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THE NOTION OF THE CONCEPT "MOTHER" IN UZBEK AND ENGLISH PROVERBS

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ABSTRACT

This article provides a linguistic and cultural comparison and analysis of the peculiarities of proverbs on the concept of "mother" in English and Uzbek languages. And they can be expressed by words, word combinations, sayings, proverbs and etc. According to the paremiologist Wolfgang Mieder "A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical,fixed and memorizable form and which is handed down from generation to generation". A concept is a linguo-philosophical unit that was introduced thanks to an anthropocentric approach in linguistics. A concept defines and groups almost every possible meaning of any given word and their development. Philosopher Anselm (1033-1109) was the first to introduce the term "concept".

KEYWORDS: *Concept, Cognitive, Linguaculturology, Anthropocentric, Cognitology, Cultural Image.*

1. INTRODUCTION

In the 20th century, collection of anthropocentric, functional, cognitive and dynamic paradigms occupied the position of structural paradigm. Movement of interests of researcher from the object of cognition to the subject in anthropocentric paradigm, it can be understood the analysis of language in human being and human being in language. It caused to the appearance of new branch of linguistics called "cognitive linguistics or cognitology". Cognitive linguistics plays an important role in revealing specific features of the languages from the anthropocentric point of view. The term concept is considered the main part of cognitology. It was introduced to the linguistics in the middle of the 20th century and first used in S. A. Askoldov's article under the title " Concept and word" and she defined this term as a mental formation that replaces an indefinite number of objects of the same kind in the process of thought.1

The authors of the "Brief Dictionary of Cognitive Terms" - E.S. Kubryakova, V.Z. Demyankov, Yu.G. Pankratz and L.G. Luzin - they interpret the notion of a concept from a slightly different point of view. They consider concepts as ideal abstract units, the meanings that a person operates in the processes of thinking, reflecting the content of experience and knowledge, the content of the results of all human activities and the processes of knowing the world around them in the form of certain units, "knowledge quanta". The content of the concept includes information about what the individual knows, assumes, thinks, imagines about a particular fragment of the world. Concepts reduce the whole variety of observed phenomena to something unified, for specific categories and classes developed by society.

And they can be expressed by words, word combinations, sayings, proverbs and etc. According to the paremiologist Wolfgang Mieder “A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical,fixed and memorizable form and which is handed down from generation to generation”.2 In this article, common and specific features of the concept “mother” will be analyzed with the help of Uzbek and English proverbs.

2. MAIN PART

This article discusses cognitive and linguoculturologic analysis of the concept of "mother" and the comparison of proverbs in English language. The proverbs are the spiritual richness and cultural heritage of the people for many years. Proverbs are a kind of legends. When analyzing family and family traditions and teaching methods in English and a number of languages, it is well known that the notion of mother is important in all languages. It is considered as a universal concept.

1) Mother is valued for everyone.

In Uzbek: “Ona-olam faxridir”, “Bola ham ona deydi, ona ham ona deydi”, “Ona bilan bola-gul bilan lola” ("Mother is proud", "The child calls a mother, mother calls her mother", "Mother and child, flower and tulip").[3]

In English: “Paradise is under the feet of mothers”, “She hath a mark after her mother”.

2) It is also a symbol of peace and tranquility in the linguistic tradition of the three languages.

In Uzbek: “Ona hayotning guli, bola uning bulbuli”, “Ona oyog’i bilan beshikni,qo’li bilan ro’zg’orni tebratar”, ("Mother is a flower of life, child is her nightingale", "Mother cradles with her feet, her mouth grows").

In English: “An ounce of mother wit is worth a pound of learning”.

3) It is known in the Uzbek and English legends that each mother values her child and cares for all her.

In Uzbek: “Onaning bolaga olaligi yo’q”, “Onangni yaxshiligini bemor bo’lsang bilarsan” ("There is no alien mother for a child", “You know how good your mother when you are ill").

