the needs of different body types for different maternity clothes. While designing clothes for pregnant women, it is an essential factor to take into account the characteristics of changes in anthropometric data depending on the period of pregnancy. Clothes for pregnant women should have a reasonable constructive solution, taking into account the characteristics of the polymer materials used. Today, one of the priorities in Russia is to solve the demographic problem, so providing pregnant women with enough, comfortable clothes is an important task for the clothing industry.Designing clothes for pregnant women is a complex problem, the solution of which lies at the intersection of a number of disciplines: obstetrics. physiology, demography. design, anthropology, marketing, etc. A necessary condition for the successful implementation of the design of clothes for pregnant women is the presence of reliable information about the physical characteristics of the figure in terms of size and content, among other things. conditions ensure the production of high-quality clothing. In the context of a series of industrial studies. related production. with the design of clothes for pregnant women, it allows to evaluate the changes in the main dimensional characteristics of the figure in each trimester. The purpose of this study was to

design women's clothing from polymeric materials with pregnancy in mind.Today, a fairly large number of pregnant women are working and need business clothes throughout the entire period of pregnancy. At the same time, the number of young mothers is growing, the young are more relaxed, and the youth products should be more daring.

The listed sequence of works requires large-scale anthropometric studies for a large number of people belonging to the same group, which requires a lot of time and resources. However, thanks to the development of digital and three-dimensional technologies, it is possible to involve the consumer in the process of improving the design of clothing. Also, for the convenience of industrial production of clothing, typical figures of the adult population are grouped into complete groups: for men: three full-length groups, differing in the ratio between chest and waist; when moving from one weight group to another, the waist circumference for a given chest circumference increases for women: four full-length groups, differing in the ratio between the girth of the chest and the girth of the hips. The current level of technology development determines the relevance and necessity of developing a method of designing ergonomic clothes using digital technologies based on the principles of "mass customization". Almost any modern clothing industry uses clothes in which the design process has been digitized. At the same time, the consumer daily uses smart devices in everyday life - phones, smartphones, tablets, etc. Such devices provide the user with the opportunity to scan a figure, monitor and measure human vital signs or the effectiveness of work and actions performed. Therefore, the information obtained using mobile devices can be adapted and integrated into the clothing design system of the manufacturing enterprise, which will improve the process of clothing design, increase public satisfaction with the clothing produced, demand and, accordingly, the efficiency of clothing production.

Such interaction will allow the manufacturer to accumulate consumer requests and quickly implement them in industrial collections, present collections to a wide range of consumers in the Internet environment, and the consumer will have the opportunity to take part in the design of a future product and receive a high-quality product that meets individual requirements. The group of ergonomic requirements includes, first of all, the requirements for the hygienic properties of the material that creates the comfort of underwear, i.e. humidity, water absorption, vapor permeability, heat conductivity or heat resistance, electrification, dust capacity, etc. The material should be light and easy to use and as wrinkle-resistant as possible, and the material from which the product is made should be easy to wash.

JAIN materials for maternity clothes should have a high percentage of natural fibers. During pregnancy, the metabolism of a woman who easily transfers heat increases slightly, and the body produces more heat than usual. In clothes made of synthetic fabrics, a woman may suffer from overheating: in addition, static electricity often accumulates in synthetic fabrics, which causes certain discomfort and discomfort. During these periods, changes in the anthropometric characteristics of the figure are very important. according to the price attractiveness of the anthropometric product, it is recommended to design clothes for pregnant women from polymer materials for the full term, so it is necessary to take into account the changes in the anthropometric parameters of the figure depending on the period of pregnancy. . And in this case, there are ways to ensure that the product fits the size and shape of the body: the first is to look for an option to change our product or any part of it, the ability to adjust the shape of the product. and size; the second is the reasonable growth of bunions, taking into account the dynamics of changes in anthropometric signs. During the first trimester there are no significant

changes in the woman's figure, however, from the first days of pregnancy, the woman's breasts increase almost by size.

During this period, it is worth abandoning tight and tight things. It is advisable to carry out clothes for pregnant women in a voluminous, free cut. As shoulder products it is better to wear spacious blouses or tunics made of natural fabrics that fall in the abdomen. Such wardrobe items will allow you to maintain satisfactory parameters of the underwear microclimate and will not disturb the blood supply. Should not Any clothes for pregnant women should be spacious without hard elements which are tight braid. Clothing prevents the normal circulation of tissues. It is not recommended to wear clothes that fit the stomach or cut the waist, so you should give preference to pants and skirts with a special belt. You should also pay attention to special jeans for pregnant women. The design of such pants differs from standard models, first of all, by the possibility of adjusting them at the waist. These pants are filled with an insert made of soft, elastic material - it is comfortable and practical. Clothing for pregnant women in the third trimester: The third trimester is the most difficult period of pregnancy in terms of physiological changes in a woman's body due to significant weight gain. A bulging belly makes a woman rude. Therefore, maternity clothes for this period are selected with special attention. necessary for women. Thus, clothes designed for pregnant women have a reasonable constructive solution, taking into account the changes in the anthropometric parameters of the figure. These can be models with different reliefs, cuts, etc. Clothes for pregnant women should, first of all, be comfortable to wear and use, easy to put on and take off, not restrict the body and the growing belly, and provide freedom. of action. Various structural divisions in the shelf depending on the characteristics of the polymer materials used to achieve free positioning of the product in the abdomen and to diversify the range of clothes for pregnant women. In mass production of clothing, it is impossible to take into account all the individual features of the physique.

However, the industrial production of garments should satisfy consumers with clothing sizes as much as possible. This is possible provided that the whole variety of figures will be represented by the optimal number of anthropological types. It is possible to identify this number of types only through an anthropometric study of the population and the subsequent construction of a dimensional typology based on the data obtained. The end result of the research should be a rational dimensional typology that identifies the minimum number of types of figures that ensure the maximum satisfaction of the population with clothing sizes. The satisfaction of the population with this system of standard figures is understood as the relative or absolute number of people who are suitable for clothing made for these standard figures.

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THE TECHNIQUES USED IN PHYSICAL CULTURE CLASSES AND ITS IMPORTANCE IN STUDENT LIFE

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ABSTRACT

The popularization of Physical Culture and sports in our country is defined as one of the most important areas of social policy. Because Physical Culture and sports decide a healthy lifestyle in society by promoting the health of the population, educating the younger generation in a healthy and harmonious way. One of the main places is paid to physical education and sports on the scale of public policy, especially in the comprehensive, mental, moral and physical development of the younger generation. In this article, we can discuss about the techniques used in physical culture classes and its importance in student life.

KEYWORDS: *Students, Physical Culture, Physical Education, Human Well-Being, Activities, Effects, Students, Benefits, Methods.*

INTRODUCTION

The most important place in the socio-economic and cultural development of our people is occupied by the sphere of Physical Culture and sports. Physical Culture and sports as a social sphere educate people physically, spiritually and mentally as mature, perfect individuals, and economically contribute to the development of our country's production and economy by restoring and strengthening the health and high working abilities of producing entities, that is, people. As we know from history, the sphere of physical education and sports serves the ideology of this society in every society and develops under the influence of the ideology of this society. From the first days of independence, great attention was paid by our state to the sphere of physical education and sports as the main factor in the education of a harmonious generation, becoming one of the priorities of state policy, which is still being carried out by our state today.

Physical education is a socially conditioned, pedagogically organized process of mastering the values of Physical Culture. The social condition of physical education is that in its process a socially significant goal is achieved, i.e. a goal that is important both for the development of the individual himself and for the development of society as a whole. In addition, this means that

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physical education is carried out within the framework of a certain social organization, which has the necessary opportunities to ensure the interests of society in this direction.

This social organization is called Systems. The system of physical education is a set of elements of Physical Culture, sorted in connection with the purpose of activity. As in any other social system, the following can be distinguished in physical education:

1) A certain composition and structural structure of its constituent elements;

2) Functions;

3) The nature of relations with other systems of society.

The system of physical education can include various elements of physical culture, i.e. factors of any material and spiritual culture associated with the "production" of physically fit people. However, only those that are directly related to physical education become its indispensable elements. Without them, the system cannot exist as a single social organism (management, personnel, scientific support, etc.). In the process of functioning, certain connections are established between the elements of the system. Formation of the basis of the system structure.

Analysis of pedagogical processes and experiences in the higher education system shows that as a result of the effective application of information and communication technologies in educational practice, our professors will not only convey their knowledge, information, wealth of information to students, but will also be able to communicate with their colleagues abroad in their field, cooperate scientifically, improve educational and methodological work, become

From the traditional technology of teaching, information and communication technology differs in that in traditional technology, knowledge, information, information are expressed by our professors, while information and communication in technology, students themselves are directed to this, achieving teacher objectivity. The result - as a result, students have an increased interest in science and technology, a socio-moral need is satisfied, they have an independent and logical idea, as a result, the process of mastering students ' educational materials is accelerated, and high-quality education services are developed, highly qualified personnel are trained, suitable for the modern needs of the labor market. The effective use of information and communication technologies in the educational process ensures the improvement of the efficiency and quality of the educational process, the achievement of the goal set before the educational process, the effectiveness of mastering educational materials at the end of the educational activity of students.

Internal functions are the interaction of the elements of the system that provide external activity (providing physical education personnel, premises, financing, etc.). A healthy person brings more benefits to society. The system of physical education is closely related to other systems of society: economics, culture, science, politics. It is one of the areas of manifestation of social relations and develops under the influence of changes taking place in all spheres of public life (modern era). It has its own historical character. That is why it acts both as a type of social practice and as a type. As a species, it reflects the peculiarities of this type of educational activity, as a type it includes all the main features of the social system of society.

Especially noteworthy in the development of independent Uzbekistan is the development of sports areas of Physical Education, Physical Culture. President of the Republic of Uzbekistan Sh.M. Mirziyoyev pays great attention serves as the foundation for our achievements. The

importance of the development of physical education and sports in the field of formation of a healthy lifestyle, further health improvement of the gene pool of the nation, education of a harmonious generation is defined as one of the priority directions of state policy. In the short term, large-scale practical actions in this area began to pay off.

The system of physical education is closely related to other socio-economic systems of society: economics, politics, science and culture. One of the areas of manifestation of social relations that occur in these systems. The objective basis of these relations is the introduction of the system of physical education into social production. However, it has an indirect effect on social production. The system is not directly involved in the creation of a social product. But this sphere is indirectly influenced by the subject of production relations – through the individual. The system of physical education, with its various forms, belongs to all the main types of human social activity. The system of physical education satisfies not only its biological needs in movement, but also social ones - the formation of personality, the improvement of social relations (Physical Culture and sports activities are subject to strict rules and norms of behavior).

This principle is implemented by fulfilling the basic requirements:

- Only those whose importance for health is scientifically substantiated should be used from the means and methods of physical education;

- Physical activity should be planned in accordance with the capabilities of children;

- Medical and pedagogical control should be a mandatory element of the educational process;

- Compliance with sanitary and hygienic standards, rational use of the sun, air and water-all this must be taken into account in the organization of each physical exercise.

- In physical education, this principle implies the fulfillment of two main requirements:

- The solution of physical education issues should be carried out in close connection with mental, labor, moral and aesthetic education;

- The content of physical education should be planned in such a way as to ensure the coordinated and proportional development of all physical abilities, a sufficiently multifaceted formation of motor skills and their armament with special knowledge.

The principle of connection with the practice of Labor and defense expresses the practical orientation of the entire educational system, designed to educate comprehensively trained people who knows how to do everything. Having received a comprehensive education, a person satisfies not only his personal needs, but also the requirements of society.

The connection of physical education with life has found its expression in the sports and wellness complex of the Republic of Belarus. The implementation of this principle is carried out by fulfilling the following requirements:

1) The content of physical education should, first of all, ensure the formation of vital movement skills in walking, running, jumping, swimming, etc. This requirement is expressed in the content of the sports and health complex of the Republic of Belarus and in educational programs on Physical Education;

2) It is necessary to create such a broad training of a person through comprehensive physical education. Thus, its general physical performance allows it to master a wide variety of Labor and military actions;

3) The efficient use of physical exercises for labor and patriotic education. Certain conditions are necessary for the implementation of principles, i.e. relevant economic, material and technical, social and cultural base. Practical activities for their implementation should be adequate to this basis. Otherwise, the declared principles can turn into utopian appeals.

In conclusion, the principle of orientation to Health forces the teacher to organize physical education in such a way that it performs both preventive and developmental functions. This means that with the help of Physical Education, first of all, it is necessary to compensate for the lack of physical activity that occurs in modern conditions of life; secondly, by improving the functional capabilities of the body, increasing its performance and resistance to negative influences, it also increases the level of their acquisition of knowledge that makes students.

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ENGLISH TEACHING AND SCIENCE INTEGRATION IN CHEMICAL TECHNOLOGY FIELDS

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ABSTRACT

The article describes the perspectives of integrated teaching of chemistry and English. In this, the problem of the need to know the English language when entering the database from chemistry and familiarizing with the scientific works of world scientists is highlighted. In the process of integrated lessons, the most effective forms of work on connecting chemistry and English were considered.

KEYWORDS: *English Language, Chemistry, Integrated Lessons, Work Forms For Each Class, Bachelor, Master, Doctoral Student.*

INTRODUCTION

Currently, there are many areas that determine the bright future of our country and ensure its strength. The higher education system is undoubtedly of special importance among them.Because the future of our nation and people is closely related to the fate of young specialists who are receiving higher education today. From the first years of our country's independence, attention has been paid to the issue of reforming the education system at the level of state policy, to ensure that our young people receive education in conditions corresponding to world standards, to mature into physically and spiritually mature people, to bring out their abilities and talents, This noble goal is embodied in the heart of the incomparable efforts made to form feelings of loyalty and devotion to the country.

Today, the development of social development is impossible without the development of specific natural sciences without chemistry, which determines the scientific and technical potential of the country. Acquisition of new knowledge in the field of chemistry, like any other exact science, is impossible without the exchange of information, including between experts who speak different languages. Qualified chemistry teachers should be aware of all the news that appeared in the field of science abroad, as well as receive useful information. Knowledge of English is required for this. Society needs scientifically literate teachers who can acquire and use information not only in their mother tongue, but also in a foreign language.

Literature Analysis and Methodology

It is worth noting that English has become the main language of international communication in the fields of politics, business and science. Thus, the skills and readiness to communicate and work with information in several languages become important requirements of society for a modern youth - a high school graduate.

In the process of studying, the English language includes the expansion of a person's general cultural outlook, familiarization with the customs and traditions of other countries, the acquisition of new methods and methods of communication, that is, the general development and educational function are often performed. To a greater extent than in other academic subjects. This allows us to consider a foreign language as an acceptable means of interdisciplinary integration not only with humanities, but also with the subjects of the cycle of natural sciences.

Thus, the interdisciplinary integration of chemistry education is impossible without knowledge of English. Unfortunately, the problem of integration of chemistry and English language in school is not paid much attention, probably due to the fact that the teachers of natural sciences do not prepare the language enough, and therefore they are not interested in using interdisciplinary relations with the unstudied field. "There are few serious studies on this topic in the Uzbek methodology of teaching chemistry. If many works are devoted to the integration of foreign languages with humanitarian sciences, then the issue of its integration with the sciences of the science and technology cycle is not sufficiently developed in local science and practice. There are separate studies on the integration of foreign language and chemistry. The basis of interdisciplinary integration is "language", "chemical language" and "English". And used as a professional activity tool. Chemical language is a system of concepts and rules used to express chemical information. This is a complex artificial language, rich in terms, the etymology of which goes back to different languages of the world. The organization of work on the acquisition of knowledge in the field of chemistry in the context of integration with a foreign language includes several features: engaging students in active communication in foreign language in communicative situations;

- Diagnosis and science and information

- Constant monitoring of students' achievements in order to take into account the formation of communicative competences;

- Use of various visual aids.

The most effective forms of work for the connection between chemistry and a foreign language can be lessons and selected courses using science and popular texts, articles from magazines and teaching manuals.

In the general education school, the subject "Chemistry" begins to be studied from the 7th grade. By this time, students have a good command of the English language, which allows them to expand their possibilities of using it. However, the stock of knowledge in chemistry is still minimal, so first of all, it is advisable to study biographies of famous scientists, as well as small texts related to interesting physicochemical phenomena, discoveries in the field of physics and chemistry.

Results and Discussion

As the knowledge in the field of chemistry increases, the interdependence of the sciences will consist of the formation of skills and competencies necessary for learning the special literature in English related to the relevant branches of science and technology; to teach students the skills of reading and translating a simple special text, understanding special terminology, abbreviations, etc., the ability to conduct a simple conversation on the proposed topic. In high school, the level of knowledge increases, which allows working with texts of a scientific nature, but working with

such texts "requires special training, because the vocabulary of scientific texts exceeds the standards set by the program.

Therefore, in this case, the relationship begins with mastering special vocabulary, abbreviations, symbols, etc., and working on the text (reading, translating, speaking, working with grammatical material). When working with a text in a foreign language, the topic of which is related to scientific achievements, you should use the method of step-by-step collection of lexical material that allows you to build practical language skills.

Conclusion Such Forms of Work

Increase students' interest in chemistry and help to master the material better. The use of the English language in the integrated lessons of chemistry "allows free access to the global network, expanding the geography and space of the studied issues. Using primary sources of information, it allows to observe and compare a wide range of situations. Integrated lessons allow the teacher to teach the child a holistic picture of the world from the first steps of learning. High school students have the opportunity to show themselves as specialists in the field of chemistry who know a foreign language through integrated lessons.

From the evidence presented above, it is known that today attention is being paid to the issue of providing educational institutions with qualified foreign language teachers and training personnel with deep knowledge at the level of state policy. Above As we mentioned, foreign language teachers in higher education institutions are special requirements are set and relevant for their work as a foreign language teacher they are required to have a certificate. In addition, the second of higher education stage is considered for master's degree, post-higher education is considered for a certificate of knowledge of one of the foreign languages for admission to doctoral studies is required to have. In addition, it is mandatory for professors of higher education institutions to know foreign languages. In addition, specialization in higher education institutions after the specified period it is also decided that subjects will be conducted in foreign languages. It can be seen that teaching foreign languages, including English, in higher education institutions is given importance. Ensuring the performance of these specified tasks, higher education teaching foreign languages, including English, in accordance with the needs of the times output, the following in order to improve students' learning of foreign languages we consider it appropriate to implement.

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ARTISTIC IMAGE POSSIBILITIES AND INTERPRETATION OF PERFECTION

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ABSTRACT

This article discusses the symbols of spiritual maturity in the poetry of the mature poet Yunus Emro, who sang divine love in high curtains, their ideological-artistic features and their unique role in revealing the essence of the poetic text.

KEYWORDS: *Yunus Emro, Poetry, Symbol, Perfect Man, Mysticism.*

INTRODUCTION

It is known that Sufism is, first of all, the status of spiritual elevation, the path of perfection. Only those who have passed all the stages of this path, who have perfected both religious and worldly knowledge, who have deep thinking and a beautiful heart, are considered truly perfect people in mystical literature. According to Azizuddin Nasafi, one of the founders of the perfect human theory, anyone who has the following four concepts, i.e., beautiful words, beautiful deeds, beautiful morals, and enlightenment, is said to be a person of perfection. Perfection is clearly manifested in a person's spiritual world and interactions with others. In this sense, Muhammad Mustafa (pbuh) is a truly perfect person who is an example for his community. In mystical literature, the level of perfection is determined in relation to our Prophet. According to one of Yunus Emro's poems, a lover in the path of love is cleansed of all his faults and shows beautiful spiritual conditions in his heart and conscience, that is, he can attain the truth only if he behaves according to the morals of our prophet.

<div align="center">

Ul Muhammad xulqi kimda bo'lmasa,

Bilki, Haq diydorini hech ko'rmagay.

Ey Yunus, boq: voy ularning holiga,

Kimniki evoh Olloh uyg'otmagay. (5, 59)

(Whoever does not have the character of Muhammad,

Know that you will never see the truth.

O Jonah, look: woe to them!

May Allah not wake up anyone.)

</div>

Ego and sensuality are a special issue in mystical literature, which cannot be ignored in the discussion about human perfection. A soul that wants to enjoy the rays of the sun of

enlightenment should not be disturbed by lust. Because the ego is the biggest obstacle to self-awareness. The fact that a person who is victorious in the struggle with his ego has spiritual qualities, while a person who has become a slave to his ego has animal qualities is impressively expressed in educational literature by means of one or another symbols. Adjectives such as Satan, giant, dragon, antichrist, rival, enemy, dog, tyrant, infidel are also used to describe the hideous and ugly image of the soul. In classical literature, such people are called erans. It is clear that the words er and eran, which have been used in many meanings such as man, man, brave, diligent, possessor of divine grace and character, leader, have a high position in the language and history of the Turkic peoples. Eran had a special status in the order of Turkic peoples, he was considered as piri kamil, murshid, peshvo. Eran's exemplary characteristics come to mind, first of all, he was deeply interested in the inner rather than the outer, refrained from idolatry, and never stopped learning the essence of syrat. Because the issues of the soul, heart, memory, love, and gnosis are directly related to syrat. To distance oneself from the inner life, that is, the process of syrat, is like humiliating or degrading the human potential. Eran is a great figure whose world of soul is free from ego dust, breathes only with the memory of truth, cannot imagine his will and truth apart from divine truths, and drinks water from the fountains of enlightenment. "The way of the Iranians" is the destination of such brave people, the spirit of inviting the tax collector, who steps on the continent in the desire for perfection, to follow the "Erans" is superior. According to Yunus Emro, defeating them and subduing the ego is achieved through spiritual maturity. There are many ways to achieve it. The poet says that one of them is dervishism. In classic literature, a dervish is a generous and benevolent figure who has no need for anyone but Allah, whose heart is full of worldly desires, whose spiritual world is full of goodness and goodness. According to Professor N.Komilov, "even though dervishes wear hijabs, they are knowledgeable, cheerful, quick-witted, brave people. In other words, a dervish-like person, pure in nature, noble person will not be found" (2, 162). It is probably for this reason that the great poet of the Turkmen nation, Makhtumkuli, says in one of his poems: "If you see a dervish, you can go and applaud him. There is no better servant of God than him" (3, 153). It would not be wrong to say that these thoughts of Makhtumkuli are a reflection of Yunus Emro's views. When Yunus Emro glorifies the state, status, and level of a dervish, in his poems, a sharp spirit, a sharp look, and an expression of firm judgment are clearly felt. For example:

Darveshlarning yo'liga

Sidq bilan kelgan kelsin.

Haqdan o'zga har neni

Ko'nglidan surgan kelsin. (5, 126)

(To the path of dervishes

Let him come with Sidq.

Anything but the truth

Let him come to his heart's content)

"Being a dervish is not wearing a scarf to show off," says the poet. Yunus Emro's poems highlight the qualities of a dervish, including the following expressions: "he who feeds blue with every breath", "who pours the wine of honesty into his soul", "an inexhaustible treasure",

"his eyes are open", "awake day and night", "he has a healthy ear, that is, he hears lessons from the Truth", "he has lit a candle of love", "a propeller". In the poems of Yunus Emro, dervishes are glorified as friends of Allah because of these beautiful qualities:

Darveshlar Haqning do'sti,

Jonlari Haqning masti.

(Dervishes are friends of the Truth,

Their souls are intoxicated by the Truth.)

Love described in Yunus Emro's poetry is a great status. Love is the real savior that cleanses the heart from various impurities, gives light to the soul, leads a person to perfection, and saves him from the torture of the transitory ego. True salvation lies in true love for anyone seeking perfection in heart, soul, and mind. Yunus Emro's creativity is always illuminated by such a love from within. Ishq is the highest stage of love, its complete domination of the being of the True Lover. In fact, the reason for the existence and creation of a lover is love. In classical literature, a lover is a true perfectionist whose heart is purified by the flame of love, and whose soul finds joy in the pleasures of love. So, what about the scholar? First of all, if we pay attention to the aspects that distinguish him from the image of a hermit, the issue becomes clearer. "The person whose body is cleansed of emotions, anger and lust, occupies the position of asceticism and takes the name of ascetic. Asceticism allowed a person to see things and the wisdom of things in the same way, in terms of wealth, wealth and power, he was unknown, almost nothing was left. After getting to know himself and the Creator, a person rises to the status of enlightenment and is called a scholar. Ariflik is the highest, and very few of the tax collectors have attained this rank, which is the limit of the governorship. Enlightenment is the knowledge acquired by a scholar, and it is considered an inner knowledge because it is born from the pleasure of the heart and the observation of the heart. After all, the science of Arifism, its wisdom, wisdom and correctness are an example and example for all ages and times. It is difficult to imagine the levels of perfection without the contentment, silence, secrecy, and moderation of Arif. In this way, a person who cleanses himself of worldly and selfish desires rises to the status of mortal. The requirement of the person who entered the path of Fano Haq is to be completely cut off from material needs and turn into a spiritual state, into a priesthood. In Yunus Emro's poems, the symbols of the dead, the poor, and the dervish are related to each other, and one complements the other. In Sufism, the status of poverty is equal to the status of death. That is, poverty means needing the Truth. This is described in the language of Yunus Emro's lyrical hero - a mature teacher whose heart is illuminated by the rays of enlightenment, a spiritual guide: "you are the desire of eighteen thousand worlds", "renounce this false world, its fleeting desires late", search for yourself, your identity, focus on your spiritual world, listen to your heart. Enter the world of decay. Then your heart will find pleasure in love and pleasure." That is:

O'n sakiz ming olam murodi sensen,

Bu g'aflat bas, sanga sandandir endi.

Kel endi o'zingni o'zingdin izla,

O'zingga boq, bil, asli kimsan endi?...

Fano bo'lkim, visol zavqin totarsan,

Bu so'zim tush bo'lsa, qil ta'bir endi... (5, 183)

(You are the darling of eighteen thousand worlds,

Stop being careless, it's time for you.

Come find yourself now

Look at yourself, know who you really are now?

Let me be a mortal, and you will enjoy it,

If this word is a dream, interpret it now...)

In the poems of the poet, may, wine, glass, jam, maykhana, majlis, ahli bazm, ahli ishk, rind, soqi, etc., also brought out the careers of human perfection, and vividly expressed the addresses, different situations and moods of the tax that entered the path of truth. are artistic symbols. In mystical literature, may is a high stage of spiritual perfection, while the cup symbolizes the lessons of the pir, the mystical presence obtained from it, the heart of a lover enlightened by enlightenment, and divine grace. According to Sajjadi, "learned people drink divine wine from a cup and become intoxicated with monotheism" (4, 280). A cup is the mind of a true lover who is aware of the unseen world, it signifies the enlightenment of the Truth, it reveals the secrets of the unseen (1, 2121). Here is what Yunus Emro says about it:

Ul do'st menga kelsin demish,

Sundum qadah, olsin demish.

Oldim qadah, ichdim sharob,

Endi ko'nglim o'lmas mening.

(You said that friend should come to me.

I gave you a glass, you said to take it.

I took a glass, I drank wine,

Now my heart will not die.)

The most used image of a perfect person in the poet's poems is this. In classical literature, a saint, that is, a person who pours may, whose heart is full of love and beauty, who has a deep understanding of divine truths, who observes the events of the world with the eyes of his heart, is a possessor of enlightenment. In Sufism, "saki" also means Allah, Muhammad, the murshid and the perfect human being. In Yunus Emro's poems, the poet expressed all the above contents:

Bir soqiydan sharob ichdik, Arshdan yuksak mayxonasi,

Ul soqiyning mastlarimiz, jonlar uning paymonasi.

Bir majliski, majlisimiz, unda jigar kabob o'lur,

Bir shamdirki unda yonar, oy va quyosh parvonasi. (5, 106)

(We drank wine from a socii, a tavern high from the throne,

We are drunkards of that drunkard, and souls are his pawns.

A meeting, our meeting, in which liver kebab dies,

It is a candle in which the moon and the sun are burning.)

If the tavern represents the spiritual world of a perfect person full of pleasure and divine enlightenment, the assembly represents the enlightened conversations of the lovers of the Truth, as well as the divine world (4, 92). In Yunus Emro's poems, the tavern means the status of a tax that has risen to the stage of destruction. Fano is the highest, perfect level of perfection. Faqir means the lover of the Truth who is rising to the peak of perfection. The lyrical hero of Yunus Emro's poems is like this: a wise man whose heart is full of goodness, whose mental mirror is clear, and who lives with a thoughtful look at world events.   The essence of Yunus Emro's poems is the question of what is the philosophical perception of the world, the essence of life, the basis of man and humanity, the divine and eternal power of nature that moves existence. In them, the spiritual image of the master of the mature sect, who has deeply observed the realities of this world, is clearly reflected. In the work of Yunus Emro, the lyrical hero reflects the moral image of a truly perfect person who looks at the outside world based on his own privileges and needs, who has noble qualities such as goodness, generosity, loyalty, truth and justice, far from suffering, oppression, betrayal, pride, and dreams. For this reason, the poet's lyrical hero is also a person with an open heart and an optimistic spirit. In general, in Yunus Emro's poems, the symbols and concepts that express the careers of human perfection are extremely numerous and diverse. We focused only on some of them. From our investigations, it became clear that in the work of the poet, there is a certain system of artistic expressions related to the perfect person. Through them, in the classical literature of the East, the spiritual-ethical world drank water from the springs of purity, the soul was illuminated by the light of divine enlightenment, and the whole being possessed mature qualities such as diligence and self-sacrifice, truth and honesty, perseverance and fortitude. image - we embody the living image of a real perfect person before our eyes. In the works of Yunus Emro, the people who entered the path of spiritual perfection, did not give in to the hardships on this path, and passed through the spiritual statuses one by one, are salik, murid, sufi, pir, murshid, piri mughan, saqi. , the poor, the lover, the scholar, the people of love, the people of devotion, the people of enlightenment, and sohibkamal. In fact, it is possible to collect the mystical concepts and symbols from Yunus Emro's poems and create a "Dictionary of Perfect Human Symbols".

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THE ROLE OF ISOTHERAPY IN ART THERAPY

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ABSTRACT

In this state, art therapy, chto takoe isoterapia, komu neobhodima isoterapia, formy isoterapii, osnovnye etapy isoterapii are rassmatrivatsya. A perfect drawing, that is, artistic ability, can interfere with the process. Because the correct technical execution of the image can hide real feelings. This direction appeared in psychology in the middle of the 20th century, and soon 'passed into the arsenal of teachers. Isotherapy for children can be used to affect negative emotions. To deal with frustration, a teenager can draw anything he wants. In this way, it will be easier to calm down and understand your feelings.

KEYWORDS: *Art therapy, isotherapy, pedagogical isotherapy, art therapy.*

INTRODUCTION

The word "Art" means art, creativity, painting. An example of this is painting, the art of painting with lines without paint - graphics, sculpture. The Greek word "therapy" means "healing". The essence of art therapy is the idea that when a person is engaged in some kind of art - drawing or making- it shows his experiences and inner world. Art therapy helps people solve their psychological problems through art. Treatment sessions must be conducted with the participation of an art therapist, psychologist or psychotherapist. The method of art therapy has a number of psychological tasks. For this reason, it requires the participation and advice of a specialist.

Art therapy works well both individually and in groups. When working with children and adults, the fear drawing technique is used when the fear is transferred to paper. Then the person who drew this fear does what he wants with the picture. Art therapy relieves emotional stress.

Analysis of literature on the topic (Literature review). Isotherapy - treatment with the help of visual arts. Today, this technique is one of the most popular. Isotherapy includes all types of painting, mosaics, collages, make-up, bodybuilding, masks, all types of modeling, dolls, photographs and much more. Drawing gives a person the opportunity to overcome deep conflicts, anger, aggression and frustration. In addition, the patient feels satisfied at the end of the work. Pictures or other works of art created by a person help to gain social approval, increase self-esteem, overcome isolation and complexes. The subject, style and materials for

creating pictures are not so important. The patient can draw abstract objects during the lesson. Not everyone has a talent for painting. Many people are afraid of drawing, so they often hear the following words in psychologist classes: "I can't draw!" This is often due to the fact that we have become accustomed to constantly evaluating our work since school. But no matter how the picture is drawn, no one will judge this picture. Art therapy is needed to express a person's feelings, to tell about himself through painting. A perfect drawing, that is, artistic ability, can interfere with the process. Because the correct technical execution of the image can hide real feelings. Therefore, a person can paint his feelings not only during the therapist's training, but also at home, when he is depressed. Young children can create a picture by painting their fingerprints.

The advantages of isotherapy are the absence of contraindications, relatively easy use, wealth of materials, ability to be used together with any other areas of psychotherapy.

Forms of isotherapy

When conducting classes, the teacher determines the form of training based on isotherapy methods. There are two main forms of technique:

1. Passive form. The child is given a picture depending on the situation. You need to draw the same picture, but in its own way.

2. Active form. The teacher does not set any tasks. The drawing is completely arbitrary at the request of the child. On the basis of imaginary objects, the subsequent interaction of an adult and a child is determined.

The main stages of isotherapyThe art therapist builds communication in such a way that the child shares the feelings that arise while drawing. Isotherapy allows you to look at the conflict from the outside. The child expresses himself in drawing. Isotherapy technology consists of several stages:

1. The child determines which subject he will draw together with the teacher or independently. The task of an adult is to observe the entire process of creating a picture on a sheet of paper.

2. At the next stage, the child tells what is shown in the picture. The teacher draws attention to the parallels drawn by the child, the mood of the story. Attention to detail. If something in the picture has a negative effect, find out what it means for the baby.

3. The psychologist describes his views on the picture.

4. Adults and children discuss the picture together.

Research methodology (Research Methodology).

In isotherapy, that is, when drawing, a person does not think about anything, he expresses his thoughts and feelings with the help of paints. This direction appeared in psychology in the middle of the 20th century, and soon 'passed into the arsenal of teachers. Isotherapy for children can be used to affect negative emotions. This is especially relevant for schoolchildren. Due to their age, they cannot express their feelings, they do not talk about experiences. When drawing, the child's emotions that cannot find a way out are extinguished. There is a feeling of good light.

Who needs isotherapy?

Isotherapy allows the child to express himself. At the moment, no one is leading it. The pictures will change when the problem is solved. It is important for the teacher to keep track of all the child's work in order to see future progress.

The main goals of isotherapy:

• developing thoughts that the child suppresses;

• expresses thoughts that a person cannot express due to fear or anger;

• at the end of the drawing, the psychologist should determine the problem area of the child;

• during the course, a person begins to manage the situation, sheds problems and burdens;

• relations between people return to normal, tension disappears during the lesson, the child understands and accepts himself.

This method is important for children and adults:

1. Disabled children cut off from the big world. The method allows you to see the positive aspects.

2. Children with attention deficit disorder. They find an outlet for aggressive emotions.

3. Children who find it difficult to communicate with their peers.

4. Children and adults in the transition period of life. Entering school, adolescence, loss of a loved one - these are the reasons for the need for isotherapy.

Children's problems to solve

Isotherapy, as a method of psychological correction, allows solving the inner conflict of the child. Raise thoughts and feelings, solve psychological problems:

• the child learns to express his thoughts, talks about what worries him;

• through drawing, children often discover dreams and desires that are not told to adults;

• knowing the inner world, identifying the problem;

• self-acceptance, looking for ways to solve difficulties;

• eliminate stress, psychological stress;

• correcting children's development with an individual curriculum.

Pedagogical isotherapy

Isotherapy is used as a method of psychological correction in teaching. The method is primarily aimed at the development, education and socialization of the individual. He cares about emotional well-being, psychological health.

As a result of work, self-knowledge emerges. Relationships with peers will improve. The child learns to analyze actions, to be more tolerant. While drawing, he experiences strong emotions, overcomes difficulties.

Children face stressful situations more often than adults. Their psyche is not ready for constant stress. The situation is aggravated by improper upbringing, authoritarian style of parents, misunderstanding of peers.

Isotherapy is used as a method of correction in working with children with various deviations. The beauty of the drawing is not important. Everyone can feel like an artist. The teacher helps the child to find a way out of the situation with the help of drawing or modeling.

Isotherapy program for preschool children

At preschool age, a child learns to communicate with peers, perceive the world around him, and create drawings on paper. The isotherapy program for preschool children is an important stage of a child's development and character formation.

Depending on the individual characteristics of the child, training is conducted to correct his behavior. For a hyperactive child, you can teach with multicolored leaves. The child is given paper and coloring sheets. Each sheet should be monochromatic.

Drawing with clay is great for stress relief. On a clean sheet with fingers dipped in clay, the child draws any picture.

Isotherapy for schoolchildren

At the age of 7, significant changes occur in a child's life. New teacher, classmates and responsibilities to deal with them. The task of isotherapy is to support the student and help him overcome the stressful situation. The following activities are suitable for this age group:

• drawing various drawings for a few minutes relieves and replaces stress;

• drawing pictures of friends on paper helps to establish connections in a new society, such a picture is suitable for children who feel uncomfortable with their classmates;

• if the child is afraid of new situations, offer him to make a sculpture of fear, with time the fear will begin to decrease.

Isotherapy for teenagers

As a method of psychological correction in adolescents, isotherapy is used less often than in young students. At this age, some children are able to express their feelings and talk about their fears. Adolescence is filled with physiological and psychological changes. In times of crisis, expert intervention is required. Isotherapy helps prevent and treat difficult situations.

To deal with frustration, a teenager can draw anything he wants. In this way, it will be easier to calm down and understand your feelings. With low self-esteem, you can offer the teenager a ready-made picture that needs to be filled with your elements. Thus, the child throws out his feelings, sorts out the accumulated thoughts. A person's psychological health is required for normal development. If a teenager is aggressive towards others, cannot cope with emotions, he suggests working with soft material. Plasticine or clay will help him look at himself from different angles, accept him as he is.

Artistic talent is not important in isotherapy. Creative message is important, credibility is secondary.

Isotherapy for adults

Adults need help in times of crisis. Isotherapy can be used to remove aggression without harming others. Creativity allows you to relax and unwind.

If you are under severe stress, you can use plasticine sculpting. Creativity pays off. Making souvenirs for friends relieves stress and brings a smile to your loved ones.

Creating collages or drawings will allow you to relax from accumulated problems. Zoom is perfect for those who prefer to perform tasks on the computer.

Drawing by hand allows you to determine the mood of a person at a certain moment. Big strokes speak about a person's confidence, stability. Dark tones and small lines indicate depression.

For the elderly, psychologists recommend the use of fairy tale therapy. It is up to the person to choose the character. The positive ending of fairy tales is important.

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THE CONCEPTUAL FIELD "MAN" IN THE PAREMIOLOGICAL FUND OF THE RUSSIAN LANGUAGE

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ABSTRACT

This article reveals the specifics of the concept "man" verbalized in Russian proverbs. The study was carried out at the intersection of gender linguistics, linguo -folkloristics and cognitive linguistics. The concept as a complex semantic formation has a field organization with fuzzy boundaries between layers. The conceptual field "man" in proverbs and sayings is organized by a combination of several microfields . The gender concept "man" is a universal understanding of gender, reflected in the Russian paremiological picture of the world. The key lexical representative of the concept is the gender-marked nomination muzhik , which implements the seme "lower social position". In the vast majority of proverbs, the replacement of the name of the concept "man" with the nomination " muzhik " was revealed.

KEYWORDS: *Genderology , Cognitive Linguistics, Paremiology , Gender, Concept, Microfield , Recurrence, Periphery*

INTRODUCTION

The beginning of the 21st century was marked by the rapid development of the anthropocentric paradigm in linguistics, in the center of which was a person. A distinctive marker of modern humanitarian knowledge is an integrative vector that contributes to the creation of a kind of "melting pot", which combines various scientific areas. The introduction of the term "concept" into the conceptual apparatus of gender studies allows, based on the principle of anthropocentrism, to explore the physiological, social and cultural characteristics of a linguistic personality within the framework of the gender concept sphere.

Modern gender studies in the field of language and communication attract the attention of an increasing number of linguists, forming an independent scientific direction - linguistic genderology , or gender linguistics. Gender issues are in the center of attention of a new, but already formed into an independent interdisciplinary direction of the world humanities, called "gender studies". In modern science, gender is understood as a system of interpersonal interaction through which the idea of male and female as categories of social structure is created, approved and reproduced [1, p.208].

As you know, paremiology studies proverbs and sayings that briefly and figuratively reflect the traditions, customs and values of the people, based on their cultural and social experience. The

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paremiological fund of the Russian language is part of the world cultural heritage, contributing to the intercultural dialogue of peoples.

Paroemias are of particular interest for research in the field of linguistic gender studies. The main load is borne by the vocabulary, which forms the linguistic picture of the world. This aspect is especially vividly represented by proverbs and sayings, which concentrate folk wisdom, the results of the cultural heritage of the people.

literature review. At present, a fairly large number of studies based on the material of various sources are devoted to the study of the paremiological fund. This fund is the subject of study of several scientific areas: phraseology (AV Kunin , OM Babkin , VP Zhukov and others), folklore (VP Akinin , FI Buslaev , AV .Markov and others), paremiology (GL Permyakov , ZK Tarlanov and others), linguistic and regional studies (FM Vereshchagin, VG Kostamarov , VG Tomakhin and others). At the same time, with a wide range of gender studies, much less attention is paid to paremiological units than to phraseological ones. It is possible to single out only a small circle of researchers involved in the linguistic analysis of gender in proverbs, among which LK Ibragimova , TV Saveliev , NS Shushanyan . Strekalova's dissertation research is devoted to the development of the problem of gender in the field of phraseology and paremiology of the Russian language. Works of researchers - Yu.A . Zakirova , ES Khuzina , MA Stashkova - based on the paremiology of English, German, Italian, Tatar and other languages.

methodology. The material for the study was one of the oldest collections of Russian proverbs and sayings, the first printed Russian paremiological collection "Russian folk proverbs and parables", published by IM Snegirev [6]. The study was carried out at the intersection of gender linguistics, linguo -folkloristics and cognitive linguistics. The methodological basis of the work is conceptual, linguistic, philosophical provisions that demonstrate the correlation and interdependence of linguistic and extralinguistic factors, as well as the unity of paradigmatic and particular principles.

main content. Identification of the correlation of language and culture in the paremiological corpus of the Russian language is impossible without characterizing the basic concepts of culture. Gender-marked proverbs realizing the concept of "man" are understood as speech samples of the embodiment of gender stereotypes and mental attitudes of the Russian people as a native speaker.

The study of the language in terms of the gender characteristics transmitted by it and reflected in it is currently a serious cultural problem that is being solved within the framework of gender linguistics [5, p.163]. Gender is understood as a "social gender", while it is interdisciplinary in nature and enters the orbit of the interests of humanitarian knowledge. According to the Uzbek linguist NZ Nasrullaeva , gender is a concept or phenomenon of a cognitive nature, manifested in the means of language and the specifics of people's speech behavior in connection with belonging to a particular gender [3, p.42]. EV Mistryukova proves that the gender concept is a semantic formation that appears when the lexical meaning of the word interacts with the people's worldview, reflecting the "idea of typical male and female images". [2, p. 91].

The concept as a complex semantic formation has a field organization with fuzzy boundaries between layers. The conceptual field can be represented by several microfields of different volumes, which are structured according to nuclear (conceptual), near-nuclear (evaluative) and

peripheral (associative) zones [4, p.60]. The conceptual field "man" in proverbs and sayings is organized by a combination of several microfields .

The core zone of the concept is its base layer, which ensures the semantic unity of all microfields included in it. A man in the explanatory dictionaries of the Russian language is characterized through physiological and age parameters. The following names will be as close as possible to the core: husband, man, well done, which denote males, that is, they have one common seme with the word man.

Husband	To an honest husband, honest and bow. The husband is young, his thought is young.
Man	In a good time, a man bury white-colored money for rainy days! Thunder will not strike, the peasant will not cross himself.
Well done	Well done sample, everyone looks at him. You can see the falcon in flight, and the good fellow in gait.

In the structure of the conceptual field, these semes occupy a **nuclear position** . The distribution of words according to the levels of the field is motivated by the identity of the seme with the nucleus, as well as by their wide use. The lexemes located in the center of the concept consist of words that enter into hyponymic relations with the nucleus.

The nuclear zone covers a wide range of words that characterize men by the degree of kinship, family and social status, and occupation. The words included in the corresponding microfields are distinguished by a high degree of recurrence. So, the nuclear zone includes such words: master, brother, well done, uncle, widower, master, friend, king, godfather, sage, judge, warrior, pan, master, soldier, father, father, son, matchmaker, shoemaker, Cossack, ataman.

nuclear zone	tokens
relation degree	father, son, brother, grandfather, grandson, uncle, nephew, stepson, husband, matchmaker, godfather, father-in-law, son-in-law, brother-in-law, brother-in-law, groom, brother-in-law,
social status	lord, tsar, prince, boyar, master, serf, nobleman, pan, peasant, peasant, slave, Cossack,
occupation	shepherd, doctor, blacksmith, priest, cook, messenger, hussler, judge, carpenter, merchant, cook, dyer

 The nearest periphery consists of lexemes included in the associative fields of the concept **'s** nuclear zone. This layer includes words that characterize a man:

- on interpersonal relationships: *cute, hateful, neighbor,guest, betrothed, friend, enemy;*

- demeanor: *urchin, boor, dandy, mischievous, troublemaker;*

- according to the estimated characteristic: *a thief, a fool, a blockhead, a robber, a rogue, a righteous man, a master, a hero, a drunkard;*

-nationality *: Tatar, German, Mordvin, Greek, Russian* ;

- military ranks: *governor* , *general, soldier, corporal, chieftain, warrior, sailor, admiral, corporal, warrant officer, officer.*

In proverbs, a predominantly everyday picture of the life of the lower class of pre-revolutionary Russia is revealed, in connection with this, a man is a representative of the peasant class, a commoner:*The man was looking for a knife, found a hedgehog. A man went to Moscow for a saying. A kind man is not a prankster, he works even on holidays. The peasant ruffled the flax, and he himself disappeared* . A man as a representative of the upper and middle class, a clergyman appears less frequently in proverbs:*Wherever to live, but to serve one king. A nobleman is on horseback, and death is on the heap. It is a pity for the scribe of papers, do not make him a shirt. If you don't pop, don't poke your head in the vestments! Hegumen Guriy, but to the brothers is bad.*

The nearest periphery also includes proper names. High recurrence in proverbs is possessed by canonical names, which are presented both in full (*Yakov, Martyn, Matvey* , etc.) and abbreviated (Egor, Klim, Filya, Flor, etc.) forms.