In English: “Praise the child and you make love to the mother”, “Every mother thinks her own gosling a swan”, “A child may have too much of his mother’s blessing”.[4]

4) In English, many thoughts are found not only on the appearance of the girl but also on her character and behavior.

In Uzbek: “Eshigi yomonning uyiga borma, onasi yomonning qizini olma” “Semiz qo’yning go’shti yaxshi, Oqila onaning qizi”(" Don’t go to the house of the bad, do not take the daughter of the bad mother", "The meat of the fat sheep is delicious and the daughter of the wise woman is good").

In English: “Like mother, like daughter”, “Take a vine of a good soil and daughter of a good mother”

5) It is possible to find many proverbs in the linguistic of two languages about respect and value for mother.

In Uzbek, “Onasini suyganning bolasini suy”, “Onangni senda shunchalar ko’p haqqi borki, sen unga har qancha yaxshilik qilsang ham oz”, “Ona-olam faxridir” ("He is the mother of the one who loves his mother", "You have a mother so much about you, that you do not do anything good for her", “Mother is a proud of the world”).

In English: “A man loves his sweetheart the most, his wife the best, but his mother the longest”, “Paradise is under the feet of mothers”.

6) The role of mother in the upbringing of children is crucial.

In Uzbek, “Ona suti bilan kirmagan, tana suti bilan kirmas” “Olmaning tagiga olma tushadi”, “Qush uyasida ko’rganini qiladi” (“The thing does not come in with mother’s milk, does not enter with the milk of the body", An apple falls under the apple”, “A bird do thing which saw in its nest”).

In English: “Like mother, like daughter”, “Good mother, child good”.

3.MATERIAL METHOD

Cognitive linguistics, or cognitive metaphor theory serves as a means to systematise and form linguistics with regard to concepts of the linguistic world image. The concept of any given word is determined through its semantic and associative field. Words express the information in the semantic and associative fields, and they are regarded as separate elements of cognitive and pragmatic meanings.

A concept is a linguo-philosophical unit that was introduced thanks to an anthropocentric approach in linguistics. A concept defines and groups almost every possible meaning of any given word and their development. Philosopher Anselm (1033-1109) was the first to introduce the term “concept”. In the Latin language it has several meanings: conseptio – 1) a connection, code, system; 2) warehouse; 3) signing legal acts; 4) seeds receiving; 5) a sentence [16]. The dichotomy of language and thinking has been considered in the Russian linguistics. It is widely believed that the following scientists laid the theoretical foundation of the term “concept”: E.F. Karsky, A.A. Shakhmatov, A.A. Potebnja, A.N. Afanasiev, V.N. Teliya, A.N. Sobolevsky, D.S. Likhachov, V.V. Vorobiev, V.A. Maslova, N.D. Arutyunova, E.S. Kubryakova, A.N. Morokovsky, N.K. Ryabtseva, V. Airapetyan, V.V. Kolesov, A.Ya. Gurevich, A. Wierzbicka, M. Minsky, etc. The term “concept” has many definitions and representations. Professor V.A. Maslova analysed various definitions and provided her own variant: “A concept is a semantic unit that has linguo-cultural features and characterises speakers of any chosen ethnoculture. While reflecting an ethnic mindset, a concept marks the ethnic language world image and serves as the so-called brick to build “the house of our being”

4. CONCLUSION

The results of the linguistic analysis of proverbs in Uzbek and English indicate that in both languages, one can find similarities. In conclusion, it is important to note that the mother is priceless for every human being and her mother is ready for everything for her children.

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BIVALVE MOLLUSKS WHICH LOCATED IN UZBEKISTAN

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ABSTRACT

In this article we describe mollusks which was found in Uzbekistan. The fauna and ecological complexes of large bivalve mollusks of three reservoirs from Central and southern Uzbekistan. According to the number of species - 10 and ecological complexes of mollusks is the richest, the first two reservoirs, the poor species were Tallimarzhan.The reasons for their distribution in reservoirs are established. These bodies of water are analyzed by morphology, origin, biological type and saprobity.