AT proverbs personal names predominantly are used insummarizing meaning (*Every Demid strives for himself*). AT summarizing meaning they designate : 1) a peasant (*they beat Foma for Eremin's fault*); 2) husband : *(Ou rDanilawifestrangled*); 3) guy (*Like _Senyushkithere are two coins in my pocket : Semyon and Semyon! And Senyushka has no money, so and Senkanotname*); 4) groom _ _*Taras , noaskatus*); 5) host (*Poor Filat than _ rich , those and glad*); 6) son (*Oneson , and that Fomishche*); 7) grandson (*Rejoice , Kiryushka! will be at grandmothers feast*); 8) father (*One at Myronson yes _ and that Mironovich*).

Proper names that are part of the concept "man" often have a symbolic character. So, the canonical name Ivan replaces the nomination "man" in proverbs, since it is one of the most popular in Russian society. *Let's illustrate with the following examples:IvanMaryanotlistens . MilenekIvashkainwhiteshirt.* anthroponym Kuzma represents in the popular mind a loser who is constantly unlucky: *Kuzma the thief, Kuzma the thief, does not say a bad word in front of good people.*

As part of the collection of folk proverbs I.M. Snegirev, there are a large number of precedent names: *Abel, Cain, Absalom, Abraham, Adam, John, Jesus, David, Jonah, Isaac, David, Saul, etc. They are used in the following proverbs: Abraham father Farah, and his wife Sarah. Andrew baptized, John preached.David prays and weeps, but Saul rejoices and rides.* The following names are associated with Orthodox holidays: Egory, Nikola, Ilya, Yuri, Kasyan, Demyan. For example, *Yegory with a bridge, and Nikola with a nail. Here you are, grandmother, St. George's Day.*

To the far periphery of the concept "man" are the words included in the microfield "metaphorical and metonymic nominations of a man". These lexemes do not have common points of contact with the core of the concept. Paremia units are characterized by metaphorization of reality, therefore, many elements included in this field, which do not have the seme "man" in the usage, acquire it in a proverbial context. So, the word *candle* as a "source of light" has nothing in common with the word *"man* ". However, in the following paroemia, the word is used in the sense of a man: *a candle to God, and a servant to the sovereign.*

This proverb reflects the Orthodox values of the Russian people, in which the tsar is positioned as the vicar of God on earth. It must be remembered that Christians have a candle - God's light, a symbol of faith. Within the framework of this idea, a man selflessly, up to self-sacrifice, must serve God and the sovereign.

CONCLUSIONS

Thus, the gender concept "man" is a universal understanding of gender, reflected in the Russian paremiological picture of the world. The key lexical representative of the concept is the gender-marked nomination *muzhik* , which implements the seme "lower social position". In the overwhelming majority of proverbs, the replacement of the name of the concept "man" with the nomination " *muzhik " was revealed* .

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HISTORICAL AND PEDAGOGICAL ANALYSIS OF THE CONCEPT OF SOCIALIZATION IN THE DOMESTIC HUMANITIES

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ABSTRACT

The process of "socialization" from a scientific point of view in pedagogy and psychology began to be studied relatively recently, but over the past century, the attitude of both domestic researchers and political authorities to this concept has undergone significant changes. Now, socialization is commonly understood as a special process of including a child in society, the process and result of assimilation, active reproduction by an individual of social experience. This process can take place both spontaneously and purposefully. Over the years, the more this concept was studied, the wider it became. For pedagogy, the ideas of I.S. Kohn about the value of the individual-personal in the process of socialization means an appeal to the upbringing of the individual's ability to self-determination in life, the development of self-education skills, social activity. The study of socialization over the years has shown that in the younger generation this process proceeds differently in individual countries and in different historical eras. The specificity of socialization is manifested mainly in the nature of the impact on the personality of the child from the institutions and agents of socialization, and for many centuries the priority role has been assigned to the family, which from a socio-pedagogical point of view can be considered as the main institution of socialization of children.

KEYWORDS: *Socialization, Primary School Age, Domestic Pedagogy, Sensitive Period, Educational Process, Educational Environment, Individualization.*

INTRODUCTION

In pedagogy, socialization is understood as the process of a person entering society at different age stages, taking into account his age characteristics, as well as the characteristics of education, culture and the environment.

In the modern sense, the term "socialization" began to appear in scientific works around the 40s of the twentieth century in Western countries. Today, this term is actively used in such sections as anthropology, history, cultural studies, pedagogy, political science, psychology, sociology, philosophy, ethnography and many other sciences.

Materials and Methods . The material of the study was textbooks, dictionaries, textbooks for students of higher educational institutions, published in the period of the XX-XXI centuries. The empirical base of the study was formed by collecting and accumulating data through the analysis of documents and products of activities, as well as the experience of teachers.

Research results . In domestic science, the term "socialization" entered the conceptual apparatus from the beginning of the 1960s and was used in socio-psychological and socio-philosophical works. The authors used this term to explain the behavior of children and adults in various situations. In those years, domestic researchers understood socialization as a passive process that attaches and adapts a person to a particular society through the assimilation of a number of social norms by the individual.

Because of this, until the 1960s, the problem of the socialization of the child's personality was one of the "closed" areas of pedagogical science. The first shifts will begin only during the period of the first democratic "thaw". It all started with an attempt by famous teachers of the last century to clarify such a concept as "education". In the process of studying, the terms "social formation", "objectively ongoing educational process" began to appear. All this was necessary to emphasize the educational influence of society on the individual. This position is best reflected in the work "General Foundations of Pedagogy" of 1967, in which the authors made an attempt to separate the educational and pedagogical processes and outline their boundaries [6 , p. 134]. In their opinion, the term "pedagogical process" denotes an organized educational process as a whole, and the process of educating a person can take place in all spheres of society, and the authors call the result of this process "social formation".

Vasily Alexandrovich Sukhomlinsky (1918-1970) was the first to pay due attention to socialization. He raised the question of socialization as an important prerequisite for the formation of the educational force of the team. Here is how he defined socialization in his writings: "The social essence of a person is manifested in his relationships, connections, relationships with other people. Knowing the world and himself as a particle of the world, entering into various relationships with people, relationships that satisfy his material and spiritual needs, the child is included in society, becomes its member. This process of introducing the individual to society and, consequently, the process of personality formation, scientists call socialization" [9, p. 53]. One of the problems of modern reality Sukhomlinsky considered insufficient knowledge of the pedagogical aspect of socialization.

One of the main questions for Vasily Aleksandrovich Sukhomlinsky was the question of how each child, when becoming a member of the collective at a certain period of life, "is included in society" [9, p. 79].

According to Vasily Alexandrovich Sukhomlinsky, it is most difficult to establish strong views and ideological convictions in preschool and primary school age, since the basis of their moral life is figurative representations, personal experiences and ephemeral feelings [9, p. 126]. In many ways, this moral life comes from the way of life that the child leads in the family and when communicating with peers. Thus , the author emphasizes the fundamental importance of raising a child in the family and the influence of this upbringing on the child's adaptation in society.

However, at that time, Vasily Alexandrovich Sukhomlinsky's views on the family as a significant factor in education and socialization were not shared by many. Official pedagogical science in the era of the Khrushchev "thaw" actively introduced the idea that the tasks of forming a comprehensively developed personality should not lie with family members, but only with the state education system, with the help of a wide network of nurseries, kindergartens, schools and other educational institutions. The Internet school was supposed to become a new model of the school of the future, acting as a "hotbed of communist education." It was assumed that the new boarding schools would replace the children with a family, and also educate new Soviet people,

protecting them from the bad influence of the street, from the remnants of capitalism among the youth, teach them to work and give them the skills of collective life.

Vladimir Alexandrovich Sukhomlinsky, being by that time a well-known director of the Pavlyshsecondary school, wrote an article "On the issue of organizing boarding schools", but all publications refused to publish [9, p. 102]. This article first saw the light only in 1988. Sukhomlinsky publicly expressed his dismay at the failure of the ongoing campaign to establish boarding schools as model schools. During the campaign, the connection between children and family became even weaker, which led the younger generation to alienate from the main social responsibilities - to help elderly parents, take care of younger family members, preserve and pass on the traditions of their kind. Sukhomlinsky considered the main problem that schools were turning into a closed, politically controlled space, which, in its own way ,builds a solution to the problems of socialization and education of the individual. "Fencing off" from the external environment, such boarding schools concentrated the entire children's life within themselves, preventing informal communication and uncontrolled interests among students. Thus, the problem of the crisis of schools, recognized in the country with the introduction of boarding schools, not only was not resolved, but also aggravated the situation: in such a regime isolated from real life, the problem of socialization of children and youth had no prospects for solution.

A well-known researcher in the history of Russian pedagogy Felix Aronovich Fradkin, studying the development of the functions of the Soviet school as a factor of socialization, noted that "the absolute majority of the models of interaction between the "organized" and the 20th century that existed during the years of Soviet power. "unorganized" processes of upbringing, school and environment were school- centric " [7, p. 156]. All of them either influenced the environment in order to remake it in accordance with the official ideology, or organized a closed educational space, however, in both the first and second cases, there was no interaction with the real environment. As a result, all their activities did not lead to the creation of a new person, but to the destruction of both personality and spirituality and the institution of the family. That is why in the future they moved away from these models.

Speaking about the foundations of socialization in domestic pedagogy, it is worth saying that almost until the mid-80s. of the last century, Soviet ideology cultivated not only a critical attitude towards socialization, but an almost complete disregard for this concept, even at the level of terminology. In Soviet times, it was believed that the concept of socialization is a product of bourgeois culture, created by Western ideologists in order to help state-monopoly capitalism manipulate the minds of growing children and youth and thereby establish its ideological influence over them. This was argued by the fact that socialization is a tool for forced adaptation of the Soviet people to the norms and values of bourgeois society.

In many respects, the achievements of Russian philosophy and social pedagogy in the last quarter of the 20th century paved the way for the acceptance by Soviet pedagogical science of the very phenomenon of socialization. A number of researchers (Ananiev Boris Gerasimovich, Dubinin Nikolai Petrovich, Leontiev Alexei Nikolaevich, Polis Alfred Fritsevich) define socialization as a process of human social evolution. In this process, a conflict occurs between the biological and the social, the solution of which passes through the transformation of the biological. This approach is quite legitimate, since a person is determined by society at different levels of his interaction with the outside world, so socialization manifests itself in a very diverse way. In the course of the analysis, three levels of socialization were identified.

The first level of socialization is "organism – environment". Many medical data indicate that often modern neuroses and somatic diseases stem from numerous conflicts in the social environment (for example, in the family, in the work team, in the social circle, and so on). In other words, the socialization of a person begins in the introduction to life in society as a living organism in the environment.

The second level of socialization - "subject - object", denotes the interaction between the subject of action and cognition and the objective world. At this level, a person undergoes the processes of " objectification " and appropriation. One of the fundamental stages of the second level is the process of mastering speech as a social tool of communication. Thanks to this, a person joins the norms and values of modern society, its spiritual culture.

The third and last level is designated as "personality - society". This is the highest level of determination . At this level, the personality assimilates a complex system of relations in society: social requirements, rules, norms. At this level, behavioral motives are formed, attitudes are laid that a person must learn in order to successfully exist in a given society. For example, Ananiev Boris Gerasimovich refers socialization "to all processes of the formation of a person as a personality, its social development, inclusion of a person in various systems of social relations, institutions and organizations, assimilation by a person of historically established knowledge, norms of behavior, and the like" [3, 105 p.]. ParyginBoris Dmitrievich describes socialization as a multifaceted process of humanization of a person, which includes both biological prerequisites and the very entry of an individual into the social environment [5, p. 33]. Thus, the concept of "socialization" began to expand and include social cognition, social communication, mastering the skills of practical activities, as well as the entire set of social functions, norms, roles, rights and obligations.

However, at this level, domestic studies have caused sharp differences between the dialectical materialist concept and Western ones. From a Marxist point of view, the bourgeois worldview was unable to solve the problem of the relationship between the individual and society. Most scholarly writings emphasized the superiority of communist education, with its deep emphasis on the importance of the collective, as opposed to bourgeois socialization, which created a cult of social coercion and passive subordination of the individual to society's standards.

Based on the theoretical legacy of Sergei Leonidovich Rubinstein, Ksenia Aleksandrovna Abulkhanova-Slavskaya developed the fundamental idea of the individual as an individual level of social being, important for the concept of socialization [1, p. 49]. Ksenia Alexandrovna argues that it is impossible to understand the significance of the external determination of a person's personal life outside the manifestations of the person himself as a social subject.

Personality is always the subject of life, therefore, despite the fact that a person's personal life has common aspects and problems for all, the way to solve problems is always deeply individual. "The concept of the subject does not simply mean the one who acts, realizes, relates, and so on. It initially characterizes how the subject performs an action, how he perceives the world, depending on his social position, on the social definitions of his social essence. Therefore, through the concept of the subject, both the measure of its activity, and the direction, and the social essence of consciousness, action, and relations are transmitted.

Speaking about the emergence and development of the theory of personality socialization in the domestic philosophical and psychological science, it is worth referring to the works of Igor

Semenovich Kon. He explored the problem of socialization from the point of view of different roles: philosopher, social psychologist, ethnographer. According to him: "The ambiguous term "socialization" denotes the totality of all social processes, thanks to which an individual acquires and reproduces a certain system of knowledge, norms, values that allow him to function as a full member of society. Socialization includes not only conscious, controlled, purposeful influences (education in the broadest sense of the word), but also spontaneous, spontaneous processes that in one way or another affect the formation of a personality" [10, p. 94].

In pedagogy, a new area began to be actively created - social pedagogy, social workers began to appear, social educators - specialists who implement this knowledge in their professional activities. Anatoly Viktorovich Mudrik, a well-known theorist of social pedagogy, defined the subject of this industry as follows: "Social pedagogy as a branch of knowledge studies social education in the context of socialization" [3, p. 87].

Few of the authors turned to an attempt to classify the factors of socialization. Translated from the Latin factor - making, producing, that is, the driving force, the cause of any process, phenomenon. Three factors are usually distinguished - heredity, environment and upbringing; supposedly they influence human development. However, they can also be combined into two large groups - biological and social factors of development.

Anatoly Viktorovich Mudrik singled out his classification of socialization factors, dividing them depending on the scale of influence on the number of people. The classification includes four groups of factors - mega, macro, meso and micro factors [14, p. 75]. Let's consider these factors group by group.

The mega-factors of socialization include space, the planet, the world economy, and politics. In recent years, scientists have been paying more and more attention to them, talking about the influence of natural and geographical conditions, both directly and indirectly, on the formation of a person. Every individual consciousness reflects the global problems of mankind.

Macrofactors include such sources as country, ethnic group, society, state. Their influence is more limited territorially, but still widespread. These factors extend their influence on the population of the country, state, republic. Indeed, each subject has its own specifics - natural conditions, political regime, economy, mass media, culture. Here, the problem of the relationship between nature and ethnicity also plays a huge role, since for historical reasons each people has its own habitat, which affects national self-consciousness, demographic structure, interpersonal relations, lifestyle, customs, and habits. From all this, each ethnic group develops its own idea of a person, her behavior and mentality.

The main components of the influence of mesofactorson the socialization of the individual are the region, the means of mass communication, subcultures, the type of settlement (rural settlements, a small town, a metropolis, a village, a municipal system of social education). At this stage, spontaneous and controlled processes interact, influencing each other's results.

And the macrofactors of socialization complete the classification. Their characteristics are determined by the family and family education, a preschool institution, a school, the personality of a teacher or peer, neighborhood, group, collective, religious organizations and religious education, educational organizations and social education. This also includes countercultural organizations (Satanists, emo , racism, extremism , neo-fascism and others) and dissocial education (street, clubs, sections).

Largely thanks to the works of Igor Semenovich Kon and Anatoly Viktorovich Mudrik, the concept of "socialization" has gained a stable position in Russian pedagogical science, and its understanding began to take into account the versatility and multifunctionality of this process.

Later, in 1999, Anatoly Viktorovich Mudrik wrote: "For pedagogy, works that explore at the interdisciplinary level (represented in Russian literature only by I. S. Kon's fundamental monograph "Child and Society", 1988) are of particular importance" [4, p. 57].

Some social educators are trying, referring to the ideas of the 20-30s. of the last century, to declare his new field of pedagogy "pedagogy of the social environment." Theorists of social pedagogy emphasize that the specificity of this new area of pedagogical knowledge is concentrated in the concept of "social": like pedagogy, it is addressed to the processes of upbringing and education of the individual, but it emphasizes in them those aspects that are associated with the "entry" of the child into society, then there is with his socialization .

It is easy to see that our domestic social pedagogy is trying to "separate" itself from general pedagogy and, focusing on the patterns of socialization of children and youth, to dissociate itself from the study of the patterns of personality education, from the relationship of education and socialization.

At the moment, history is considering socialization from the standpoint of comparative historical research; pedagogy - through the prism of education; psychology - in the study of the processes of activity; developmental psychology - in the focus of the study of cognitive processes of human maturation; social pedagogy - as social education; sociology - in the context of the correlation of various processes in the macrosystem of a particular society; social psychology - in the lens of the socializing functions of the immediate environment of the individual; ethnography - in the wake of the study of ethnic features of the development of individual qualities of a person.

CONCLUSION

Summing up all of the above, it is worth noting that initially the term "socialization" came into the Russian language not from the sphere of pedagogy or psychology, but from economic and political ones. And although all the researchers of this term spoke about the importance of the team in the process of educating the individual, the approach to the implementation of education through socialization was different for many. The Soviet government put the collective at the basis of education (even higher than the family), but the boarding schools created at that time for the education of young people were autonomous and closed in themselves. At present, socialization implies the inclusion of a person in various social groups (family, study, work, residents of one city, etc.). In this case, a person in each group will be in a different role, which will help him realize himself as a multifaceted being.

Initially, socialization was considered only within the framework of the "man-society" interaction, but later researchers began to look at the problem more broadly. The process of socialization can also proceed under the influence of the state, world politics or even climate. The concept of "socialization" began to expand, in connection with which there was a need to classify the factors of socialization and forms of interaction.

The expansion of the concept also affected the time frame. If earlier they spoke of socialization as the process of a child's "entry" into society and the formation of him as a person, then later researchers came to the conclusion that socialization accompanies a person all his life.

After analyzing the scientific literature on the issue of socialization, we can conclude that the interaction of the processes of socialization and individualization are two equivalent aspects of personality development on the one hand, and on the other hand, the opposition of these processes. At the same time, it is worth considering that socialization includes not only the entry into the world of specific social ties, but also the development of the social. The latter is, in fact, an awareness of the socio-cultural achievements of society by a junior schoolchild and ensures the individualization of the individual, because through social contacts, dialogue and self-determination, reflection takes place and self-consciousness develops. A certain paradox emerges: the more a junior schoolchild is socialized, the more he becomes individualized. At the same time, socialization is expressed as the child's appropriation of the norms of human life and values, and individualization is a constant internal discovery, affirmation and formation of oneself as a subject.

I consider it necessary to note that it is not necessary to oppose two, opposite at first glance, terms - socialization and individualization. Socialization is not the antipode of individualization and vice versa. Rather, on the contrary, in the process of socialization and social adaptation, a person reveals his individuality. The process of socialization is based on social experience, which is not only subjectively assimilated, but also actively processed, thereby becoming a source of individualization of the personality, considering the individual in the process of socialization as an active subject.

Thus, it turns out that individualization is an inevitable result of the process of socialization, since the development of individualization can proceed only in the case of active socialization, because individual forms of behavior can be built on the basis of this process. With the process of accumulating social experience in oneself as a human property, the degree of social maturity of a growing person increases, which is the result of the socialization of the individual [7, p. 106].

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SOLVING THE PROBLEM OF READING CULTURE ON THE EXAMPLES OF DIFFERENT COUNTRIES

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ABSTRACT

The article deals with the problem of reading culture in the information society. Examples of solving this problem in different countries are given. Recommendations are given to improve the level of reading culture. The essence of the project is that the younger generation would have the opportunity to choose the desired works, then follow the questions on the Antolin system for a specific work. A student who reads additional literature has a culture of reading, has analytical thinking, is able to find ways to solve various problems, develops harmoniously. Thus, we can conclude that the problem of reading culture occupies an important place not only in our country, but also in other, more developed and developing ones.

KEYWORDS: *Reading Culture, Reading Literacy And Reading Culture, Developed Countries, Literacy*

INTRODUCTION

The culture of reading is undoubtedly one of the fundamental achievements of humanity as a whole. By the 21st century, we have come to the "top" of the electrical era, which led mankind to scientific and technological progress, new forms of obtaining and disseminating information are emerging. Thus, there is a popularization of the latest means of communication. Technical innovations affect the established ways of activity.

The worldview of people is changing. A whole generation has already grown up, brought up not in an atmosphere of bookishness, but surrounded by multimedia" [1, p. 164]. Reading literacy and reading culture have always been highly valued by the world community.

In developed countries, literacy is precisely the "reading person" at all times was considered an invariable value.

The relevance of the problem we are considering lies in the fact that a reading society is an indisputable condition for a democratic society. Scientists have proven that reading develops memory, improves brain activity, and reduces stress in the body.

The practical orientation of this study: the possibility of using the material during pedagogical councils, when teachers work in schools and other educational institutions, and when students prepare abstracts and reports.

In Finland, for example, the ministry of culture and the government is in charge of the problem of reading. Reading is actively promoted. A policy for solving this problem was proposed, taking into account each stage of the book's creation. The measures taken have led to excellent results. Funds were allocated for the construction of new libraries, and library services for the population were improved. Residents who do not have the opportunity to visit libraries received access to reading [2, p.5].

In Germany, new multimedia tools are used to introduce reading, the Antolin project was created (the project is supported by the Antolin publishing house). The aim of the project is to create a children's book portal focused on the interactive promotion of reading. The essence of the project is that the younger generation would have the opportunity to choose the desired works, then follow the questions on the Antolin system for a specific work. This method develops critical thinking and conscious reading. The child learns to understand the work more deeply. With the help of Antolin, teachers can track the development of their students and thus create the basis for targeted support for reading in the classroom [2, p.5].

In France, they deal with this problem in a different way. Reading aloud became popular on the streets. Volunteers move around the streets and read various works for those who wish. Shelves with children's books have appeared in medical institutions so that waiting for treatment or an appointment in front of the doctor's office is beneficial. In public places there are special stands with the image of excerpts from classical works of literature.

In England, work on the popularization of reading is taking place on a different level. Modern writers are attached to educational institutions and continue their work on the creation of works, while they actively cooperate with students. Thus, a creative tandem "student-writer" is obtained. The aim of the work was not to search for talented children, the main task was to introduce students to reading and literary creativity. The genres of the works were different - both small poetic works and large-scale works created by a team of students.

In order to improve the educational level in schools and other educational institutions, the states of many countries allocate huge sums for the development of libraries. The Ministry of Education ensures that access to information resources is equal for everyone, including criminals, the sick, and so on.

Promotions are actively held during which children receive books for free. Libraries are also being automated for future development. There is a "Strong Start" program, which is aimed at improving the health of the nation and increasing its educational potential. Schools have a "Summer Reading" program in which children receive assignments for the summer, students with the highest scores receive prizes.

Reading culture reaches a higher level with the introduction of "Reader's Hours" in schools, during which students, together with the teacher, not only get acquainted with the works of the classics of Russian and foreign literature, but also analyze them, search for lexical meanings of incomprehensible words, compose syncwines , solve crossword puzzles etc. High school students can prepare reports on read works or write essays.

In various centers of children's creativity, houses of culture, circles with a reader's bias should be actively organized. In such circles, the younger generation will be able to study the features of the genres of literature, it will be possible for children to study the preparation of projects and programs. Such classes will be useful both during schooling and higher and secondary

educational institutions. The effectiveness of the above activities can only be high when the family, school and library work together.

Common efforts can contribute to raising the status of the subject of literature at school and at the university. In the course of research, the effectiveness of the influence of reading on a person has been proven. A student who reads additional literature has a culture of reading, has analytical thinking, is able to find ways to solve various problems, develops harmoniously.

Thus, we can conclude that the problem of reading culture occupies an important place not only in our country, but also in other, more developed and developing ones. States are developing programs to improve the reading culture of the population. For their successful implementation, the cooperation of the school with the family and libraries is important. Only by common efforts can great goals be achieved.

New technologies have changed the nature of reading and communicating information, and there is a need for professionals who quickly adapt to a changing context and who can work and learn using various sources of information.

Therefore, the formation of a sustainable interest in reading among the younger generation is the primary task of modern society.

The traditional transfer of knowledge from teacher to students through the transmission of their own experience is irrelevant today. The school should form the skills of independent knowledge of the world around the students. In this regard, at present, one of the main tasks of the educational sphere is to introduce reading, increase interest in it, and increase the importance of reading as a cultural and personal value. Reading promotes

- personal development of the student;
- the ability to adapt in society;
- education of a responsible, proactive and competent citizen

In the process of learning, primary school students must form educational independence, which implies the ability to work with textual information. Therefore, it is necessary to realize the importance of introducing work on the formation of semantic reading into the educational process. Educational competencies

- fundamental reading skills and knowledge;
- methods of understanding the text;
- mastering the art of reading.

The modern world clearly reflects the crisis of the society's reading competence. At present, there is an accelerated development of information technologies, as well as a tangible reduction in the share of the systematically reading part of society. Reading has always played an important role in the history of human development. This is one of the main ways of socialization of a person, his development, upbringing and education.

Literary reading is one of the main academic disciplines. It influences the development of the moral character and moral guidelines of the younger generation. She is assigned the main role in the emotional, intellectual, aesthetic development of the student, in the formation of his worldview and national identity, without which the spiritual development of the nation as a

whole is impossible. The peculiarity of literary reading as an academic discipline is characterized by the essence of this subject as a cultural phenomenon: it develops the world aesthetically, describes the richness and diversity of human life in different literary images. Literature has a huge potential that can influence young readers, it introduces them to the spiritual and moral values of the nation and the state.

Based on the foregoing, the priority goal of literary education in primary school is the formation of the reading competence of a younger student, self-awareness as a literate, active reader, a person who has a stable habit of reading, as well as the need for it as a way of knowing the environment, oneself, a person with a high level of speech culture, a culture of high feelings and creative thinking.

Reading *competence* is understood as a set of knowledge, skills and abilities that allow a person to select, understand, organize information presented in a character-alphabetic form, and successfully use it for personal and public purposes. This is how the new State Educational Standards define reader competence .

Reading competence is defined by:

- proficiency in reading skills

- methods of understanding the read and listened to the work,

- knowledge of books and the ability to choose them independently,

- the formation of a spiritual need for a book as an environment for knowing the world and self-knowledge.

competence of elementary school students is the ability formed in children for purposeful individual comprehension of books before reading, as they read and after reading books. It is difficult to imagine learning without a book, reading without texts of fiction. Literature is one of the most important subjects in the school system.

The attitude of schoolchildren to books develops in the first ten years of life. It is at this time that it is determined what it will be: active, passive. At preschool age, the teacher sets the style of communication with books. In elementary grades, as at the next stage of general education, significant amendments are made to the process of formation and development of reading competence. Thus, how exactly at this age the formation of a student-reader takes place [2].

A competent reader is a person with an intellectual culture, a person who has developed the following qualities:

- the desire to improve oneself in various fields of activity in the process of reading literary works;

- the formation of productive skills, the availability of high-quality reading skills;

- application of reading skills in the process of working with text;

- the presence of reader independence when working with text;

- active study of scientific and educational texts, qualitative perception of works of art;

- the formation of the reader's outlook, which implies the presence of literary concepts about the authors, their works, genres of literature, topics to be studied in specific age categories.

One of the main problems of literary education in elementary school is the unformed reading independence of schoolchildren;

they cannot always explain the meaning of words, expressions that they met in works;

do not always coherently convey the content of the text read;

have difficulty reading long words with a confluence of consonants, as well as when heading parts of a work;

making mistakes when reading, which indicates individual problems in the development of a particular mental process (attention, memory, thinking, speech);

The issue of the formation of the reader's independence of schoolchildren, which implies the ability to work with textual information, is very relevant. Particular attention should be paid to solving this problem in elementary school, since it is the basis for the development of a sustainable interest in the book, in reading.

What is full-fledged reading in elementary school from the standpoint of the theory of the formation of reader independence?

From the point of view of modern science about the formation of the reader, the main quality of the reading process is the level of independence for which the reader is prepared both when choosing a book to interlocutor and when voicing someone else's speech.

Therefore, it is necessary to realize the importance of introducing work on the formation of semantic reading into the educational process.

Why do many children read reluctantly and little, and why do reading lessons become boring and uninteresting for them? I think that every teacher asks himself this question sooner or later.

There are a number of reasons:

- acceleration of the pace of life;
- Internet Development,
- strengthening the influence of the media;
- a sharp change in social life in such a way that the number of dysfunctional families, where parents have little interest in raising a child, has increased;
- setting parents to teach their children to read before school;
- changing the position of an adult towards joint reading activities with children who entered the first grade
- the absence of a system of purposeful formation of the reading activity of schoolchildren.

However, the main reason for this phenomenon should be recognized as the unwillingness of children to read!

The most important component is the need for reading as a way to further self-education and self-development. Today's schoolchildren do not develop a true need for reading, so reading literacy indicators begin to "sink" by high school.

Sometimes we ourselves create problems of reading literacy, at the stage of learning, reducing reading to decoding, voicing a visible set of letters. Reading means always making sense. Reading is in all classes. Not only literary reading is a subject responsible for functional reading literacy. This is an integrative component, all subjects, the entire educational process are responsible for it.

Never forget to take two necessary methodological steps in the lessons: Talk before reading. Introductory speech of the teacher, introduction to the situation of subsequent reading. What are we going to do, why are we going to read it, why this particular one? We create the need to read. Setting a learning task before reading. In many textbooks, this is not the case: the task is simply given to read. There is no need to give the task "just like that", it makes sense to immediately correctly build a learning situation - then after reading, the children will definitely be able to answer the pre-designated question.

The duty of every teacher is to teach children to love a book, to feel the need for it, to understand it.

Since it is the book that plays a huge role in the education, upbringing and development of the child.

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NEW METHODOLOGIES IN TEACHING ENGLISH LANGUAGE IN MODERN LIFE

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ABSTRACT

This article talks about the most effective methods of teaching English to students, the most important task of the educational process, Pedagogical (educational) technology, design and interactive teaching methods. Given information. Today, many new programs and shows that help to teach English are regularly broadcasted on television. It should also be noted that today new methods of using modern innovative technologies have been introduced in Uzbekistan to increase the effectiveness of teaching. The most important task of the educational process is the student's personal interest. It is necessary to know which technologies should be used in the educational process to obtain the planned results.

KEYWORDS: *Computer, Radio, CD, DVD, CEFR .*

INTRODUCTION

After our country gained independence, interest in teaching foreign languages increased and many opportunities were created for young people. As our first president, Islam Karimov, said, "Currently, teaching foreign languages is given great importance in our country. This is certainly not for nothing. There is no need to overestimate the importance of perfect knowledge of foreign languages for our countries, which are striving to take their rightful place in the world community today, and for our people, who are building their great future in solidarity and cooperation with our foreign partners. As a logical continuation of these thoughts, the Presidential Decree "On measures to further improve the system of teaching foreign languages" adopted on December 10, 2012 expanded the opportunities for learning foreign languages.

Today, the importance of learning English in Uzbekistan is much higher than before. A number of English language experts are implementing new methods and ways of learning English. This will definitely increase the effectiveness of teaching foreign languages. Teaching using technology has several distinct advantages. In addition, it greatly increases the efficiency of the teaching system and, in turn, helps the language learner to keep up with the times and move forward. Technology is gradually replacing traditional teaching. Today, many new programs and shows that help to teach English are regularly broadcasted on television. It should also be noted that today new methods of using modern innovative technologies have been introduced in Uzbekistan to increase the effectiveness of teaching. For example, a student who is being taught a foreign language on the basis of multimedia had the opportunity to develop four skills and learn through interesting materials both by sight and hearing. In addition, the student can guess

the meaning of some words by watching live actions and tries to understand it. Of course, the use of modern technologies of computer, radio, CD, DVD in any foreign language lessons will further advance the educational process and allow the young generation to learn foreign languages faster. The fact that some teachers do not know how to apply and do not use technologies during English lessons leads to some boredom of students. It is for this reason, that is, in order not to extinguish the enthusiasm of the learner, the use of technologies and at least the computer during the lesson ensures that the learner's interest increases. After all, educational materials prepared according to the learner's age, interest, ability, mastery of the lessons will definitely be effective. On the contrary, if we teachers do not choose educational materials based on these requirements, if we broadcast video films, songs or texts containing complex words to elementary school students or show them through multimedia and computers, then When we show educational materials consisting of very simple texts to the students of rta and higher classes or groups, the students' interest in learning the language gradually fades and they do not master the lessons. This, in turn, can lead to a decrease in grades, a loss of respect for the teacher in front of the students. So, it follows that the main task is not only to use technologies during the lesson, but also to know how to use them and to ensure that the use of technologies serves to increase the student's knowledge. According to the requirements of the current CEFR, i.e. the International European Education Standards, four competences: (writing, reading, listening, speaking) are conducted in English. it is important to use technologies effectively and appropriately during classes. For example, listening comprehension lessons have their own rules for playing audio texts. It is important that the main goal is for the learner to understand the audio material he is listening to and to be able to analyze it without difficulty. For this, first of all, it is necessary to prepare the environment for playing the audio material, in which the listeners should ensure a calm environment, and the teacher should pay attention to the quality of the audio being played and the sound amplifiers working well, and the exercises to be performed before and after the audio is played. It should be ready and students should be provided with handouts. After all the requirements are met, the teacher can start broadcasting the audio material to the students. It is played at least twice, otherwise language learners may not understand the topic and may not be able to perform the exercises correctly after listening to the audio material .

The most important task of the educational process is the student's personal interest. It is necessary to know which technologies should be used in the educational process to obtain the planned results. It is clear that the use of any specific educational technology, no matter how perfect, does not create the most effective conditions for the identification and development of students' skills.

Pedagogical (educational) technology is a well-thought-out model of educational and pedagogical activities combined with a comfortable environment for students and teachers to design organize and conduct the educational process. Pedagogical technology includes the implementation of the fully controlled idea of the educational process. Modern educational technologies include:

- Development;

- Studying problems;

- Multi-level education;

− System of collective education;

- Technological study of inventive problems;

- Research methods in teaching;

- Project teaching methods;

Technology used in teaching game styles:

- Role-playing, business and other types of educational games;

- Cooperative education (community, group work);

- Information and communication technologies;

When it comes to design and interactive teaching methods, their combination and integration is considered to be one of the most effective and efficient tools in the process of teaching English.

One of them is the project method. The project method is designed to develop a child's active independent thinking and teach him not only to memorize and reproduce knowledge, but also to apply it in practice. It is important that children learn to cooperate when working on a project, and cooperative education helps to strengthen mutual support, desire and ability, and students' creative abilities and activities are formed. The project method is a set of educational and knowledge techniques that allow solving certain problems as a result of the mandatory presentation of these results as a result of independent actions of students. The project method is an activity that allows students to express themselves independently, individually or in a group, to test their abilities, the teacher to apply his knowledge in practice, to show the results achieved by the public. This method involves solving interesting problems created by the students themselves. For example, "Why am I late for class today?" i.e. "Why am I late for class today?" the question is asked. In this way, students try to express their knowledge through a foreign language, and they do not repeat this situation by showing their trivial reasons to other students.

The design method as a pedagogical technology is a technology that includes a combination of research, research, and problem-solving methods. For students, the project is an opportunity to maximize their creative potential, and in principle, in order to solve the problem, students must have clear creative, intellectual and communicative skills. Therefore, the proper use of the project method requires extensive training, which is carried out in an integrated educational system.

Active or interactive methods involve the stimulation of cognitive activity and learner autonomy. Interactive methods are aimed at creating a comfortable learning environment where all students actively communicate with each other. The organization of interactive education includes the modeling of life situations, the use of role-playing games, the general solution of information based on the analysis of tasks and situations, the introduction of information flows into the mind, which causes its active activity. An integral part of interactive approaches are interactive exercises and tasks performed by students. The main differences between interactive exercises and usual work are that they are aimed not only at consolidating the learned material, but also at learning new things.

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METHODS FOR IMPROVEING AND TEACHING ENGLISH WRITING SKILLS

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ABSTRACT

Written speech requires writing as a fundamental element. Writing is a speaking action as well. Information is exchanged via it. Writing is a crucial component of English language instruction. Other knowledge is shared through it, and writing allows us to preserve information for centuries at a time and pass it on to the following generation. As the aforementioned illustrates, writing is a speaking activity that we need to learn. The main components of speech activity are counting and encoding written information. The study of the English language, in particular, reviews and comments on the approaches to teaching and enhancing writing abilities in English in this article.

KEYWORDS: *English Language, Instructional Techniques, Written Speech Production, Writing Abilities, And Knowledge Expansion.*

INTRODUCTION

In the skills-based approach, writing is seen as a collection of several talents, including letter creation, spelling, punctuation, grammar, organization, and so forth. In this perspective, writing is also seen as a task that is focused on producing a product. According to Mc Laughlin, learning to write requires "learners structuring a series of connected subtasks and their components." In contrast, the whole-language perspective views writing as a meaning-making process that is driven by purpose and audience rather than compositional rules.One of the most important skills that learners of English as a second language and professionals in the workforce must develop is writing. This is due to the fact that writing preserves your language throughout time, unlike speaking activities. Spelling, grammatical, and word choice errors are immediately noticeable. Even if a student understands the subject at hand, poor writing can lead to worse grades, even if literacy skills are not a measure of intelligence or understanding. People may think less of you if you send error-filled emails in a professional context since they could think you're slow or unreliable.

Writing abilities help you to communicate with others clearly and to produce resources that are helpful in the business. Written communication skills are necessary for even non-writing-focused careers, from job applications to daily duties to record-keeping. The ability to write effectively can help professionals in any business stand out to employers, promote their interests, and complete tasks more quickly.

Writing abilities are a crucial component of communication. When compared to speaking to someone directly or over the phone, writing effectively enables you to convey your message to a far bigger audience. You might be required to create a report, plan, or strategy for work; a grant application or press release for a volunteer position; or you might want to use a blog to share your thoughts with the world.

Reading needs a person to interpret the meaning of the language information they are given, which is a receptive skill. When writing, students must create meaning and their own language. Writing is challenging for everyone, even native speakers. It all begins with organizing your thoughts into sentences that the reader can follow. Writing was referred to as a tool for education rather than a goal in nearly all programs for various sorts of educational institutions that were published in foreign languages. At all educational levels, writing plays a supporting role in the development of speaking, listening comprehension, and reading abilities. Education's primary focus is on writing in classes from 5 to 9. Writing is a tool for reading and has a variety of functions throughout the secondary school curriculum. For instance, the primary goal of the first stage of education is to teach writing because it is during this time that students learn how to write beautifully and how to identify vowels. These abilities are essential building blocks for the development of reading and writing.

During the second phase of instruction, the emphasis on spelling, which is connected to the accumulation of new linguistic information, is increased in the writing process.The development of written speech also serves as a tool for the development of spoken communication abilities. Writing also plays a significant role in education since it is used as a tool by students to annotate and plan their independent language work, particularly their reading of books. Writing serves as a transitional stage in the production of other speaking acts. If we write what we read, the idea of the other is captured in our mind and is properly kept through writing. Making writing teaching more individualized, utilizing reading and writing for authentic communication, encouraging students to focus on the process, bridging the gap between speaking and writing, and raising students' knowledge of the genuine benefits of reading and writing, promoting autonomous learning, and improvising are all advantages of dialogue journal writing in general.

Writing presents a challenge since inspiration must come from deep inside. You'll spend an eternity trying to memorize all of the English grammar and punctuation conventions as you try to write your first sentence. You should automatically utilize proper, native-style English grammar when writing. You shouldn't even have to consider that, to be honest. You can only have this level of understanding if you have seen countless examples of well-written English sentences. Grammar can be ingested naturally by reading. Your English will noticeably improve in the near future. One of the best methods to develop your English writing abilities is by reading (or any language skills). Reading allows you to get a close-up, fragmented perspective of the language. You need learn 4 tips things for improving your writing skills in English:

1. Knowing how to correctly write letters in print;

2. How to correctly write letter combinations;

3. Writing words without errors, knowing their meaning;

4. To compose sentences through words from the point of view of mathematics.

We shall enumerate and evaluate the terms listed in the list on the methodology of writing instruction. It is accepted to use certain language devices to express ideas in writing when

writing in a foreign language. The ability of students to write in their home tongue may also hinder their ability to acquire a foreign language. For instance, a printed letter is similar, its writing form is noticeably distinct, or there are letters that are somewhat similar and wholly dissimilar. The teacher must be familiar with specific linguistic standards in order to demonstrate spelling.

1. Phonetic criterion: a word's spelling must match the sound it communicates.

2. Morphological criterion: notwithstanding the word's phonetic state, the expressive portion of the word (prepositional suffix, suffix) is preserved in writing.

3. The conventional (historical) criterion: The phonetic and morphological components are written in a manner that is historically recognized but does not follow the rule of spelling.

All speech analyzers participate in the complicated psychophysiological activity known as writing. Each symbol in the recording has an interrelated meaning that is represented by sound.

5 suggestions for enhancing English writing abilities:

1. To start, make a mind map. A great way to set the tone for a piece of writing is to brainstorm ideas related to your subject and use all of the English you'll need to express yourself. Make a mental map of the topic, listing any prior knowledge you have in bullet points along with any facts or opinions you want to include. Creating a list of English vocabulary words that will aid in your communication is another option.

2. Implement a plan. A blank page can be intimidating to writers of all levels. Set up the essay's structure in advance so that you have a framework to work with. Placeholders should be made for an introduction, numerous body paragraphs that support your thesis, and a conclusion. Your mind-map can then be used to fill in the details.

3. Learn how to use a keyboard. We all think and write at a different pace, did you know that? The process of putting ideas into words might be cumbersome and slow if you're writing by hand or searching for particular letters one key at a time. You can forget what you were saying or get annoyed by the writing process.

4. A native speaker should be a part of your team. Ensure that your work is free of mistakes. Every writer makes errors from time to time. This is due to the fact that long periods of focused attention make it challenging to detect faults. Before going back to edit your work, give it a day or two. It's also a good idea to have a native English speaker proofread your work because they are more likely to catch errors in grammar and may be able to suggest ways to communicate your ideas that are more in keeping with their home language. Depending on how long your essay is, you can sign up for a language exchange and assist someone else with their writing in your native tongue at the same time.

5. Create a useful vocabulary. A student's receptive vocabulary is typically larger than their productive vocabulary. This means that even while you may be familiar with a term, it might not be used in your writing. Using newly learnt terminology on purpose is one way to increase the scope of your vocabulary. A term is easier to use the next time you compose a sentence after you've used it in your writing. Another choice is to use a thesaurus to find synonyms for the sentences you've picked. Just be careful not to employ odd word choices that don't make sense in your text or your original phrase.

In conclusion, if you want to write something, try to concentrate on your spelling. You must continue to practice. Otherwise, it will be quite challenging to remember every word's correct spelling. Without a doubt, you will be a competent writer and be able to effortlessly develop your writing talents if you can spell correctly. The next step in the revision process is to discover the most precise and convincing terminology that expresses ideas succinctly and clearly. Make sure there are no formatting, grammar, or spelling errors that could distract the reader from what you are saying.

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AGE-RELATED PSYCHOLOGICAL CHARACTERISTICS IN THE EDUCATIONAL SYSTEM

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ABSTRACT

One of the hallmarks of educational activities is that the social status of primary school age leadership activities and junior high school student growth is also related to their psychology. Within the framework of instructional activities. Children of elementary school age are thought to be vital for their cognitive development. The characteristics of young students' attention, memory, and speech development, as well as their mental growth, are all a component of students' psychology. The development of self-confidence in young children is one of the key factors in the development of intellect. We can debate age-related psychological traits in the educational system in this article.

KEYWORDS: *School Children, Mental Acuity, Memory, Reasoning, Working As A Team, Age Psychology, Child Psychology.*

INTRODUCTION

Personal reflection: The proportion of self-respecting individuals considerably rises as children enter school. Children continue to develop the desire that everything has its own point of view when they are between the ages of 9 and 12. Additionally, they make assessments of their social importance, or self-esteem. It grows as a result of learning about oneself and thinking about people who value their opinions. Children typically perform well in school when their parents are treated with kindness, interest, and affection. However, by the time they are 12 to 13 years old, the child will have a fresh perspective, their self-esteem will no longer be tied to their successes or failures, and they will have a stable character. Today, self-esteem refers to a relationship in which one's perception of oneself stands in for an ideal self.

Small School Age Is The Completion Of Self-Awareness: This refers to introspection from a cognitive standpoint. The youngster starts to consider the reasons why he believes what he does. There is a mechanism for using logic and theoretical knowledge to rectify one's own thinking. As a result, the child is able to hold onto and subdue the aim of a fair goal. The capacity to retain and recall knowledge from memory increases during the academic years. Children are better at remembering information and planning how to apply it.

Mental Development: Age 7 to 11, intelligence the phase of clear thinking is the third stage of growth. The child's thinking is constrained to issues involving certain real-world things. Children make mistakes, especially frequently, and guess the outcome. As a result, the original hypothesis'

authors reject the new ones without altering their position. Decentralization gives way to the capacity to simultaneously pay attention to several characteristics, correlate them, and take into account multiple facets of an object's or phenomenon's condition. Additionally, the youngster gains the capacity to discern subtle changes in the object.

Science-related ideas are established while pupils are in primary school. They do not appear in the "space," but they have a significant impact on how verbal-logical thinking develops. Children must have properly developed everyday notions in order to understand them. These ideas should be of preschool age, and each kid will continue to discover them independently based on his or her own experiences. The Daily Concept is the higher awareness, higher self-esteem, higher scientific-higher and lower level of focus. As one gains scientific mastery, their focus shifts from generalizations to specific things. Being able to speak about the fundamentals of conjectural or theoretical thinking about the growth of primary school students is made possible by the ability to study the system of scientific notions. The learner can solve difficulties by using theoretical thinking, which is informed by internal, significant properties and relationships rather than external, physical signals and relationships of objects. Other mental abilities must first develop before others can.If preschool children are characterized by an analysis of perception, by the end of primary school age; there is a synthesizing perception with appropriate training. The secondary school student is included in the educational activities of social significance, the results of which are evaluated by close adults at a high or low level. The assessment of a child from school activities as a good or bad pupil directly depends on the development of his personality during this period.