KEYWORDS: *Uzbekistan, Large Bivalve Mollusks, Species Composition, Ecological Complexes, Morphology, Origin, Biological Type And Saprobity Of Reservoirs.*

INTRODUCTION

Mollusks or soft-bodied animals are a large group of animals which was recognized as a separate type 150 years ago. Mollusks the bodies are non-segmented-bilaterial animals, but their the bilaterial symmetry of most (abdominal mollusks) is severe distortion and asymmetry to a greater or lesser degree of symmetry characterized by a sharp expression.The body of a mollusk consists of three parts, one of which is the body to a certain extent, the main part, most of the internal organs containing the body, and the legs are divided into parts. The body of mollusks has a single layer, which is typical of most invertebrates covered with epithelium. The body of most mollusks is well developed wrapped in a lime shell. The shell and the one that separates it the mantle is one of the most important features of mollusks. Depending on the shape of the shell, the mantle and the body are on opposite sides of the body hanging (in two stages), or the next and front part of the body creates concealing folds. Characteristic of the external structure of mollusks features: 1) no known trace of metamerism, 2) head, body and foot splitting, 3) the presence of a shell and mantle. The internal structure of mollusks. Between the internal organs of the body of mollusks the cavities are filled with a soft connective parenchyma, of which That is why they are called "soft-spoken." In mollusks shell and special movement as a result of the development of the limbs, there is no typical skin-muscle sac with a layer of muscle, they are special the leg muscle, and in the biceps, the muscle that connects the shell advanced.

The name bilayer itself consists of two phases in these mollusks indicates the presence of a shell. Pallas with each other on the back is added. Their heads are reduced, so sometimes the headless are also called. Ponasimon's leg protrudes from the abdomen. Some The representatives live by clinging to a substrate without moving The legs of the representatives are rudimentary (mussels), or completely lost gone (oysters). The body of the mollusk is covered with a mantle. Mantle hanging on both sides of the body in the form of two folds. These are twists legs and jaws in the mantle cavity between the body of the mollusk and the mollusk located. Most bivalves have two symmetrical shells consists of. Internal structure (Fig. 19): Digestive system. Biphasic headless and passively fed mainly plankton The digestive system is much simpler. These feathers are covered with fluffy lashes. As the lashes flutter, food particles enter the mouth along with the water and enters the stomach through the short esophagus through the mouth. The hepatic duct opens into the stomach. The midgut begins in the stomach and has several folded and connected to the posterior intestine in the posterior part of the body. Posterior heart perforates the ventricle and ends with a posterior outlet at the back will be.

Currently, 11 species of mollusks live in this reservoir,belonging to 9 species and 2 subspecies, 4 genera and 2 families (Table 2). Of them Colletopterumbactrianum, C. cyreumsogdianum and Corbiculinaferganensis endemic to Uzbekistan and Tajikistan, 3 species of the genus Sinanodonta are introduced by fish of the Chinese complex: silver carp, grass carp, glochidia - the larvae of these mollusks from the Yangtzizi river basin China (Izzatullaev, 1987; Izzatullaev, Boymurodov, 2000). C.ponderosumvolgense Balkhash perch from the river basin Volga (Nuriev, 1967). 3 species of the genus The widespread in Central Asia, the eastern environment of the Mediterranean - species, C.tibetensis is a mountainous - Asian endemic. Of the total species of this reservoir C.c.sogdianum and C.bactrianum - rheophiles, inhabitants of fluid waters, the rest - pelorophils, living among the silt in the course. The latter circumstance suggests that there are many silty territories. The above rheophilus mollusks are mainly found in places water inlets of canals in the reservoir account for 18% of the total number of mollusks, the remaining species live in the backwaters of the right bank of the reservoir. Among the mollusks, representatives of the genus Sinanodonta, especially S. gibba and S. puerorum here, are also numerous most play a large role in increasing the productivity of benthic organisms reservoirs. A good example of this is that one adult S.gibba weighed 690 grams. Lung mollusks are adapted to live on land or in fresh water and only certain species live in the seas. Lung mollusks The shell is spiral, several conical, cylindrical, domed and other forms. Characteristic of lung mollusks One of the features of the mantle cavity is the disappearance of tended lesions. The lungs are the organs of respiration. The front of the heel There is a mucous gland in the part. Glandular fluid soaks the heel. The mollusk slides over the thin membrane that forms this mucous substance moves. Plant species that feed on lung mollusks In addition to predators, they are other mollusks and feeds on worms. Radicals in lung mollusks, with vegetation In mollusks that feed on the lungs, the jawbone is well developed. All lung mollusks are hermaphrodites.