The motivational sphere is the core of the individual. Having an internal position at the start of school, the pupil wants to study. And well, perfect your learning. The notion of getting better marks plays possibly the most significant role among the different social motives for education. A small student's good grade serves as additional source of inspiration, assurance of his emotional stability, and cause of pride. Learning and cognitive incentives, or the reasons for self-improvement, are significant components of cognitive motivation.

There are suitable conditions for the development of theoretical thinking and consciousness in education and on this basis at a sufficient degree of intellectual development. At this age, the child starts to comprehend the moral justification for actions, the significance of conflict situations, and the relationship between himself and others. They also start to clearly understand how they relate to others, gradually entering the conscious stage of the formation of equality. Psychological traits of an elementary school student:

1. The crisis is the time when a 7-year-old youngster is developing their social "I." A reevaluation of values, a generalization of experience, the birth of a child's inner existence, and a semantic framework focused on action—all characteristics of the crisis—were caused by the loss of childhood.

2. Early years of schooling social status of development. With the child's entry into the school, the development created a new social condition. The educator becomes the focal point of the social development state. Social stratification negatively affects their psychological well-being.

3. Participate in an educational activity as a leader. Young leadership in primary school so becomes A Teaching Tool: A unique kind of student activity called an educational activity aims to change you as a subject of study. The topic of each activity defines it. The subject of

educational action becomes confused with itself for the first time as it changes during the course of its work or "in itself."

Relationships with Peers: Children start spending more time with their classmates at the age of six, nearly invariably with the same sex. Over time, compliance has risen, peaking 12 years ago. Popular kids typically adapt well, feel at ease around their peers, and are able to work together. One match. The game is still played extensively by kids. It fosters feelings of cooperation and competitiveness, and terms like treason, equality, leadership, subordination, loyalty, and betrayal take on personal significance. Children create hidden societies, clubs, secret cards, encryptions, passwords, and unique rituals as part of the game's social coloring theme. It is feasible to master the rules enacted in adult society thanks to the roles and norms of the children's society. Games with friends between the ages of 6 and 11 require the most time.

Emotional Development: From the first day of school, a child's emotional growth depends on his increased exposure to experiences outside the family. The concerns of the child reflect how they perceive the environment and how big it is right now. Other, more conscious fears have taken the place of the mysterious and fictitious ones of past years, including those related to teachings, injections, natural phenomena, and peer relationships. Anxiety or anxieties are two different types of fear.

Motivation is the first factor in instructional activity. Political incentives are present in educational activities; these motivations are interrelated and varied. Among these are the incentives that, if developed by the student, will make his or her academic work relevant and successful, and which best match the educational tasks. They refer to these as the justifications for learning and knowing. They are founded on the need for education and for personal growth. This is an interest in the subject matter being studied as well as the activity's methodology—the ways in which the outcomes will be attained—on the content side of education. The process of learning activities should be motivating for the youngster as well as the end result. This is also a form of self-improvement, which is a factor in one's ability to grow and develop.

The child learns the most typical ways of acting in the second component-learning task, which is a system of tasks. Children accomplish a variety of distinct activities and discover a common approach to accomplishing them. The instructor initially supervises the task of instructing pupils. But with time, they start to exert some control over it, partially on their own and partially through teacher-guided study. It is impossible to implement educational activities fully without self-control. Growth of mental abilities: Early in the school years, a method of thinking takes center stage. As a result, cognitive processes are actively developing and recovering. In contrast, the mind is what controls the growth of other mental activities.

In conclusion, Strong-willed character characteristics like Independence, perseverance, and endurance are formed by the conclusion of the elementary school years. The child will pay attention to the moral side of behavior in public areas, and the masters will be more accurate in their behavior and comprehend the norms of behavior in different houses at this age. In the age range of 8 to 10 years, there is a severe motivational crisis near the conclusion of primary school that is linked to the desire to move up socially for academic, worn-out, and significant reasons. Young school age is defined as being between the ages of 6-7 and 10–11 years old, and it includes traits like strong sensitivity, hospitality, self-esteem, internalized goals, self-control, and contemplation.

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ANALYSING THE ROLE OF PSYCHOLOGICAL CAPITAL ONTHE CHALLENGES OF WORK FROM HOME

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ABSTRACT

Beyond intellectual capital, psychological capital refers to employees' positive mental states in gaining and maintaining a competitive advantage. It is composed of four distinct components: self-efficacy, optimism, hope, and resilience. This study attempts to identify various challenges of work from home and also investigate the influence of psychological capital on the challenges of work from home among the teachers of self-finance colleges in Kozhikode district. The study employs a structured questionnaire for the collection of primary data. Random sampling method is used to select sample of 153 teachers from different self-financing colleges in Kozhikode district, Kerala. Statistical tools such as correlation and regression have used for analysis. The Mean score analysis shows that Mental absenteeism, network issues and Inability to assess student performance are the major challenges faced by the teachers during work from home.The regression analysis shows that Psychological Capital has high positive impact of on Challenges of Work from Home, and the teachers possessing high psychological capital can easily cope up with challenges of work from home.

KEYWORDS: *Psychological Capital, Challenges of Work from Home*

1. INTRODUCTION:

Psychological capital is evolving into a positive, improvable notion that can be used to boost and redirect organisational and individual performance. Psychological capital refers to a positive mental state that occurs throughout a person's phases of growth and development, as well as a collection of resources that a person may employ to assist enhance their work performance and success. It is composed of four distinct components: self-efficacy, optimism, hope, and resilience. (Peterson, S.J, et.al, 2011)

One theory for preventing the Covid-19 from spreading and inflicting additional economic harm is to work from home (Dingel & Neiman, 2020; Mustajab et al., 2020). The acceptance of WFH worries experts in management, organisational studies, and organisational psychology. During this crisis, public companies, like other businesses, are experiencing considerable uncertainty

(Ansell et al., 2020). Many governments around the world are struggling to adopt tough regulations while still preventing greater economic loss. As a result, even for public organisations WFH becomes the most effective alternative. Recently this practice is widely used by almost all organisations because of the Covid-19 outbreak. The educational institutions in our country also want to adapt the work from home to oppress academics. When suddenly the Covid-19 outbreak is happened then work from home is the only way to do the work. This also leads to change offline classes to online classes and teachers do their work from home. However, this system has some challenges.

This study is to identify various challenges of work from home and, how the teachers at self-finance institutions in Kozhikode use psychological capital to deal with the challenges of working from home.

2. Review of literature:

ESEN Et.al (2021) conducted a quantitative study among 141 employees in the energy sector, and they found that the personal psychological state is also connected to his work life. The study reveals that, psychological capital is positively correlated to job satisfaction and the person with psychological well-being can have higher job satisfaction in their workplace.

Dhahyar Daraba, Hillman Wirawan, Rudi Salman, and Muhammad Faizal (2021) perform a quantitative study with full-time employees in an Indonesian ministry of home affairs institution. According to the study, employees' opinions of leaders' sincerity can directly or indirectly affect their performance when working from home by way of their PsyCap.

3. Objectives of the study:

1. To identify the various challenges of work from home.

2. To study the impact of psychological capital on challenges of work from home

4. Research Methodology:

In this study, a descriptive research design was employed. With the aid of a standardised questionnaire, the core data for the study was gathered from professors working in various self-financing colleges in Kerala's Kozhikode District.Simple random Sampling method was used by the researcher to select a sample of 153 respondents.The 24-item psychological capital questionnaire (PCQ), developed by Luthans, Youssef, and Avolio, was used to measure PsyCap (2007). With the aid of SPSS, statistical procedures like Mean Score Analysis, Correlation, and Regression are used to analyse the acquired data.**5. Analysis and Interpretation**

5.1 Mean Score Analysis

TABLE 1: MEAN SCORE OF CHALLENGES FROM WORK FROM HOME

Sl.no	Statements	mean
1	Lack of Management Support	3
2	Network Issues	**3.92**
3	Lack of Interaction	3.52
4	Mental absenteeism	**4.2**
5	Insufficient Time	3.2
6	Inability to Assess	**3.84**
7	Home Environment	3.32

| 8 | Curtailment of Teaching Quality | 3.2 |

Source: Primary data

The table shows the various challenges faced by the teachers during work from home. Among these, mental absenteeism is most important challenge faced by the teachers during work from home, followed by Network issues and Inability to assess student performance

5.2 correlation analysis

H0: There is no significant relationship between Psychological Capital and Work from Home

TABLE 2: THE RELATIONSHIP BETWEEN PSYCHOLOGICAL CAPITAL AND CHALLENGES OF WORK FROM HOME

Psychological Capital	Pearson Correlation	Psychological Capital 1	Challenges of Work from Home 0.817*
	Sig. (2-tailed) N		0.000 153
*- Correlation is significant at the 0.05 level (2-tailed)			

Source: Primary data

The above table shows that the Pearson Correlation(r) value between Psychological Capital and Challenges of Work from Home is 0.817 and the significant p- value is 0.000 (less than 0.05). Hence, we reject the null hypothesis and conclude that there is positive significant relationship between Psychological Capital and Challenges of Work from Home.

5.3 Regression Analysis

Null Hypothesis: Psychological Capital has no impact on the Challenges of Work from Home

TABLE 3: IMPACT OF PSYCHOLOGICAL CAPITAL FACTORS ON CHALLENGES OF WORK FROM HOME

Measurement	R^2	Adjusted R^2
Impact of Psychological Capital Factors on Challenges of Work from Home	.668	.661
a. **Predictors:** (Constant), Psychological Capital b. **Dependent** Variable: Work from Home		

Source: Primary data

The above table shows the regression analysis of impact of Psychological Capital on Challenges of Work from Home. The R-square value in the table is 0.668 and the adjusted R-square value is 0.661. This means that 61.8% of variation in the Challenges of Work from Home is explained by the Psychological Capital Factors.

7.CONCLUSION AND DISCUSSIONS

The Mean score analysis shows that Mental absenteeism, network issues and Inability to assess student performance are the major challenges faced by the teachers during work from home.The

regression analysis shows that Psychological Capital has high positive impact of on Challenges of Work from Home, and the teachers possessing high psychological capital can easily cope up with challenges of work from home.

In the management of the unexpected and unforeseen social and economic environment, which includes work surroundings, psychological capital can be regarded a crucial resource. The purpose of this study is to demonstrate the importance of psychological capital in dealing with the problems of working from home, particularly in the case of self-finance college lecturers. As per our analysis a high degree of positive correlation is exist between psychological capital and challenges of work from home. This study proves that the psychological capital has positive impact on managing challenges of work from home.

The teachers possessing high psychological capital can easily cope up with challenges of work from home. So efforts should be made to improve psychological capital in order to overcome the challenges of work from home faced by teachers of self-finance colleges.Institution should take efforts to improve psychological capital in order to overcome the challenges of work from home faced by teachers of self-finance colleges. The institutions can provide training to improve psychological capital through they can provide quality of education

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TEACHING FOR TRANSLATION THROUGH FAIRY TALES

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ABSTRACT

The purpose of the article is to illustrate the importance of fairy tales and stories in teaching a foreign language. It improves soma ideas that not only they a good source for relaxation but also they are used to teach for translation. Moreover, the article provides some ways to use a story during the lessons.

KEYWORDS: *Fairy Tales, Translation Methods, Linguistics, Etymology, Translation Studies,*

INTRODUCTION

Fairy tales represent culture of the nations since they illustrate the imagination about the culture, people and national activities of the country. As stories and fairy tales are fun to read, they can attract everyone's attention without a doubt. Moreover, children are main part of the countries' future and the fairy tales can affect on the young generation. So, many people have a preference to bring up their children with the help of fairies. Fairy tales are not only interesting, but also have an educational value, because while reading fairy tales and stories, every reader makes his own conclusions and opinions. Also, fairy tales are distinguished by the presence of didactic ideas, and as a result, they are important for the educational development of children during lessons.

MATERIALS AND METHODS

It is not an exaggeration to say that the origin of fairy tales goes back to the time when mankind appeared on earth and consciously developed and grew.Many fairy tales are the product of folklore, we can understand that it starts with specific phrases, such as "Once upon a time…", "As they say…", "As my grandmother told…", "As my mother told me…", "In distant lands…", "In far far away…" etc. As a result, we see that the majority of fairy tales are passed down from generation to generation from mouth to mouth (that is family members, grandmothers or mothers reciting the tales to their children).In addition, fairy tales can be belong to specific authors. It can be said that the Brothers Grimm are among the representatives of English literature.

The issue of determining the origin of a fairy tale is very difficult, it is directly related to etymology and linguistics, the study of the history and traditions of our ancestors, and there are many sources that help to reveal the essence of a fairy tale. It is impossible not to dwell on this issue, because it is unthinkable to study a fairy tale without studying its origin.

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As fairy tales are so interesting to read or to listen as well as to work at, they can be used to teach for integrated skills: listening, reading, writing and grammar. Furthermore, teaching for translation from English into Russian or Uzbek would be impressive and exciting activity while working with students. Vocabulary is main and crucial part of translation period.

There is a great potential to be used as a valuable source in English lessons in fairy tales. Fairy tales or stories contain usage of language that are common poetic and literary texts or rhymes. A great number of the tools give opportunities for foreign language learning, especially when students are tend to learn English as there are many stories in English as well as many fairy tales are translated from root language into English. These fairies and stories are suitable for all ages and levels, and they are handy to use, because they can attract any reader's attention to themselves. Fairy tales have universal values and plots which add familiarity to students (Hanlon, 1999). The child, limited in experience, loves to come in touch with the things he knows about (Kready, 1916). Fairy tales are enjoyable but meaningful (Hanlon, 1999). They stress human experience, history and values. Fairy tales provide entertainment and futher topics for discussion. They are fun and short, rich in terms of language yet less grammatically complex and syntactically speaking than many other forms of literature.There are many opportunities to make fairy tales as complex and simplistic as possible depending on the class in which it is introduced. Fairy tales are also a great source of vocabulary, grammar structures and syntax. And in addition to that fairy tales are short enough, to keep students interested long enough to get to the happy end. (Bagg, 1991). [1.11]

RESEARCH AND DISCUSSION

With the help of fairy tales, learning English could be absolutely interesting and easy. Hence, there are ranges of vocabulary that can include topic words or types of sentences which can be good exercises to improve knowledge. By various types of stories and fairy tales, students can learn:

Grammar: through fairy tales grammar can be taught, such as: past or present tenses, adjectives, adverbs, sentence structure and all other grammar parts can be taught. Especially, fairy tales are good source for translation studies.

Vocabulary: mainly, vocabulary is taught by fairy tales and students can improve their vocabulary. The stories "Little Red Riding Hood"(English story), "Zumrad and Qimmat" (Uzbek story) can be taken as examples. Through these stories many words can be remembered easily as children are aware of the heroes and heroines of the stories.

stepmother	=	мачеха
stepsister	=	своднаясестра
stepdaughter	=	падчерица
father	=	отец
evil	=	зло
good deed	=	хорошийпоступок
forest	=	лес
wood	=	древесина

wolf   =   волк

deer   =   олень

grandmother   =   бабушка

friend   =   друг

Moreover, many topic words, compound words and phrases are also learned in an interesting way. Also, sentence structure is also very important in this position. Because, all languages have their set of sentence structure, for instance in English subject + verb+ object is a sentence structure while in Uzbek subject + object + verb make up a sentence.

Listening skill: it is also very crucial to listen to the tracks of the stories. By listening, students can improve their pronunciation skills, stress and tone of voice. They learn how to listen patiently each other.

Speaking skill: stories and fairy tales whether they are written by an author or the origin of them is unknown are crucial to improve their speech. When students read a fairy tale, they enlarge their vocabulary and broaden their horizon. So fairy tales are very important to learn a foreign language.

CONCLUSION

All in all, learning languages through fairy tales will help the lesson be interesting as well as enable students to:

a) rely on a quality resource that will help to teach

b) deliver quality classes that teach pupils a second language, whether their own language skills are highly developed or very limited

c) bring positive language learning into the classroom

d) help students and pupils to gain a deep and satisfying understanding of language rather than an arbitrary collection of topic phrases

e) engage the learners both cognitively and emotionally with learning language

f) find personal enjoyment in a resource that will engage the leaners

g) understand a different approach to learning language

h) give the pupils ownership of their own learning of a new language and equip them with language tools for their future.

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RESEARCH OF SEMANTICS AND REPRESENTATION CAUSE AND EFFECT RELATIONSHIPS IN GENERAL AND RUSSIAN LINGUISTICS

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ABSTRACT

In this article there was written about the works devoted to the study of not causal, but only investigative relationships. There are works on specific topics:work on causal relationships that express the emotional and mental state of a person, on causal structures in the sphere of relations in the world of inanimate nature.

KEYWORDS: *Conjunctions, Prepositions, Adverbs, Circumstances Of The Cause, Subordinate Clauses*

INTRODUCTION

In Russian linguistics, causality as a linguistic category became an object of study in the late 18th and early 19th centuries. Linguists paid attention to different means of expressing causal meaning: conjunctions, prepositions, adverbs, circumstances of the cause, subordinate clauses.

It should be noted that already in the grammars of the 19th century, an attempt was made to identify the semantic varieties of causal constructions. So, the Russian linguist A. Vostokov in his work "The Russian Grammar of Alexander Vostokov, according to the outline of his own abbreviated Grammar" notes that some prepositions also express causal relationships, gives examples of different semantic shades. For example:

- because of "shows the conclusion of these from the cause that constitutes an object" (because of it, a nuisance came out);

- from under "shows the withdrawal of an action from coercive measures" (to do something out of fear);

- from "shows the conclusion of these from some impulse" (to do something out of good will);

- from "shows the cause of any action is the influence or movement of the external or internal" (the board is moldy from dampness);

- with "shows the cause of the action being in some state" (to do something out of annoyance);

– "with verbs meaning retribution for showing the reason for such an action" (to punish for a misconduct) [41:268-280].

Since the middle of the twentieth century, the category of causality has become the object of a comprehensive, close study in linguistics.

In linguistics, causality is studied in several aspects: causal prepositions are described and phrases containing these prepositions are analyzed [33, 36, 47, 55]; causal relations are studied at the level of simple [6, 23, 62] and complex sentences [3, 5, 9, 15, 20, 24, 43, 44, 45, 52] and at the level of text [37, 59]. In addition, there are works devoted to the study of not causal, but only investigative relationships [2, 11, 28, 30, 42, 51].

There are studies that touch upon the features of expressing cause-and-effect relationships in a scientific functional style [22, 25].

There are works on specific topics: work on cause-and-effect relationships that express the emotional and mental state of a person [31], on cause-and-effect structures in the sphere of relations in the world of inanimate nature [23], etc.

The functional approach is also used in the study of causality [4, 10, 26, 27, 50]. Research by

V.V. Zhdanova is devoted to the study of simple sentences with causal semantics, based on the functional-syntactic concept, i.e. within the framework of the functional-semantic field. In the work of V.V. Labutina ("Secondary nomination in the field of designation of cause-and-effect relations in the Russian language", 1998), within the framework of the functional approach, a system of metaphorical models is studied that expresses the meaning of cause and effect.

Many studies [4, 10, 26, 27, 50] are devoted to a comparative description of constructions expressing causality in different languages.

Many linguists distinguish semantic varieties of causal structures in their works. Let's consider some of them.

The famous Russian linguist A.M. Peshkovsky in his work "Russian syntax in scientific coverage" divides all subordinating conjunctions of a complex sentence into 9 categories by meaning, including causal conjunctions: since, as, because, because, because, because, due to the fact that, due to the fact that, etc. [38:480] and conjunctions of the consequence: so (also to the point that, so much so that) [38:482].

According to the semantics of A.M. Peshkovsky distinguishes:

- an obstructing reason (for the absence of someone, for the distance, for lack of a room, etc.);

- the reason attributed to someone's actions (punish for stubbornness, reward for courage);

- the reason for the action, inherent in its subject (foolishly, did something out of absent-mindedness, etc.);

- the root cause or distant cause (out of fear);

– just a reason without any additional shades (from fear) [38:310-320].

N.I. Shtykalo in his work "Forms of expression of the syntactic category of reason and the principles of their choice in the Russian literary language" semantics divides the reason into the following varieties:

- uncomplicated (pure) reason ("Why, please tell me, others can, but I can't");

- a negative reason ("... the newspaper printed a linden through our fault ...");

- a positive reason ("Through thinking and speech, coordination of labor actions is possible ...");

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- an imaginary reason ("Even when the water pump was ready, Philip Petrovich still did not put it into operation under the pretext that the water pump should pass the test");

–an additional reason ("In our time, the work of an inventor must be encouraged and supported in every possible way. Moreover, the profession of an inventor already actually exists, is called officially");

- the reason as the basis for the performance of any action ("... held accountable for evading service ...");

- the reason motivating the conclusion ("He fell, obviously, into the engine room or into the boilers, because everything immediately thundered, warped ... ");

–weakened cause ("Man produces changes in nature not simply by virtue of his presence") [60:10-11].

It should be noted that constructions expressing causal relationships do not always describe a direct connection between phenomena. They can also be used to justify an event. As A.M. Amatov, "... linguistic constructions can express both the reason (i.e., the phenomenon of objective reality that causes this or that change), and the justification, that is, the basis for this or that conclusion" [2:71].

In some studies devoted to the study of causal relationships, the causal meaning is divided into proper causal and the meaning of justification. Thus, in Russian linguistics, sentences representing causality are divided into sentences with self-causal and causal-arguing semantics [7, 12, 16].

R.M. Teremova in her work "Experience of functional description of causal structures" studies situations of objective cause and direct justification [50]. L.L. Babalova singles out "relationships of direct causal dependence" and "relationships of causal substantiation" in complex sentences with causal semantics, while the speaker's position is a distinctive feature [3].

A.F. Mikheev distinguishes cause-and-effect constructions and base-conclusion constructions in complex sentences [34].

T.A. Yashchenko, who explores prepositional-case combinations with causal semantics, proposes a classification of causal meanings according to their relation to the consequence they generate [62].

In the work of L.V. Bardina "Union-free causal relationship in two-component and multi-component sentences" reveals semantic-syntactic types of union-free compound sentences with causal meaning: self-causal (the following sentences are given as examples: It was difficult for Andrey to stay on his feet: all joints ached), causal-target (Having had a quick dinner with the guys, he went to the collective farm board: before going out into the steppe, there were still a lot of things to be settled there), causal explanatory (The wound, as the doctor who operated on Sintsov put it, was "successful": the bullet slipped along the ribs), causal connecting (Dasha looked at her husband's calm, strong face and gradually calmed down: it's not scary with this) and causal-opposite sentences (Only darkness remained of her - freshness and coolness disappeared, absorbed by stone, iron, people's dirty lungs) [5].

As noted above, some works study investigative relations in the Russian language. So, N.I. Burdina considers the means of expressing the investigative meaning in a complex sentence, explores the frequency of the use of certain forms. This work studies not only complex, but also compound and non-union compound sentences expressing investigative relations. Also, attention is paid to the formation of sentences of the consequence with the help of particles of the pronominal stem (sentences like We buried two sons, so I live in the mountains [11].

In Russian linguistics, the study of semantics and the representation of causality by specialized means (complex sentences with subordinate clauses of cause and effect, circumstances of cause, prepositional-case forms) is given sufficient attention. Less researched are non-specialized means, i.e. compound and non-union complex sentences with causal meaning, in which causal semantics is revealed from the content by logical analysis.

In general linguistics, the study of causality is carried out at different syntactic levels: causality is considered at the level of phrases [18], the circumstances of the cause are studied [32], causal models of simple sentences [39], causal conjunctions [61], complex sentences with causal relations [9, 20 , 24]. L.A. Didkovskaya considers causal relations on the material of the English language [19].

A large number of works are devoted to the comparative historical, typological and comparative study of causality in different languages [35, 40, 46, 54]. So, I.A. Sultanova conducts a comparative study of the means of expressing purposeful and causal relationships in Lezgi and English; describes case forms and postpositions as means of expressing causal relations in the Lezgi language and, as an equivalent of these forms, prepositions in English; as well as gerunds, adverbs of cause, lexical means of expressing causality and allied words. This study also considers the implicit expression of causal and target relationships in compound and non-union constructions.

R. Pavlova explores constructions with prepositions of causal meaning in Bulgarian and Russian [35], N.V. Gelashvili studies complex sentences with causal clauses in Russian and Georgian [17], O.V. Fetisov considers causal relations in Russian and English [54] and others.

The study by V. Knuth is devoted to the study the use of semi-predicative constructions expressing causal relationships in Russian and Estonian [29]. R.A. Vafeev considers participial and participle forms as a means of expressing causal relationships in the Russian and Tatar languages [13]. Work Rev. MimureGunanandaThero "Methods of Expressing Causality in Russian and Sinhala" [40] is devoted to the study of means of expressing causality in Russian and Sinhala. The author considers the linguistic interpretation of causality as a functional-semantic field; causality is analyzed in a newspaper-journalistic style. In this work, according to the author, the means of expressing the cause in the Sinhala language are studied for the first time.

Thus, causal relationships (causality) as a linguistic category are studied in many aspects on the materials of different languages.

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TOPIC: SCIENTIFIC METHODICAL BASES OF THE SCIENCE OF ELECTRIC MACHINES

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ABSTRACT

In the article, reforming the content of education and bringing it into line with world educational standards is of great importance in further improving the educational process. In this sense, choosing the content and structural structure of education is a complex issue of practical importance

KEYWORDS: *Carousel, Aquarium, Debates, Interactive, Intellectual, Integrative, Ideology.*

INTRODUCTION

In the conditions of developing innovative education, it is our highest goal to educate students based on a separate approach and structural criteria for each subject.

As our president noted, "In order to train experts, young people with knowledge and skills, in line with world development, the education system is being developed consistently. Reforms in the field of higher education are primarily aimed at increasing coverage, improving the financial condition of institutes and universities, and providing material support for professors and teachers. Currently, each university has its own small problems. In order to solve these problems, we need to further improve our current educational structure. Currently, the processes of the developing higher education system are organized on the basis of the following documents: State Education Standard, qualification requirements, curriculum and science program.

At the moment, the structure of these documents is left to the discretion of HEIs. This means that each institution should prepare these documents based on its internal material and technical base. One of the shortcomings we have now is that the education process is not carried out together with the material and technical bases of the production enterprises, because the students consolidate the topics learned in the lectures in technical fields through experience and practical training. The lesson is considered to have achieved its purpose if the students have experience and practical training directly at the production enterprise.A small pilot test was conducted among 600,602-20 EEE students of BuxMTI in the innovative educational environment. 600-20 EEE group lectures, experiments and practical training were held in the classroom, and 602-20 EEE group was held in a production facility. The results of the experiment can be seen in the diagram below.A small pilot test was conducted among 600,602-20 EEE students of BuxMTI in the innovative educational environment. 600-20 EEE group lectures, experiments and practical

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training were held in the classroom, and 602-20 EEE group was held in a production facility. The results of the experiment can be seen in the diagram below.
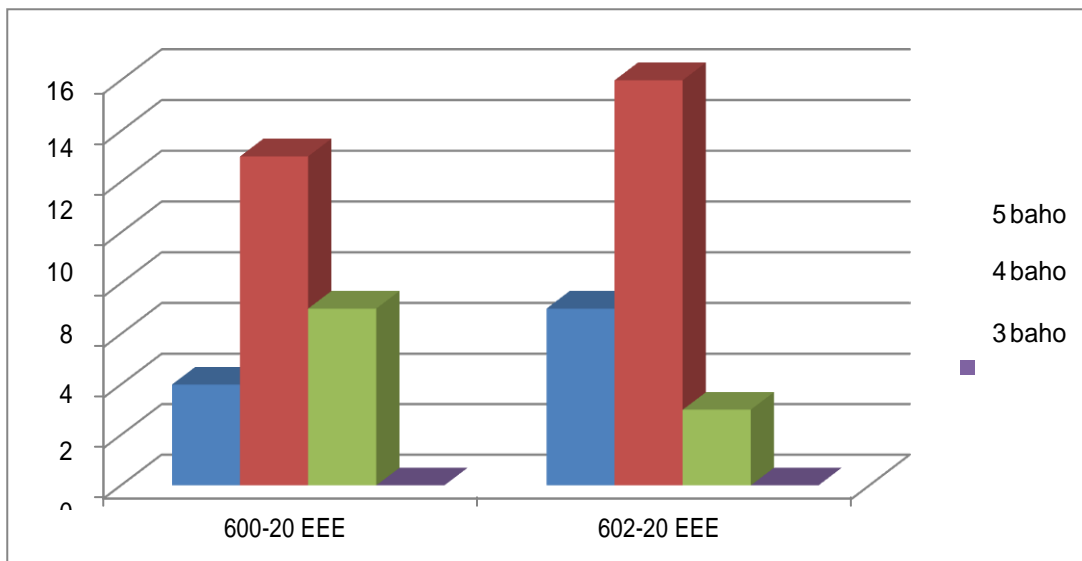
Diagram 1. Results of experimental tests conducted in 600,602-20 EEE groups

These experimental tests showed that it is appropriate to conduct lectures using pedagogical technologies in a production enterprise.

If every student examines the information he has learned in a production enterprise, this knowledge will serve as an important factor for his development as a competitive staff in the process of the currently developing market economy. In addition, there will be an opportunity for students to exchange ideas in the production enterprise, and we can see this from the educational pyramid depicted below.

Figure 1. Educational pyramid.

The main goal of the higher education system is to prepare science and work science programs based on the production base of modern enterprises so that these processes can be applied more quickly. The world is changing, so science, education, experience, and new technologies are coming. To adapt to these changes, the knowledge taught in higher education is lacking. That is why it is necessary for each student to improve his knowledge in the enterprise that is assigned to him individually.

Based on the essence of the educational process, we would like to note the importance of the structural structure of the subject in teaching students the methodological foundations of the subject common to students. At the same time, the content of science for students, taking into account the unique nature of science, should form a logical structural structure aimed at perfecting the scientific outlook of students, being able to scientifically analyze evidence, cultivating independent thinking, thinking skills, and acquiring the skills to use them in practice. A student's worldview is not so much his relationship to objective reality, but his place in society, his attitude to social and political life, his understanding of the essence of the laws of nature, and his ability to apply them in practice. Educational programs play an important in it.

Improving the content of educational programs and textbooks in education, especially determining its structural structure with new content, reviewing the appropriate placement of educational materials in each section and topic, are the main factors of the education and training process.

The logical structural structure of the educational material is usually understood as the internal relations of concepts and opinions in the studied subjects and their influence on each other and their mutual dependence.

Educational material is a set of knowledge that is formed in a certain way and needs to be mastered. In general, educational material occupies a central place in the educational process. In this sense, the issue of the logical structure of the educational material is of great importance in the educational process. Therefore, the structural structure of the subject is important for each subject. In many cases, the concept of structure is explained as addition or reduction of the constituent parts of the whole, or the order in which the parts are placed, combining them into a whole or, on the contrary, breaking them up, sometimes affecting the essence of the system by adding an element to the whole or removing it from the whole. A structured system is a complete whole. The parts and elements of the whole are closely connected with each other, and the structure is manifested as a result of their interaction, in the form of the location of the elements, the rigidity of a certain order. Thus, structure is a fixed, stable arrangement of interacting elements in a whole system. That is why the educational material has a certain structure, which is determined based on the structure and content of the educational subject. Even if content and structure form an inseparable internal unit, this does not mean exactly the same thing, because the same content can be inside different structures or it can be in the form of content without structure. The structure of the educational material in each discipline has a certain structure, its parts are located and connected in such a way that they interact with each other and have a significant effect. omitting or adding one of them completely changes the logical structure of the educational material. The structure of each subject method is perfected in the deepening of educational materials in the process of pedagogical phenomena - education and upbringing.

Internal parts-structural elements and connections in the teaching method determine its structure. In other words, any teaching method of an educational subject has a certain structure and

consists of internal and external, micro and macro structure, a set of structures that make it up. The main structural elements of the teaching method are the content of the subject, methods and forms of education, which form a single whole, and the number of methodological structural elements, the content and structural structure of the subject are not constant, and meet the need for social development, changes and develops under the influence of science achievements and advanced pedagogical practice.

The purpose of teaching students studying "electrical machines" is to form theoretical concepts of electromagnetic processes in students, to understand the basic laws of alternating and constant current circuits and magnetic circuits, constant current machines, alternating current machines is to teach. One of the main tasks of studying this science is to learn knowledge about the electromagnetic field and its processes in various devices, analytical methods, and DC machines.
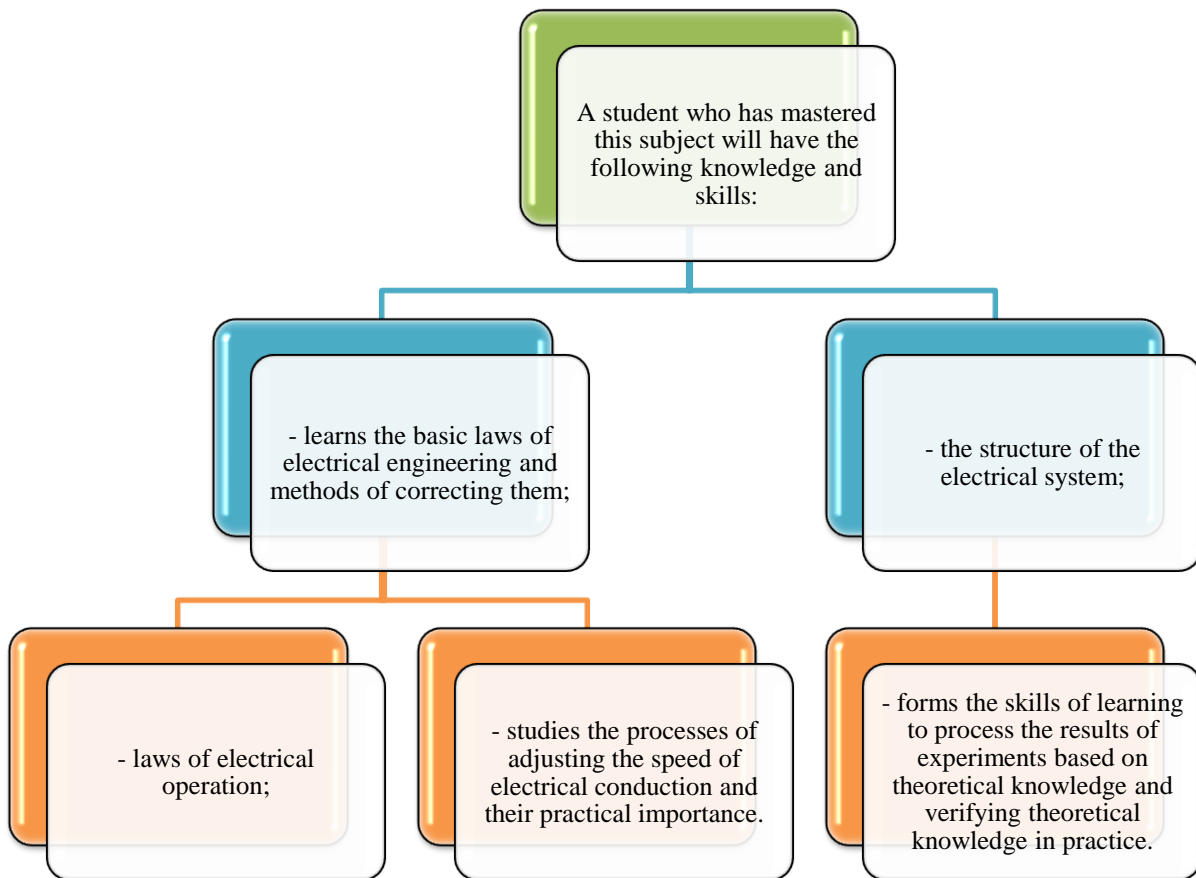
In conclusion, it can be said that in making education effective, the set of documents that form its basis is of great importance, therefore, when preparing such documents, it is appropriate to take into account the conditions in higher educational institutions and the situation in production.

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AN INNOVATIVE APPROACH TO TEACHING THE SUBJECT "TECHNOLOGY" IN A SECONDARY SCHOOL

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ABSTRACT

The article describes the approach proposed by the author to teaching the subject "Technology" in a secondary school. A feature of the proposed approach is its focus on the formation of innovative behavior of students in the context of continuous technological education, aimed at the continuous creation of new or changing existing technical and social systems, reducing resource costs, and achieving a high commercial effect. The role and place of the subject "Technology" in the psychological preparation of students for entrepreneurial activity, the formation of "habits of success", the opportunity to try on the "role model" of an entrepreneur in the field of industrial production, innovation and agriculture at school age are shown. The possibilities of an innovative approach to teaching the subject "Technology" for productive socialization and social adaptation of graduates of secondary schools are shown.

KEYWORDS: *Innovative Approach; Subject "Technology"; Entrepreneurship; Universal Technology.*

INTRODUCTION

Among today's youth, the concept of "entrepreneur" is often closely associated with the concept of a leader, a strong personality capable of changing the course of development of human civilization with his talent, his energy.

The subject "Technology", which is primarily responsible for preparing students of general education schools for a conscious and responsible choice of life and professional path, preparing for entrepreneurial activity in the field of material production, today does not meet the tasks assigned to it, it has been assigned the position of a secondary and even a completely superfluous item.

In pedagogical science, there are several approaches to teaching the subject "Technology" in a secondary school. The most well-known and widespread is the modular or modular-technocratic approach, in which the content of the subject area "Technology" is reduced to 10 main technologies: technology for processing structural materials, electrical and radio technology, heat treatment technology, etc. This approach is implemented in most general education schools in our country. The greatest difficulty in developing the subject content of the subject "Technology" within the framework of the modular (modular-technocratic) approach is the lack of clear and unambiguous subject-scientific grounds for it, there is no single basis or basic science, on the

basis of which content selection can be carried out. In addition, there are no universal production technologies, which can be used to illustrate the main production processes. For each production area, each industry, its own technologies are developed, which are often impossible to reproduce in the conditions of a comprehensive school. Accordingly, the subject content of the subject "Technology" in most cases is based on primitive, and often archaic technologies of manual labor, depending on the material base available at the school. The modular approach practically continues the course towards "career guidance" for low-skilled, and hence, low-paid labor in the future, which does not arouse interest among students in general education schools. Attempts to find new ways of developing and increasing interest in the subject "Technology" led to the development of mono -informational , child- centric -polytechnic and child-centric -integrative approaches to technological education in secondary schools. The monoinformational approach reduces the study of production technologies to the development of personal computers and automatic design systems by students.

The subject "Technology" competes with other school subjects or specialized educational institutions of additional education, specifically dealing with the development of students' creative abilities or the development of computer technology. Having a weaker material base and a general level of teacher training, the subject "Technology" finally "loses its face". Of greater interest is the child- centric- polytechnical (child-centric- integral) approach, which is focused on saturating the humanities and natural sciences studied in the general education school with polytechnic knowledge and skills, skills in practical work with various materials and tools in order to most fully satisfy the need for knowledge. In fact, this approach is aimed at gifted children who have firmly decided to link their future fate with scientific and technical activities in its advanced branches, such as robotics, microelectronics, radiophysics, and shipbuilding. To date, none of the considered approaches fully meets the task of developing small and medium-sized businesses in the Republic, increasing the interest in entrepreneurial activity among graduates of secondary schools.

In order to achieve the set goals for the development of small and medium-sized businesses in the areas of innovation, industrial production, handicrafts and agriculture in the Republic, we must, within the framework of the subject "Technology", move on to the formation of innovative behavior of students in the context of continuous technological education. By innovative behavior, we mean an initiative type of individual behavior associated with the systematic development by social subjects of new ways of activity in various spheres of public life or the creation of new objects of material and spiritual culture. Under the conditions of the full functioning of the socio-economic laws of the development of society, innovative behavior should become a natural, massively demanded, strategic type of behavior that provides its bearers with a wide range of opportunities for legal development in accordance with the efforts invested. Innovative behavior is aimed at the continuous creation of new or change in existing systems: technical, technological, informational, social, economic, organizational, and the achievement, as a result of reducing the cost of production and financial resources, a radical improvement in the quality of products, the provision of services, and, as a result, achieving a high commercial effect. The proposed "innovative" approach to the study of the subject "Technology" is based on a system of didactically substantiated pragmatic goals and pursues the pedagogical goal of teaching students to identify problems in the creation and distribution of consumer values, finding technological ways, optimal methods and means to achieve the goals, predict results and possible consequences of different options for applying methods and means of

solving the problem, establish cause-and-effect relationships between objects and phenomena of nature, society, technosphere included in creative activity , evaluate the results of creative and transformative activity and determine ways to improve the design and creation of consumer values (material products and intangible services). The main provisions of the "innovative" approach to teaching the subject "Technology" are as follows:

1. The basis of modern civilization is material production, i.e. production of goods for sale for profit. To teach the student to produce a product, to determine the price of a product at which this product is guaranteed to be sold, to be able to reduce the cost of a product based on knowledge of its manufacturing technology, i.e. the study of technology from the point of view of the production of goods (performance of work, provision of services), and not items for personal consumption - this should be the main goal of the subject "Technology".

2. The most important characteristic of any product produced by students, work performed, service provided, is its price, expressed in monetary units, i.e. rubles and kopecks. All other characteristics are secondary. The price of the produced "goods" should be determined before the start of its production and be the initial parameter for the technology of its production.

3. The universal technology of material production is the technology of production of the surplus value of the product of labor. All applied technologies: the technology of processing structural materials, electrical and radio technology, the technology of heat treatment, etc., are a special case of the technology for the production of surplus value of the product of labor.

4. The study of the technology of production of the surplus value of the product of labor must be carried out in a materialized form. Only on the basis of well-learned external, practical actions with material objects, the student can proceed to actions with models and only after that - with their descriptions, while each of the basic stages must be organized with the necessary degree of detail. Actions with material objects must be carried out by the student himself, with his own hands and for a sufficient time. The technology of production of the surplus value of the product of labor must be entirely based on the transformative activity of the students themselves.

5. The subject "Technology" should be presented as an integrated field of knowledge in a single educational space of a general education school. When studying applied technologies, the production of goods, the performance of work and the provision of services, it is necessary to actively draw on knowledge from other subjects studied in a secondary school, showing their necessity and importance for achieving the ultimate goal of the production process, improving technologies, and reducing the cost of the final product.

6. The subject "Technology" should ensure the psychological preparation of students of general education schools for entrepreneurial activity, the formation of their "habit of success", the desire for self-education, thereby guaranteeing the successful socialization of graduates of general education schools.

In the modern world, all the material goods necessary for life, and in a specific form, the person himself, is a commodity that has a certain price. Each person, as a commodity, has certain characteristics, expressed in quantitative or qualitative values. Age, weight, height are characteristics that have quantitative values measured in years, kilograms or meters. Smart, beautiful, experienced - these are characteristics that have qualitative values, such as "smart" or "stupid", "handsome" or "very beautiful", "experienced" or "inexperienced". Graduating from secondary school and entering the labor market, we strive to sell ourselves at the highest price,

emphasizing our best characteristics. It is clear that in different areas of human activity, different characteristics are evaluated differently. For certain areas of human activity, for example, for military service, quantitative indicators are primarily important: height, weight, lung capacity, running speed. And when choosing military service for ourselves, we know our price in advance: the monetary maintenance of a serviceman, which is paid by the state.

In all other areas of human activity, it is possible to obtain the material goods or funds necessary for life in only one way - to produce and sell a product (perform work, provide a service), hereinafter referred to as a "product", in demand on the market and receive payment for it. The price of any product (work performed, service provided), measured in monetary units, for example , in rubles, consists of two components: the cost of production of goods and the surplus value produced, which includes wages, taxes and profits. In the following presentation, for simplicity, we will use the generalized terms "commodity" and "surplus value" without detailing them. The classical interpretation of the pricing process of goods according to the formula: cost + profit = price of goods worked only at the beginning of the era of development of material production, based on the classical scheme of commodity circulation "goods - money - goods".

Since the second half of the 20th century, due to the saturation of the consumer market with goods and services, money has come to the fore, realizing the function of a specific product. Money as a commodity has two features: very low cost and maximum liquidity. It was the maximum liquidity of money that led to the fact that money became the most demanded commodity, and, accordingly, the commodity-money-commodity turnover scheme changed to money-commodity-money. Thus, the ultimate goal of the process of material production was not the production of a "good", but its sale to the consumer in order to receive money. The pricing formula has also changed: profit \u003d product price - cost. At present, the main problem of any entrepreneur is to determine the price for the product he produces, the service he provides, or the work performed, for which it can be guaranteed to be sold, and the determination of the monthly volume of its production in order to prevent overproduction of the "commodity" or its shortage. Only by balancing on the fine line of saturation of the market with his "product", the entrepreneur can set the maximum price for his "product" and receive the maximum profit from their implementation.

The studied technological process and the "goods" produced in the classroom are models for the production of real "goods", but by no means the end in itself of the subject "Technology". Relatively speaking, building a birdhouse is a simplified material model of building a huge residential building, and baking pies is a simplified material model of a bakery. The transition to actions with economic models, and then to economic theory, is possible only if students master the basic logical operations (comparison, classification, generalization, etc.). But no logical operation can be reliably formed in the absence of the necessary base - sensory experience. It is possible to compare, classify and generalize, bring under the concept only on the basis of the ability to see and highlight the properties and signs of objects or phenomena. Actions with material objects, including money, must be carried out by students themselves, with their own hands, for sufficient time and with the maximum degree of detail. Only in such conditions do students develop a stable skill in applying the technology of production of the surplus value of the product of labor in various fields of human activity.

The American psychologist R. Hisrich argues that "there is no such thing as a typical entrepreneurial profile ... Entrepreneurs are not born: they develop" [20]. R. Hisrich among the

factors that significantly distinguish an entrepreneur from the rest of the population, highlights: family environment in childhood, education, work experience, age and personal values. Shifting the emphasis from the study of psychological traits to socio-psychological and socio -economic factors, R. Hisrich believes that the key moment in the formation of an entrepreneurial orientation of a person is social learning through the assimilation of role models of entrepreneurial behavior in childhood. The basic mechanism for the assimilation of these role models is social comparison, when in the process of observing real cases of entrepreneurship, a potential entrepreneur tries on the role: "If this person can do this, then I can do the same." According to R. Hisrich , in interviews, entrepreneurs always pointed to some real "role model" with which they "made themselves". It is the functioning of the mechanism of social comparison that can explain the presence of real entrepreneurs in the environment of an entrepreneur in the person of parents, relatives, friends, acquaintances, peers, etc. As part of the proposed innovative approach to teaching the subject "Technology" in a secondary school, we enable students from the 5th grade to try on the "role model" of an entrepreneur. The constant and repeated use in the educational process of a single universal technology for the production of surplus value of the product of labor in various fields of human activity gives students self-confidence, forms their "habit of success", helps to acquire both positive and negative experience in entrepreneurial activity, forms students sustainable universal learning activities for the production and sale of the products of their labor, as well as the need for self-development and self-improvement through the conscious and active appropriation of new social experience.