The materials were collected from low parts of Amudarya, Chimkurgan, Chelak and Yangiyer fish farms, Kattakurgan, Chimkurgan, Pchkamar, Tallimarjon and other water reservoirs, Amudarya, Syrdarya Zarafshan, Kashkadarya and Surkhandarya rivers of Uzbekistan. It was defined mollusks types which lived in following non clean water and divided into the groups. In total, there were more than 100 examples of mollusks were collected in this areas. Bivalvia mollusks species of them belong into 2 families (Unionidae, Corbiculidae), 4 roots Sinanodonta, Colletopterum, Corbicula, Corbiculina, 9 species and 2 small species (2,3). Sinanodonta – S.orbicularis, S.gibba, S.pueorum, Unionidae family and Colletopterum – C.cyreum sogdianum, C.bactrianum, C.ponderorum volgense were types and family root of Unionidae mollusks the first time were done experience to get pearls, but it was identified there were pearls which belong to two groups from collected molluscs (4,5). Then, on the purpose of growing pearls on the snail of mollusks was continued experience on Sinadonta orbicularis, S.puerorum, S.gibba and

Colletopterum cyreum sogdianum which were more according to the number of 2-3 ages types from Syrdarya, Zarafshan river and Chimkurgan, Kattakurgan water reservoirs. In May, 2010 between manthia of the following mollusks were set balls specially produced by polyethylene. The experiences were continued in laboratories, aquariums, artificial pools in field condition: Hothouse of SamSU and Zarafshan collective farm of Payarik district.

Each of the fauna of bivalve mollusks in the reservoirs of our region comprehensive study is important. The variety of natural conditions in it - diversity is a condition for the distribution of many rare, endemic and relict animals created by Here the whole, along with the intricate distribution of individual species a faunistic complex, in the ecology of different populations of the same species existing differences are also reflected. Humans of bivalve mollusks distribution in water types, their habitats and led to the expansion of their habitats. Reservoirs are bivalve The fauna of mollusks, the diversity of species, is known important bioecological features and distribution of species in biogeocenoses a careful study of the laws, both theoretically and practically important. The second class of bivalves is the second largest among mollusks stands in place. There are more than 20,000 species in the modern fauna. most live at sea, and some, especially from the Unionidae family: pearls, freshwater pearls, toothless, etc. in freshwater adapted to age. All amphibians are benthic animals and are diverse in water lives in the depths. The size of their shells varies, for example: The giant tridican is 1.5 meters in size, while the freshwater goroshina (Pisidlium aminicum) is 1 mm in size

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THE IMPORTANCE OF INCLUDING ENGLISH IDIOMS RELATED TO THE FIELD OF FEELINGS AND EMOTIONS INTO THE PHRASEOLOGICAL EDUCATIONAL THEMATIC DICTIONARY FOR STUDENTS OF PHILOLOGICAL FACULTIES

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ABSTRACT

As the title implies the article describes the significance of thorough examining of English idioms which are linked with basic humans' feelings, compiling them into phraseological groups with the following distributing the previous ones into a special educational dictionary for students of philological departments. The article gives a detailed analysis of idioms expressing feelings and therefore, emphasizes their indisputable advantage over their lexical synonyms. Also, the authors of the article makes an attempt to draw readers' attention to the problem of students' inability to demonstrate the richness of English phraseology while speaking as well as writing. It is specially noted the selection of English phraseological units from more than 8 authoritative dictionaries on the basis of frequency. Much attention is given to the importance of learning phraseological units throughout the whole process of academic tuition.

KEYWORDS: *Phraseological Unit, Idiom, Vocabulary, Feelings, Emotions, Principle, Linguistics, Phraseological Dictionary, Dictionary Entry, Linguo-Culturology.*

INTRODUCTION

As the process of globalization moves on, the English language acquires special significance. The advanced knowledge of this language has become one of major criterion for successful career prospects.

In our modern world, the requirements have substantially increased not only for specialists in English philology, but also for students who are in the process of learning a language. Also, the education system of the Republic of Uzbekistan has undergone significant changes. An example of this is the fact that applicants have the opportunity to enter universities in Uzbekistan with the certificates on passing such serious and authoritative exams as CEFR (European Standard), as well as IELTS (International Standard). Consequently, skillful contextually- accurate knowledge of English *phraseological units (idioms)* significantly increases the chance of getting a higher score and accordingly, enhances the opportunity to receive education in more prestigious world universities. This article is going to discuss the issue of acquiring English idioms related to emotional sphere by the studentsof philological departments.

MAIN PART

It is commonly accepted that if students want to master the English language they must have knowledge about wide range of complex lexical components called phraseological units (hereinafter**PU**).

We should determine the definition of *a phrase logical unit* beforehand

A phraseological unit (PU) can be defined as a non-motivated word-group that cannot be freely made up in speech, but is reproduced as a ready-made unit.

According to the outstanding scientist, Professor **Umakrhodjaev M. I**.**phraseological units** are considered to be(also called *idioms*), a word group with a fixed lexical composition and grammatical structure; its **meaning**, which is familiar to native speakers of the given language, is generally figurative and cannot be derived from the meanings of the **phraseological unit's** component parts. It is a group of words whose meaning cannot be deduced by examining the meaning of the constituent lexemes.**[1]**

<u>The essential features of PU are</u>:

- *Lack of motivation;*
- *Stability of the lexical components.*

These tremendously attractive and culturally specific lexical components could transfer the speaker (in our article the addressee are students of philological departments) to a more advanced level of language skills.

The brisk communication of students **o**f philological departments in the English language implies active usage of all its basic forms. By that it is meant that besides knowing *grammar, phonetics* and *vocabulary* it is absolutely crucial to enrich speaking and writing abilities using PU, trying to use them as much as possible. The awareness of English phraseology makes reading both publicist and fiction more understandable and extremely easier. The reasonable usage of idioms makes speech more expressive and vivid. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character; it is very difficult to find analogues in the language of translation. They reflect centuries-old history, religious beliefs, wisdom of the people, its moral values which comprise the main components of the national culture. **V.N.Teliya** believes that phraseological units *"... are associated with cultural and national standards, stereotypes, myths and so on and when being used in speech they reflect the mindset characteristic for a certain linguo-cultural community".***[2]**

Since phraseological units of the English language are unique phenomena and therefore, frequent usage of the latter ones could be highly beneficial in terms of achieving the highest point in mastering a foreign language.It can be drawn from above given information that the learners, who are eager to be proficient in English have to acquire not only basic knowledge of English but also make a lot efforts to study phrase logical material. This statement is based on the fact that students are typically likely to fail to understand the speech of native speakers because they do not possess the knowledge of specific and original linguistic structures such as phrase logical units.They do not fully perceive that without the competence of socio-cultural background it is nearly impossible to build up communicative competence. The huge gap in the essential knowledge of idioms is an acute problem for modern teaching system in classes where the students are Uzbek or Russian.

The World of modern English phraseology is large and diverse, and every aspect of its research certainly deserves proper attention. In addition, any student-philologist who opt for English as a future profession cannot consider his/her education fully completed without gaining fundamental knowledge of the proper usage of idioms both in spoken and in written speech. Phrase logical units are also called the “treasure” of the language.