A huge number of social problems of young people are connected, in particular, with the fact that many of them, after graduating from a comprehensive school, simply do not know how to do anything with their hands. The reasons for this are different: from the position of parents to universal verbalism in teaching subjects in a comprehensive school. The prevailing point of view today that the preparation for entrepreneurial activity of schoolchildren should be reduced to the study of economic theory by them in the senior classes of a comprehensive school is a vivid confirmation of this.

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SOME ISSUES AND SOLUTIONS IN TRANSLATING ENGINEERING TERMS FROM ENGLISH INTO UZBEK

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ABSTRACT

The purpose of the article is to illustrate some issues of translation of engineering terms from English into Uzbek. Moreover, the article shows the types of engineering to overcome the problems of translation. The article gives ideas to lessen the problems of translating.

KEYWORDS: *Engineering, Types Of Engineering, Term, Terminology, Translation Issues.*

INTRODUCTION

Language is a main part of society, so it is crucial to learn foreign languages when a person wants to be intelligent. Knowing the language is knowing the people and through learning a foreign language, students can be aware of history, politics, science, literature, and many other parts of life. During translating a passage, it is important to take into consideration the features of the language to have the right meaning. To overcome the translation issues, a translator must know both nations' cultures and science. Some terms are difficult to be translated into another language as they express the culture of the nation or they show the special meaning of any exact subject. Engineering is considered one of them.

MATERIALS AND METHODS

Terminology is a system of words that belong to the same subject. It is not a list of words. It contains standard words and usually contains non-standard words, as well. The terms may or may not include a definition, illustration, sound, or video. A term can be a single word, but it also can be multiple words (often called a noun cluster). On the one hand, terminology is the language used to describe a specific thing, or the language used within a specific field. The special language used by scientists is an example of scientific terminology. Noun. 1. The doctrine of terms; a theory of terms or appellations; a treatise on terms, a system of specialized terms.

Moreover, terminology is a group of specialized words and respective meanings in a particular field, and also the study of such terms and their use;[1] the latter meaning is also known as terminology science. A *term* is a word, compound word, or multi-word expression that in specific contexts is given specific meanings—these may deviate from the meanings the same words have in other contexts and everyday language[1.1]. Terminology is a discipline that studies, among other things, the development of such terms and their interrelationships within a specialized domain. Terminology differs from lexicography, as it involves the study of concepts, conceptual systems, and their labels (*terms*), whereas lexicography studies words and their meanings.

Terminology is a discipline that studies the "labeling or designating of concepts" particular to one or more subject fields of human activity. It does this through the research and analysis of terms in context to document and promote consistent usage. Terminology can be limited to one or more languages (for example, "multilingual terminology" and "bilingual terminology"), or may have an interdisciplinarity focus on the use of terms in different fields.

RESEARCH AND DISCUSSION

The process of translating engineering words and phrases is one of the most complex parts of translation, which requires the translator to have high translation skills and engineering knowledge. As a result, the translator must have deep knowledge of the engineering field and sufficient translation skills. But many words and phrases are not translated because they do not have a clear equivalent during translation or because they have been entered as borrowed words. There are many types of engineering according to its sphere, since we can encounter a wide variety of problems, we have an equally wide range of engineering disciplines, many of which are highly specialized and designed to solve those problems. In broad terms, engineering can be divided into four main categories – chemical, civil, electrical, and mechanical engineering. Furthermore, some people differentiate the types of engineering as the following:

Civil Engineering - is a type of engineering that is a professional discipline that deals with the design, construction, and maintenance of the physical and naturally built environment, including social and public works such as roads, bridges, canals, dams, airports, sewage systems, pipelines, structural components of buildings, and railways

Chemical Engineering - is an engineering field that deals with the study of the operation and design of chemical plants as well as methods of improving production. Chemical engineers develop and design chemical manufacturing processes. Chemical engineers apply the principles of chemistry, biology, physics, and math to solve problems that involve the production or use of chemicals, fuel, drugs, food, and many other products.

Mechanical Engineering - this type of engineering studies, design, development, construction, and testing of mechanical and thermal sensors and devices, including tools, engines, and machines. Mechanical engineering careers center on creating technologies to meet a wide range of human needs.

Electrical Engineering - this engineering is one of the newer branches of engineering and dates back to the late 19th century. It is the branch of engineering which is connected with the technology of electricity. Electrical engineers work on a wide range of components, devices and systems, from tiny microchips to huge power station generators. Early experiments with electricity included primitive batteries and static charges. However, the actual design, construction, and manufacturing of useful devices and systems began with the implementation of Michael Faraday's Law of Induction, which essentially states that the voltage in a circuit is proportional to the rate of change in the magnetic field through the circuit. This law applies to the basic principles of the electric generator, the electric motor and the transformer. The advent of the modern age is marked by the introduction of electricity to homes, businesses and industry, all of which were made possible by electrical engineers.[2.1] Some of the most prominent pioneers in electrical engineering include Thomas Edison (his proudly work was the electric light bulb), George Westinghouse (his devotion was alternating current), Nikola Tesla (with her induction motor), Guglielmo Marconi (inventor of the radio) and Philo T. Farnsworth (inventor

of television). These innovators turned ideas and concepts about electricity into practical devices and systems that ushered in the modern age and they have been used for commercial and housing purposes.

Industrial Engineering - sometimes it is called mechanical engineering. Industrial Engineering is concerned with the design, analysis, as well as control of production and service operations, and systems. In the previous years, an industrial engineer worked in a manufacturing plant and was involved with the operating efficiency of workers and machines. For example, industrial engineers may work to streamline an operating room, shorten a roller-coaster line, make assembly lines safer and more efficient, and speed up the delivery of goods.

There are many other types of engineering according to their sphere, like Aerospace Engineering, Agricultural Engineering, Biomedical Engineering,

Computer Hardware Engineering, Environmental Engineering, Health and Safety Engineering, Mining and Geological Engineering, Nuclear engineering and many others. All of them include special words and terms according to their character and the sphere. Translating the terms from English into Uzbek requires knowledge of the sphere. So it gives several problems during the process. Here I would like several terms of engineering, some of them have equivalents in Uzbek, hence, translation can be found easily. Also, some terms are taken without changing and translation is not problematic. For instance, "electricity" in Uzbek "elektr toki", "mat" - "matros, ko'rpacha (ko'rpacha is an equivalent word)", "plastic" -

"plastic, yelim", "temperature" – "temperature, issiqlik" and others.

CONCLUSION

All in all, the concept term is used widely in all spheres of life. The process of establishing the concept of a term is long and diverse. On the one hand, this is due to the fact that this concept is quite complicated. On the other, the concept of "concept" itself is one of the hardest to define and take to mean.

Obviously, it is impossible to formulate a comprehensive overview of all existing definitions of a term. Therefore, it is appropriate to limit the most important ones. In its historical evolution, the concept of "term" was interpreted as:

• "a word that is a name of a strictly defined concept" 3 (Volin and Ushakov 1940);

• "a word that shows strictly defined philosophical, scientific, technical, etc. concept"4 (Vvedenskij 1955);

• "a word or a collocation that expresses a concept of some special science, technology, art, social life, etc." 5 (Bazhan (14) 1959-1965);

• "a word or a collocation of special (scientific, technical, etc.) language that is created (received or borrowed) for accurate expression of specific concepts and notations of specific objects" 6 (Akhmanova 1966, 95-96);

• "a specially cultivated word being artificially invented or taken from natural language"7 (Superanskaja 1976, 74);

• "a word or a collocation being the exact name of a special concept for any field of science, technology, production, social-political life, culture, etc." 8 (Zhovtobrjukh 1984, 70).

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INFECTIOUS DISEASES DURING COVID 19 AND THE ISSUES OF PROPER TREATMENT

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ABSTRACT

The purpose of the article is to illustrate some conditions of the human health and the types of infectious illnesses in the period of Covid 19. Moreover, the article discusses how to be strict to overcome the infectious illnesses.

KEYWORDS: *Infectious Diseases, Covid 19, Viral Infections, Bacterial Infections, Fungal Infections, Transmissible Spongiform Encephalopathies (Tses/Prion Diseases), Parasitic Infections.*

INTRODUCTION

Over the centuries, all mankind has experienced various diseases, and certainly in these times has learned to fight them firmly or to find a cure. As a result, people have been able to overcome every disease that the world can see with intelligence and harmony.One such contagious disease is Covid 19, also known as the coronavirus.This dangerous disease was first reported in December 2019 in Wuhan, China, and was declared a pandemic by the World Health Organization on March 11, 2020.It's no secret that since then, a huge number of people have suffered, lost loved ones and lost their lives.It is no exaggeration to say that even in such a difficult time, people helped each other and followed the rules of personal hygiene, and we managed to overcome this dangerous disease at least partially.

MATERIALS AND METHODS

Actually, There are different types of illness and most of them can be considered as infectious. Infectious diseases are the types of illnesses which caused by harmful agents (pathogens) that get into people's body. The most common causes of these types are viruses, bacteria, fungi and parasites. Infectious diseases usually release from person to person, through contaminated food or water and through bug bites. Also, some of them spread from animal to person. Some infectious diseases are minor and some are very serious.

The virus is spread from person to person through droplets produced when coughing and sneezing, similar to the flu.[1.1] Although the virus is most contagious when a patient develops symptoms, it can be transmitted to others before symptoms appear. Symptoms usually appear in five days, but this period can last from 2 to 14 days. Many types of diseases, pandemics and epidemics, for instance, plague, cholera, flu, severe acute respiratory syndrome coronavirus

(SARS-CoV) and Middle East respiratory syndrome coronavirus (MERS-CoV) have already affected the whole humanity. The world faced the new coronavirus disease 2019 (COVID-19) that was pandemic.

There are some different types of infectious diseases, for example: viral, bacterial, parasitic or fungal infections. There's also a rare group of infectious diseases which are known as transmissible spongiform encephalopathies (TSEs). **Viral infections**are the **v**iruses which are a piece of information (DNA or RNA) inside of a protective shell (capsid). Viruses are much smaller than human cells and have no way to reproduce on their own. They get inside your cells and use your cells' machinery to make copies of themselves.

Bacterial infections are single-celled organisms with their instructions written on a small piece of DNA. Bacteria are all around us, including inside of our body and on our skin. Many bacteria are harmless or even helpful, but certain bacteria release toxins that can make people in all ages sick.

Fungal infections, like bacteria, there are many different fungi. They live on and in our body as well as skin. When your fungi get overgrown or when harmful fungi get into your body through your mouth, your nose or a cut in your skin, you can get sick.

Another type of bacteria is **Parasitic infections.** Parasites use the bodies of other organisms to live and reproduce. Parasites include worms (helminths) and some single-celled organisms (protozoa).

Transmissible spongiform encephalopathies (TSEs/prion diseases). TSEs are caused by prions — some unlucky or faulty proteins that cause other proteins in the body, usually in the brain, to become faulty as well. The body is unable to use these proteins or dispose of them, so they build up and make the people sick. Prions are an extremely rare cause of infectious diseases.

During pandemic period in 2019, these illnesses were very harmful, since they might appear and release soon like Covid 19. Also these infectious illnesses cause many problems in people's life.

RESEARCHES AND DISCUSSIONS

As mentioned above, COVID-19 is a viral disease, just one of the four main types of infectious diseases. The others include **bacterial, fungal, and parasitic**—each different in how they spread and how they affect the body of the person. Unfortunately, many people suffered from the sickness and many others passed away. During the pandemic period not only people face up many problems and lost their life, but also many parts of flora and fauna have damaged too.

COVID-19 is caused by the SARS-CoV-2 virus. COVID-19 can cause mild to severe respiratory illness, including death. The best preventive measures include getting vaccinated, wearing a mask during times of high transmission, staying 6 feet apart, washing hands often and avoiding sick people.

Actually, coronaviruses are found in bats, cats and camels. The viruses live in the body of an animal however, they never infect the animals. Sometimes these viruses then spread to various types of animal species. The viruses might be mutated as they transfer to other species. Eventually, the virus can jump from animal species and begin to infect humans. In the case of SARS-Covid 19, the first people infected are thought to have contracted the virus at a food market that sold meat, fish and live animals.

SARS-CoV-2, the virus that causes COVID-19, enters your body through your mouth, nose or eyes (directly from the airborne droplets or from the transfer of the virus from your hands to your face). It then travels to the back of your nasal passages and mucous membrane in the back of your throat. It attaches to cells there, begins to multiply and moves into lung tissue. From there, the virus can spread to other body tissues.

Thus, infectious diseases were not reduced or prevented even during Covid 19. On contrary, they developed just like Covid 19, and during the treatment process, in many cases, Covid 19 awakened all the diseases in the patient's body and decreased immunity

CONCUSION

Specific public health mitigations have been used to try to control the spread of COVID-19. These mitigations are aimed at preventing the transmission of respiratory pathogens (especially viruses) spread by droplets. There are different tiers of mitigation. Mask wearing, physical distancing and quarantining the infected represent first tier activities. While second tier activities are aimed at reducing viral transmission by limiting travel, either locally by limiting public transportation, or at greater distances by bus, train, plane and boats. Third tier activities, in which all but essential societal interactions are curtailed, or "locked down," occurred in the U.S. between March and May 31, 2020. This lock down resulted in large numbers of people working from home, while day care centers, schools and all but essential businesses were shuttered.

All in all, while the Covid 19 virus has spread throughout the world, infectious diseases have also affected people in the entirely world. However, the fight against infectious diseases had become more complicated. Because the effect of the coronavirus was strong in the human body and led to a decrease in immunity and a reduction in the fight against diseases. However, continuously fighting against the illness by professional doctors as well as intelligent people was extremely effective and people overcome the illness, it was mutated.

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LINGUISTIC AND CULTURAL SPECIFICS OF THE TRANSLATION OF ENGLISH FAIRY TALES

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ABSTRACT

The purpose of the article is to demonstrate the effect of fairy tales in linguistics and its cultural specifics in translation. Moreover, the article illustrates translational categories and difficulties of translating cultural words from English into native language.

KEYWORDS: *Direct Translation, Reflections, Folktales, Culture, Information, Translational Categories.*

INTRODUCTION

While doing research on this topic, we can see that the scope of the research is very wide and there is a lot of meaning behind it. Because under the theme we must have a research on linguistics, how it plays a role in society, differences as well as similarities of various cultures, translation theories and fairy tales. All of them are connected with each other and they fulfill each other. Linguistics is the scientific study of a languagestructure; moreover, it includes the study of grammar, syntax, and phonetics. Main branches of linguistics are as followings:

- sociolinguistics,
- dialectology,
- psycholinguistics,
- computational linguistics,
- comparative linguistics,
- structural linguistics.

MATERIAL AND METHODS

The English term translation, first attested in around 1340, [1.2] derives either from Old French translation or more directly from the Latin translatio ('transporting'), itself coming from the participle of the verb transferre ('to carry over'). In the field of languages, translation today has several meanings:

1) the general subject field or phenomenon ('I studied translation at university')

2) the product – that is, the text that has been translated ('they published the Arabic translation of the report')

3) the process of producing the translation, otherwise known as translating ('translation service'). The process of translation between two different written languages involves the changing of an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL): Source text (ST) Target text (TT) in source language (SL) in target language (TL) Thus, when translating a product manual from Uzbek or Russian into English, the ST is Uzbek (or Russian) and the TT is English. This type corresponds to 'interlingual translation' and is one of the three categories of translation described by the Russo-American structuralist Roman Jakobson (1896–1982) in his seminal paper "On linguistic aspects of translation". In his research works, Jakobson's categories are as follows:

1) intralingual translation category, or sometimes is called as 'rewording' – 'an interpretation of verbal signs by means of other signs of the same language'

2) interlingual category or "the category of translation proper" – "an interpretation of verbal signs by means of some other language"

3) the category of intersemiotic translation, or "transmutation" – an interpretation of verbal signs by means of signs of non-verbal sign systems". (Jakobson 1959/2004: 139)

These expressions illustrate as well as draw on semiotics, the general science of communication through signs and sign systems, of which language is but one (Cobley 2001, Malmkjær 2011). It is crucial to use it here, because translation is not always limited to verbal languages. Intersemiotic translation, for example, occurs when a written text is translated into a different mode, such as music, film or painting. Intralingual translation would occur when we produce a summary or otherwise rewrite a text in the same language, say a children's version of an encyclopedia. It also occurs when we rephrase an expression in the same language. In the following example, revenue nearly tripled is a kind of intralingual translation of the first part of the sentence, a fact that is highlighted by the trigger expression in other words.

Fairy tales are fun and everyone is interested in reading the fairy tales among the nations. The interest for the fairy tales and stories have been appeared for centuries. Therefore, many translators try to translate the folktales into their own language. So the translation is crucial for the development of the language as well as culture.

RESEARCH AND DISCUSSIONS

Fairy tales are the first and foremost important part of the culture since they show the nation and its history. With the help of fairy tales many spheres of linguistics can be taught for all aged people. However it is considered as the most essential in teaching system of the language. Fairy tales demonstrate culture of the nation and language so by learning a foreign language culture, a new language, morality can be taught in a classroom. Fairy tales teach people lessons, and provide entertainment, through understanding them, people can learn a lot about their meaning, and the human condition. The stories are older than even spoken words, but this does not even remotely detract from their importance

During the translation process, several issues can be found like national items which belong to only the nation. For instance the word "xontaxta" (the word is equal to "table"). There is a bit

difference between "xontaxta" and "table" so translator should be careful to translate the word. Moreover, he should be aware of the culture of the nation in order to translate correctly the fairy tale.

Fairy tales have a common set of language features which are seen to some extent in all fairy tales. They also have a common structure. Fairy tales include good examples of the repetitive, rhythmic and patterned language of traditional stories. Phrases or expressions are repeated for emphasis or to create a magical, theatrical effect (so she went over the gate, across the meadow and down to the stream once more… not once, not twice, but three times…).

Several problems are occurred during the translational period. Here, several problems are given:

- StructureoftheLanguage.
- CulturalDifferences.
- CompoundWords.
- Verbs made up of two words.
- MissingTerms.
- WordswithSeveralMeanings.
- LackofTechnicalKnowledge.
- Limited Time.

English folk tales are part of English folklore which includes English speaking countries' folk tales which consist of myths, legends and fairy tales. They are characterized with two distinctive features. First, they are mostly nautical dealing with everything pertaining to the seas and rivers, gobbling, prince and princesses such as fishermen, fish, crocodiles, mermaids, boats, lakes, fishing nets, water, rocks, flood, currents, bridges, ponds, hooks, water villages, tides, and ebbs. The second, they have different versions. This is may be attributed to the fact that these tales are orally transmitted and hence they are changed either purposely or in purposely by the narrators.

CONCLUSION

All in all, a folk tale is simply a story which is usually easily understood and contains a moral. The characters are not only related to human beings but they could be animals or even objects (Nabila, 1981). It relates ancient events orally transmitted from one generation to another. Folk tales are some of the oldest as well as most popular literary genres in the world literature. World fairy tales are also similar in features and elements. They are product of the average and anonymous folks dealing with significant and historical events and figures. A fairy tale is normally believed by the folks and considered as true and it develops through ages and is orally transmitted. It is related with historical events pertaining to historical heroes. The main concern of the people from which fairy tales emerge is adherence to people, tribe or family unity for the sake of playing an effective role in building a society. Fairy tales constitute an important part in people's heritage.

English folk tales are admirable and well-written literary works. Many of them are considered masterpieces. So teaching English through folktales could absolutely be effective. Solutions for translational problems can be overcome by learning cultural and linguistic features of the language.

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INDIAN EXPERIENCE OF COVID -19: ITS SPREAD, IMPACT AND THE LESSONS THAT INDIA SHOULD LEARN FROM THE PANDEMIC

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ABSTRACT

COVID-19 is one of the most devastating pandemics that human history has witnessed in the recent past .It shook the World to its core by taking away millions of lives within a few weeks of its spread. India has lost around 5 lac people to the virus till now. More than 5 million people World over has lost their battles of life to the COVID-19.In a time span of two years this has not only caused the human loss, it has also badly affected the economic growth, businesses, education, employment, healthcare administration in the country .It has failed India on so many dimensions. The study focuses on the pattern of spread of this virus in India, its impact on people and the society as a whole .It also highlights the areas where India should improve as a country and should have some learning from this virus as we move ahead in policy making ,social sector spending ,disaster preparedness and so on. The battle is not over yet every now the then we come across some new variant of COVID-19, Omicron being the latest one .There is a need to have better preparedness strategies in order to deal with this virus and the losses it can cause .India has done considerably well in few areas keeping in view the population of the country .But at the same time we got exposed on so many fronts. And looking at the current scenario we should be well prepared in order to deal with any sort of problems in the future caused by this virus.

KEYWORDS: COVID-19, Economic Growth, Healthcare Administration, Pandemic, Preparedness.

INTRODUCTION

The COVID-19 pandemic has affected Nations, economies, people, lives all over the globe in last two –three years .A virus which is believed to be originate in China, the city of Wuhan. In December, 2019 there were many cases of pneumonia reported in Wuhan, a city of China and ultimately it was found that this is caused by a virus which was later termed as coronavirus. Then a case of similar kind was found in Thailand, the first recorded case outside of China. After a detailed assessment of the severity of the spread and looking at the infection levels WHO found that this virus can be considered as a pandemic. ICTV (International Committee on Taxonomy of Viruses) announced a name for the new virus on Feb, 11, 2020 "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)", It was given this name because the virus is genetically resembles to the coronavirus responsible for the SARS outbreak in the year 2003. Similarly, WHO gave "COVID-19" name to this disease (World Helath Organization, 2020).The virus spread like a fire in the jungle and forced countries to impose lockdowns and seal their border.

More than 200 countries around the World have been affected by this pandemic. In most of the countries there are lockdown and national emergency. There have been travel restrictions to curb the spread of the virus As on date the total number of coronavirus cases as on date 26th August 2022is there have been 596,873,121 confirmed cases of COVID-19, including 6,459,684 deaths, reported to WHO (WHO Coronavirus (COVID-19) Dashboard, 2022) Indian government implemented a 55-days lockdown throughout the country that started on March 25th, 2020, to reduce the transmission of the virus. This outbreak will have a direct impact on the economy of the county. (S. Udhaya Kumar, 2020).

Review of Literature:

(Sarita Azad, 2020) In her study highlighted that, the spread ofCOVID-19 in India got intensified mainly because of the International travels during the early stages of its spread with the very first patient travelling from Wuhan, China. And how the contacts of first few positive cases further aggravated the problems and a significant spread was identified in states like Gujarat, Rajasthan, Maharashtra, Kerala and Karnataka

(Sameer Singhal, 2021) Discusses the different modes of transmission of this virus, and also made a comparison with the previous viral diseases SARS and MERS. He also suggested some of the strategies that can be adopted for controlling; reduce the ongoing transmission of this virus in community contacts, especially in context to India.

(Chaudhary M, 2020) In this Study the focus is on assessing the impact of COVID-19 on different sectors if economy such as aviation, tourism, retail, capital markets, MSMEs etc. And how travel restrictions has affected the tourism and hospitality sector witnessing a negative growth.