British idioms have a distinct national character. V.A. Kabulianskiy suggested in his book *“Concise dictionary of modern English idioms”* “By learning a foreign language, a person simultaneously interconnects two national cultures: native and foreign one. Good knowledge of the foreign language is impossible without knowledge of its idioms.”**[3]**

But In spite of this fact, the recent survey has shown that almost 75 % of students fail to translate or even find the meaning of the simplest and most commonly used English idioms ex pressing senses such as:

- **Be over the moon** – be happy
- **Make smb. Blue** –*make smb angry*
- **Be on edge –**be extremely nervous
- ***Down in the dumps- be extremely sad***
- **Break out in a cold sweat-** be petrified
- **Be in the pink**– *be in good condition.*
- **Be on pins and needles- be** in a state of anxiety
- ***Be tickled pink*** -be extremely happy**[4]**

Subsequently, special attention should be paid to continuous and uninterrupted process of studying phraseological units from the school bench, specifically English idioms ex pressing senses because these unique linguistic structures make the speech more vivid and picturesque. Moreover, this knowledge makes the process of communication far more natural but at the same time more advanced.

This process tends to be a little bit problematic due to the lack of a universal educationaltype of vocabulary in academic phraseological practice, which could equipstudents with a whole range of phraseological knowledge and would arouse his interest in this open and multifaceted field of linguistics. Thereby, the urgent need of compiling an up-to-date and well-structured phraseological minimum for students **o**f philological departments has risen over the past decade. The necessity of compiling phrase logical minimum for students has been talked over countless times in the methodology of teaching the English language as a foreign one but as far as we know, no previous research has investigated this issue directly. This leads to myriad problems because students being deprived of a meeting the requirements educational resource cannot develop their phraseological skills effectively. Based on the specifics of our addressee, and these are students of philological faculties, it will be more reasonable , when compiling our dictionary to provide a more expanded list of thematic fragments related to social phenomena in real life.

This is due to the fact that phraseological poverty of students in English departments is a big disadvantage and is recognized by many educators. Students very often find themselves helpless in a situation of real communication with native English speakers, since they do not have knowledge of the specific realities of a linguistic nature.

Taking into the account the main condition for success is the formation of an attitude of students and teachers to **phraseologization** of speech and strengthening their intention to use as many PU as possible. Accordingly, it turned out to be necessary to select, or rather, to form a special body of the educational dictionary of phraseological units, which is going to be an unreplaceable phraseological resourse for students throughout the whole process of academic training. The authors of the article tends to conduct a thorough scientific and methodological selection from the general phraseological wealth that does not exceed 1000 units, all of which could be included in thedesigned dictionary.

It is necessary to take into account the fact that thematic fragments should be relevant, and not detached from reality. For example, the above topics, as well as fragments such as ***"Loveand Friendship", "Marriageand Divorce", "Family and Relatives", "Disease and Treatment"*** can cause a lively, genuine interest from the student.

The main objective of this paper to emphasize specific idiomatic groups related to the emotional sphere of human activity such as "**Joy and Happiness**", "**Anger and Annoyance", "Sadness and Disappointment", "Nervousness, Anxiety or Excitement**", **"Boredom"**,**Fear and Anxiety"** will be of high value in contribution to students knowledge of phraseology . Recent theoretical and practical researches have revealed that students in the majority of cases are ignorant of how to convey their feelings and emotions through more vivid, vibrant and picturesque set expressions. Their inability to exclaim **"I am over the moon**!" or "**I am on cloud nine!"**instead of very simple language **" I am happy**" or "I **bent out of shape" or "I am beside myself" instead of " I am very angry" is undoubtedly a huge obstacle for students to be more proficient and fluent in English. This "phraseological poverty" is so evident that the authors of this article made an effort to demonstrate the richness of English phraseology related to emotional field, which ought to beobligatory implemented into academic syllable.**

The role of emotional impulses is difficult to overestimate. The spiritual world of a person is not determined by the framework of his profession or education. Feelings help us navigate the world around us, choose the optimal conditions for our existence. Our whole life is woven from colors and our mental life is woven from a variety of emotions and feelings.Sometimes feelings can plunge us into the darkness of anger, resentment and fear, and thus, the world does not seem so colorful and joyful anymore.