(Kumar, 2020) Has discussed about the impact of virus which has led to issues related to healthcare infrastructure, food insecurities, domestic issues, mental and physical health, effect on education, effects on labor class, monetary issues, economic slowdown etc. It talks about the issues that are being face by the government in providing services as well as the problems being encountered by the general public.

(Wang C, 2021) Has dealt with the mental health status of people during the COVID-19 pandemic .Researchers in this study has taken seven middle income countries in for this from Asia in Asia (China, Iran, Malaysia, Pakistan, Philippines, Thailand, and Vietnam).And they found that stress and anxiety depends upon factors like age, place of living, family support and so on .Among these Thailand was most affected and Vietnam was least affected

(Son C, 2020) Talks about how pandemic and lockdown has caused a lot of issue for the students and educational institutions with special reference to higher educations. And the findings of study stresses upon the fact that there is need of timely interventions to develop infrastructure that will help students to cater to their educational needs and preventive strategies to address the mental health of college students.

(Gulati, 2021) This study examines the impact of the COVID-19 pandemic and the related nationwide lockdown on the Indian economy, particularly on food systems. It also takes up an important issue of millions of migrant workers in India who seem to have suffered the most during this period. The situation about their livelihood. Income and food security is analyzed by conducting a survey of 2917 migrant workers in six different states of India.

Objectives:

- To know about the pattern of spread of the COVID-19 in India.

- To study the impact of COVID -19 on people and the society as a whole.

- To come up with policy prescription and suggestion to deal with any such situation and lessons that India should learn from the COVID-19 Pandemic.

Research Methodology

The study is solely based upon the secondary data .The secondary data sources used to gather the information for the study consist of journal articles ,newspapers ,books ,websites ,working papers reports of different ministries and departments and international bodies .These secondary data sources are analyzed in a systematic way to draw generalization .

Spread of COVID-19 in India:

In India the first case of COVID-19 was reported on January 30, 2020 in Kerala and after that there was a rapid increase in the cases from mid-march onwards. A nationwide lockdown in India was imposed on March 25, 2020, which brought life to a standstill nearly all travel, commercial human activities across the country were suspended by the government. However the government has issued international travel advisories from January 2020 even before any of the cases were reported in the country. The government at a very early stage ensured mandatory compliance with travel restrictions and quarantines, rolled out mass awareness campaigns on hygiene and social distancing, and imposed a national lockdown to control the spread of infections. Given the complexities of the Indian context and the fears of the devastation the virus could cause, the swift, decisive and strictly imposed restrictions may have contributed to saving lives in the long run (UNICEF, 2021).Lockdown which was declared for 21 days initially , starting on March 25th,2020, and the same was extended until May 3rd, 2020, keeping in view an increasing number of positive cases, Thereafter the lockdown has been extended for the third time until May 17th, 2022 (Business Line).In India, from 3, January 2020 to 24, August 2022, there have been 44,368,195 confirmed cases of COVID-19 with 527,452 deaths, reported to WHO. As of 15 August 2022, a total of 2, 10, 82, 34, 347vaccine doses have been administered.
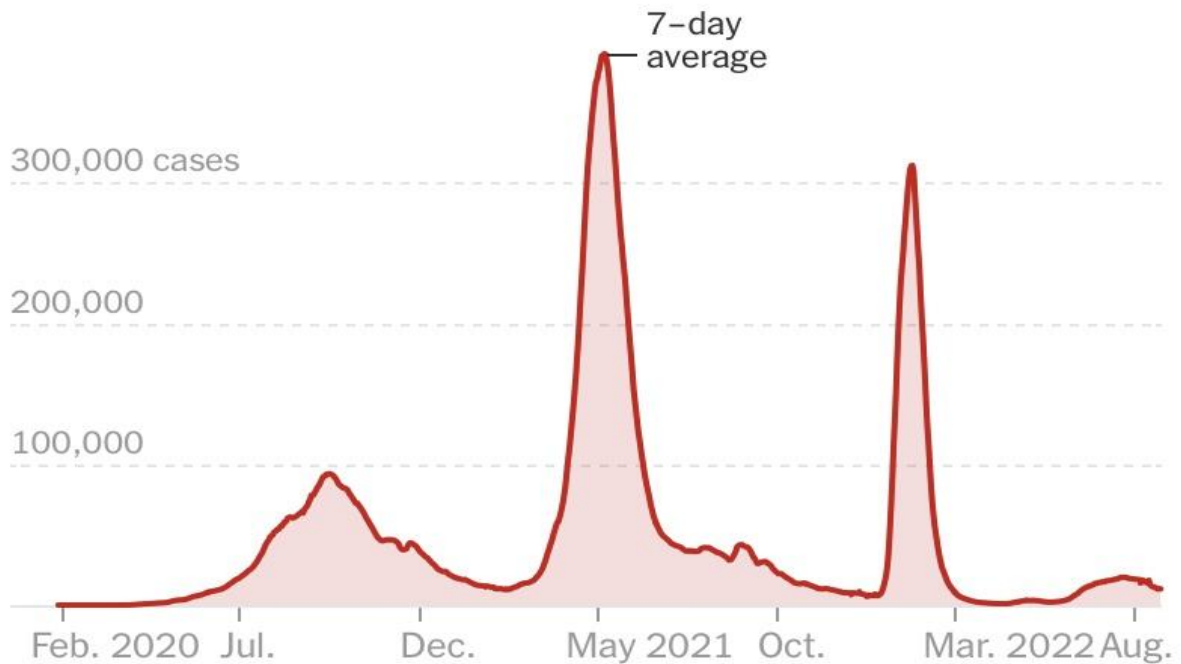
	DAILY AVG. ON AUG. 24	14-DAY CHANGE	TOTAL REPORTED
Cases	11,437	−33%	44,378,920
Deaths	40	−19%	527,488

Source: New York Times, Tracking Coronavirus in India: Latest Map and Case Count

Data Source: The data for India comes from the Center for Systems Science and Engineering at Johns Hopkins University. Population data from ESRI.

Daily cases means the number of cases reported each day .The seven-day average includes data from previous six days and the current day. (The new york times , 2022)

As we can make out from the figure that India has reached its peak in May 2021 in terms of COVID cases recorded .Then after that there was a gradual fall in the cases and death but in the span of these two and half years the World has seen so much devastation mainly because of the lives lost during this time. And on top of that time and gain there have been different variants of virus emerging as a result of mutation which has further aggravated the situation .Similar in India there was a shortage of bed for patients ,oxygen cylinders , to the worst of the things the virus has created a situation where people who not bid a final goodbye to their loved ones ,they cannot perform the last rites .However, similar was the case in many of the developed countries like USA ,UK , Italy ,where there were crisis of healthcare services or we can say that the virus was incurable to a limit situation was going out of hand.SARS-CoV-2 can spread through both direct means (droplet and human-to-human transmission) and by indirect contact (contaminated objects and airborne contagion). Meanwhile personal protective equipment (PPE) could also be the

source of airborne infections (Liu Y, 2020).World Health Organization (WHO) has stated that educating people about the spread of the virus , isolation, prevention mechanism , controlling the transmission, and timely treatment of infected persons are the critical steps in controlling contagious diseases like COVID-19 (World Health Orgnaization, 2020).Time and again many advisories were issued internationally and within India which include keeping yourself within you homes ,avoiding any direct contact with healthy people (as person can be asymptomatic as well) or infected person, avoiding travelling if not essential following social distancing rules like avoiding crowded public places and maintaining at least two meters of distance between each person, especially if they are coughing or sneezing, avoiding shaking hands when greeting others. frequently washing hands for at least 20 seconds with soap and water or hand sanitizer especially after touching common surface areas, using the bathroom, , avoiding touching eyes, nose, and mouth with unwashed hands; and disinfecting surfaces using household sprays or wipes. It was also recommended that due to the asymptomatic nature and long incubation period using a medical mask (especially N95) or a respirator (especially FFP3) can help immensely in protection against the virus. Sterilization of respirator, and proper disposal of the used masks, PPE kits have been strongly recommended by the experts (Lotfi, 2020)

Impact of COVID-19

COVID-19 virus has caused plenty of damage all over the world .Loss of Human life was the main one ,except that it's also caused problems like economic instability , food security ,mental pressure , stress ,burden on healthcare , people losing jobs .There is no domain in the society which has remained untouched from the ill effects of this deadly virus .The virus has had a big socio-economic impact globally (Keni Raghuvir, 2020).Some of the major impact of the pandemic on the Indian society can be included under following heads : **Economic Impact: The** most disastrous ill effect this virus apart from the loss of so many lives was the economic setback that countries all over the globe. Because of the lockdowns and travel restrictions there was huge impact on the imports/exports globally .Many people lost their livelihood as the multinational companies were running into loses .It has left many people without any work .It was difficult for people to make ends meet .Due to all these factors there was steep fall in the economic growth trends of the county .some of the sectors of the economy has seen a negative trend making it even more difficult for the business and the people to survive . COVID-19 will bring crisis on several economic and non-economic fronts over the world. There would be demand and provide gap because of trade restriction and labor mobility. In India, there would consequence on 81% people employed within the informal sector. Due to the pandemic-induced lockdown, the Indian economy contracted 24 percent within the first quarter of the financial year (FY) 2020-21 (April-June). The UN warned that the coronavirus pandemic is predicted to have a significant adverse impact on global economy, and most importantly, GDP growth of India I expected to witness a fall of 4.8 percent.

Tourism Industry : Tourism industry has experienced the major shock due to COVI19 .With lockdown and travel restrictions imposed everywhere the world this industry suffered a lot .Based upon some estimates the tourism arrivals in several parts of the World gone down to 90% making it worse for the industry to survive . Many people associated with industry lost their jobs. In India, the travel and tourism industry is flourishing and is contributing sizably to the economy. The FICCI-Yes Bank report titled 'India Inbound Tourism: Unlocking the Opportunities' described India as a tourism powerhouse and therefore the largest market in South Asia. Tourism in India accounted for 9.2 per cent of GDP and had generated US$247.3 billion in 2018, with the

creation of 26.7 million jobs. Currently, it's the 8th largest country in terms of contribution to GDP. Tourism and aviation ,these two industries are dealing with severe cash flow issues since the start of the pandemic and are staring at a potential 38 million lay-offs, which translates to 70 percent of the workforce (Upadhyay, 2021).

Impct of on Migratory Labour: The migratory laborers like constructions workers , daily wagers suffered plenty during the COVID times .They were not getting any work all over the country they did not have enough money for food .The situation was such that they travelled back to their homes on feet carrying their luggage for days .The pandemic has out these people under extreme poverty .The International Labour Organization (ILO) in its report describes the coronavirus pandemic as 'the worst global crisis since war II'. About 400 million people (76.2% of the entire workforce) working in the informal economy in India are at a risk of falling deeper into poverty due to catastrophic consequences of the virus. Even at the world level as there were lockdowns in order to curb the spread of virus , it lead to loss of jobs for people involved in informal sector and other low or medium paid jobs .

Policy and Programme Implications: Coronavirus pandemic has forced the governments everywhere the World to changes their policies and investment decisions .It has severe implication on the demands coordinated fiscal and monetary policies of the government .Pandemic has raised the expenditure up to 10% in few countries on healthcare for Providing for masks, gloves, testing kits, personal protection equipment, ventilators, ICU beds, quarantine wards, medicines and other equipment would mean an enormous increase in healthcare spending. Public spending on healthcare in India is nearly 1.3 per cent of GDP is pre COVID time which has increased by 73% during COVID making it 2.1-2.2%. Thegovernment has declared a relief package of ₹1,700 billion, which will be used to make cash transfers to the poor and vulnerable sections of the society. Fiscal receipts could drop in at least 2 per cent of GDP. The crisis emerging from the coronavirus spread will pull down investment and consumption demand. Support to different sectors will need to be given as a measure to boost investment demand.

Impact on Start-Ups and Micro, Small and Medium Enterprise: Micro, Small and Medium enterprises, which have created quite 90 per cent of the jobs in India and contributing 30 per cent of the GDP are at the danger of having a severe cash crunch if the lockdowns are continued in this manner only .Many of those MSMEs have loan obligations and monthly EMIs to pay. They got moratorium for loan repayments. RBI has released funds to non-banking financial corporations, a number of whom provide finance to MSMEs. Additionally to that, movement of perishable goods is hampered and thus, these businesses stare at huge losses. India cannot have a sustainable and lasting growth without the active participation of MSMEs in India. It becomes important that during such crisis like situation the government should come forward to help these businesses to sustain and provide them with additional support in the form of relaxation in EMI payment and other financial matters.

Education and Learning: The pandemic changed the way how people use to learn before it, the whole system of teaching learning had underwent a drastic changes with lessons being delivered in the online mode. The institutions were forced to shut down with the fear of spread of the virus .It has out in question the preparedness and technological adaptations of the institutions in India .At the same time highlighted the need for training of teachers and students to use such technology and applications. The students were uncertain about their future and concerned about their studies .A the same times it caused problem for taxers as well .Majority of teachers in India

were not familiar with these CT enabled applications as they are more comfortable with classroom teaching environment .Similarity, the digitalization and the penetration of internet in rural areas also added to the existing problems for students and teachers .Parents were also under stress to provide these facilities to their wards .Only 32 per cent of the rural population of 12+ years and 54 per cent of urban population had internet access, and that only 11 per cent of Indian households have computers such as desktops, laptops and tablets (excluding smart phones) (UNICEF, 2021).All in all ,the pandemic disturbed the whole teaching learning scenario in India.

Food Insecurity: Malnutrition has been a big issue in India for years now even before the pandemic. As per the Global Nutrition Report 2020, India is home to half of the world's malnourished children or those who suffer from low weight for height. This has been aggravated further because of the pandemic. The report from Independent Accountability Panel (IAP) projects that debilitation because of malnutrition could increase by 10–50%, because of COVID-19. With the shutdown of schools, 370 million children worldwide are missing out on mid-day meals, which, in many cases, are the sole nutritious meal these children probably have in a day. In India, while some states are trying to continue mid-day meals schemes by give out ration to school children, dry ration cannot replace warm cooked meals provided in schools. Not only children the daily wagers, small roadside businesses were also suffering from the food shortages .it was difficult for them to make ends meet because they exhausted their savings and most importantly their homes run on their day to day income which was not happening during the COVID because of the complete shutdown .Even after the lockdown when they were allowed to operate people were skeptical to eat outside food with the fear of coronavirus**.**

More screen time: The pandemic has led to the greater usage of smartphone and electronic gadgets. With students attending their classes online it has given them an excuse that it is compulsion for them to put in more time with their smartphone and the gadgets .This will create severe health issues in the years to come with more and more screen addiction .Moreover , it will definitely going to have a bad effect on the eyesight of the students and even at the teachers as well ,as spending more watching the screen will definitely going to affect eyesight ,sleep pattern and will cause other health related issues. Nearly 1500 parents in Canada in the month of April 2020 raised serious concern about the physical activity, screen time and sleep habits of their wards (Hulick, 2020) . Prolonged Screen exposure has an impact of brain development and the sleeping habits among the children specially the younger ones. It can further lead to numerous health related problems and can affect the overall development of the child (Wong, 2021).The problem of screen time is not only with students or teacher only everyone have been doing their work from home with the use of computers which has created health issues for people .

Feeling of Isolation among People : Man is a social animals holds true as we human cannot live in isolation we need family people to talk with and share things .But during the pandemic people were Sitting at home ,students were attending classes via online mode , employees were doing work from home Thereby, it was creating a void in the life of people as they are locked within their homes in front of their phone and laptop screens which gave rise to a feeling of isolation and anxiety which has affected the health of people with serious implications related to psychological and mental well-being .This was one of the most serious concern during the COVID -19 that people are in a state off sock and on top of that they are in isolation not able to share this with anyone ,confined to their homes .Similarly for students those these online classes is absence of social interaction among students, the home environment which can never become an office or the school environment, including poor network connection and insufficient data

bandwidth, and lack of motivation and efforts towards the active learning. The students do collaborate in digital groups but those organic connections were missing. (Almendingen K, 2021). The pandemic has negatively impacted diet, sleep routines, and physical activity among children, heightening the danger of obesity. As per reports, 30% of youngsters or parents who are under quarantine or isolation suffer from acute stress disorder, depression, and other problems.

Lessons India should learn from COVID-19:

The corona pandemic has given humankind a loud and clear message that there is no point in getting involved in useless fights. Grudges , race for money influence ,power .We need to value people around us ,nurture the relationships we have with people .Invest in your health ,have love and compassion towards other ,treat people well .The situation create by the virus has taught us so many things which we take for granted in life .Other than these lessons and learning for life it has the things that should be kept in mind kerning from this virus are as follows :

Internet is the Future: Every coin has a flipside to it similar is the case with internet .It has exposed us to more screen time but at the same time is something which can be considered as important as important as oxygen. It was all because of internet that students could continue with their studies , Doctors were consulted online ,many important decisions ,meeting were help online when it was not feasible to meet physically .So it shows haw internet could be a savior for crisis like situation and help us immensely .So what we need to work as a country is we need to ensure that we increase the internet penetration to the remotest of the areas , make sure that the speed of the internet is satisfactory .Digitalization is something which cannot ignored in the modern times so increasing digital literacy will also be crucial for this internet access. Make educational institutions, hospitals Wi-Fi enabled.

Actions towards Climate Change: Climate change and COVID-19 .however two different issues but have few commonalities like both are global, do not respect national boundaries & they both allow countries to work together to find solutions. The COID-19 crisis have also taught us how working together can help in damage control ad can bring things under control. (Sonali Wavare, 2021).Similarly, we should take conscious effort towards climate change also as it can prove out to be very fatal in decades to come .We need to resort to more sustainable options of living, act responsibility .Everyone has witnesses during the lockdown time there were articles about the fact that scientific community nature is healing, pollution levels are low .noise is less. All this because humans were confined to their homes, vehicular traffic was not there .However, it is not like human should confined themselves to their homes then only we will contribute to climate changes .It simply means that we need to act more responsibly .Look at the sustainable options of living life and act more sensibly towards nature and wildlife .

Health and the Economy Are Closely Linked: A healthy individual or Population is a vital for economic growth .It is estimated that during the pandemic world economies had spent nearly 10% of their GDP on health services .Still there were hospitals running out of beds ,ventilators ,essentialmedicines .so it The Leeson to be learnt from this is health infrastructure , heath budgetshould not only be seen as s cost but an investment for future .Ultimately it the human which will contribute to the economicgrowth and if human are not healthy it will hamper the economicactivities and growth. TheCrefore, post COVID-19 pandemic we have to make sure that we upgrade the heath infrastructure within our country to a level where it can deal with any such shocks in the future, it will require gradual improvements, planning. There is need to increase our investment in health sector which at present stands at 6% of the GDP.

Global cooperation is a Must: COVID-19 has once again highlighted the importance of global cooperation and international relations from sharing health data to solving global supply chain issues all these were important tasks during the spread of COVID-19. There was a time when things were falling apart for many of the countries with shortage of medicine .PPE kits, even sanitizers .Countries came forwards during this to help each other fulfill their requirement and help in the treatment .Same was the case during Vaccination drive when countries with more production capacity supplied COVID vaccine to other nations. Which bring us to the pit that global cooperation is very important to deal with any issue .Every country has The dependency for ideas ,technology ,information & research because no nation can have all areas covered with same levels of perfection.

Education Requires a Paradigm Shift: Many a times the importance of education and a well-informed society is highlighted and it is being said that everyone is entitled to education and government is doing a lot in this concerned area. But pandemic like these have raise serious questions on out preparedness for education .Many developing countries like India faced issues in relation to imparting the education to the students during COVID. The shift to the virtual classrooms was not easy .at first place many of the institutions does not have that mechanism to support online teaching and learning. Secondly, the digital divide is here is rural-urban population .Third the use of mobile, laptops was not possible for every student keeping in mind their financial conditions .Fourthly students –teachers were not trained to use any such platforms .Therefore, COVID has caused problems on so many fronts and highlighted the need for better strategies, training programs, financial support to poor, IT enabled institutions etc. So there is a need to have paradigm shift in the approach of imparting education .Blended mode of education, classroom education mixed with online teaching can be a future course of action for better preparedness .

The Role of Media in Public Awareness: Media is believed to be the fourth pillar in any democracy because it helps in highlighting the problems of people and draw the attention of policy makers towards the issues .During any crisis like situation it can play a vital role by providing necessary information to the people so that they can take necessary steps to save their lives .In the times of COVID also media was instrumental in supplying people with information which is important to them including governmental interventions, public awareness of how to minimize the spread of the ,what steps to follow to curb it and what doctors have to say about the virus. But three were bogus remedies, myths and misinformation that have cost lives like never before. So media has to be responsible enough to shy away from spreading any such rumors and avoid any fear mongering in the mind of people .Scientist ,doctors ,administrators and people concerned with any such crisis like situation should be given opportunity to state the fact in TV ,newspaper and facts should be cheeked correctly .

The COVID-19 Pandemics in so many ways was a wakeup call for the humankind that how collective actions can same lives of people and every global concern has to be dealt with cooperation and collective action. Lockdowns caused due to pandemic led to decrease in pollution levels at some places, portraying a picture of human destruction caused to the planet earth .Therefore, humankind – more than before – should stand together to tackle increasing rates of pollution and its harmful consequences. Climate change is one the biggest global issue and response to deal with it should match the intensity of the issue. Global standards and laws for environmental conservation should be reviewed at higher global levels with better monitoring and evaluation (World Economic Forum, 2021). Communication is very important aspect of

policy implantation and awareness about that policy or action is equally important. During the time of COVID the Prime Minister of India and Minister's if different states established this communication with the people directly .As they took the lead in this people have also taken it seriously, realizing the importance of social distancing or lockdown. Government might frame some grate policy or programme but communicating it to the people, giving information about that plays a vital role in its success. A poorly communicated policy decision is like a policy half cooked which will not benefits people no matter how good your intentions are as government or policy makers. (Trivedi, 2020).In addition to all these in should also be realized that we need to stress more upon research and development .We should increase our capacity in pharma production also keeping in view our population, irrespective of being one of the giants in pharma industry .Taking nothing away from our government, leadership and the administration irrespective of such huge population we have managed the pandemic well in comparison to so many other well developed nations. India and China, despite being most population-dense national, have managed to constrain the infection rate by the implementation of a complete lockdown with arrangements in place to manage the confirmed cases. (Keni Raghuvir, 2020)

CONCLUSION

The COVID-19 pandemic taught humankind so many important lessons some for the good and some for the bad .It has disrupted the economies all over the world .It has burdened the healthcare system of nations including India .But as they say we human do not have control over everything around us ,things like nature ,diseases, disasters can took away lives anywhere anytime .But the important part is part is we as a country has done considerably well while dealing with the virus ,keeping in view the population of the country .we were early to act to the spreading virus and lockdown helped immensely in breaking the chain of spread .However, there is no denying in the fact that precious human lives were lost ,people were under stress , suicidal tendencies were on a rise ,businesses failed miserably .But still we have done a decent job in dealing with the virus .The vaccination drives in India and planning for it was well executed .Relaxations were given to people in payment of EMIs, bills, rent during the difficult times .Presently however we have overcome the difficult phase but the virus is still here with us ,few cases being reported everyday but the seriousness of the cases has gone down in vaccinated people which is a good sign .This virus has given us a new way of looking at things ,appreciating life ,value what we have .But at the same time exposed us on so many fronts in terms of preparedness to deal with any such diseases. The need of the hour is to focus more and research and development and upgrade our healthcare system and practices.

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