The authors of the article firmly believes that the below given list of idioms is highly recommended for being a part of a dictionary as well as learning during the first year of academic study of students with the aim of enrichment the level of phraseologicalactivity .

In our habitual life we can react to different phenomena showing a wide range of feelings, but in our article we point out 6 basic kinds of feelings and phraseologicalunits related to them, which should be indispensable part of education in philological departments taking into account the aspect of studying. The degree of frequency was thoroughly examined on the basic of authoritative dictionaries such as:

- *Oxford Dictionary of Idioms*
- *NTC's thematic dictionary of American idioms*
- *McGraw-Hill's dictionary-of-american-Idioms*
- *NTC's Dictionary Of American Slang And Colloquial Expressions*
- *Dictionary of Idioms and their Origins*
- *Richard Spears_NTC's American Idioms Dictionary (2000)*
- *Collins_cobuild_dictionary_of_idioms*
- *Англо-русский фразеологический словарь (Кунин А.В).*

Now let's have a look at some of the examples of the given thematic groups:

1) The first and largest group of idioms (52 idioms) is related to the theme "**Joy and happiness**".Positive emotions can be conveyed through the following English idioms:

- ✓ ***Walk on air***
- ✓ ***Have a ball;***
- ✓ ***Beer and skittles;***
- ✓ ***On cloud nine;***
- ✓ ***In seventh heaven;***
- ✓ ***Paint the town red***
- ✓ ***Be tickled pink***
- ✓ ***It made ones day(less formal)***
- ✓ ***It was music to ones ears(less formal)***
- ✓ ***It was just what the doctors ordered(less formal)*** **[4, 5, 6]**

An example is the following brief description of the emotional state of a person's happiness using the above idioms:

"A few years ago I finished my Doctors degree. I was over the moon. It had taken me several years and I had to work at the same time. When I finally got the certificate, I was tickled pink. As you can imagine - it made my day!".

2) Unfortunately, our life is filled not only with positive emotions, feelings of anger, nervousness and fear are daily companions of people.Accordingly, idioms on the theme"**Anger and annoyance"** deserve special attention, in terms of number (40) this group takes the second place:

- ✓ *Bent out of shape,*
- ✓ *Up in arms,*
- ✓ *Beside yourself,*
- ✓ *Lose your cool,*
- ✓ *Blow a fuse/gasket,*
- ✓ *See red,*
- ✓ *Makes your blood boil,*
- ✓ *Go off the deep end,*
- ✓ *Fly off the handle,*

- ✓ *Foaming at the mouth,*
- ✓ *Go spare,*
- ✓ *Go through the roof,*
- ✓ *Go ballistic,*
- ✓ *Patience was pushed to the limit.***[4, 5, 6]**

An example of the use of the above given idioms is in the following paragraph:

"Last month my flight to Moscow was delayed for 10 hours. I was so annoyed, and when they refused to give us any free food, I lost my cool. When I spoke to the representative, she was so unhelpful, I just went ballistic, and started shouting at her. I'm normally a calm person, but at that time, my patience really pushed to the limit. I just wanted to get to Moscow."

3) The group "**Sadness and disappointment**" is not so numerous but the authors managed to identify20 PU pertaining to this phraseological fragment .The following idioms are the best description of humans' melancholy:

- ✓ ***A dog's life,***
- ✓ ***Down in the mouth,***
- ✓ ***Down in the dumps,***
- ✓ ***Dust and ashes,***
- ✓ ***Bummed* out**,
- ✓ **Feel blue** or **have the blues**,
- ✓ **Hanging your head**, **out of sorts[4, 5, 6]**

The above given idioms are fairly readily described in the following paragraph:

"I was due to catch flight home to attend my friend's wedding. Unfortunately the flight was delayed. As I was waiting in the airport, I began to ***feel more and more in the dumps*** *.When I realized I was going to miss the whole ceremony I was* ***totally down in the month****. It was such a shame. I* ***have never felt so blue."***

4) Emotions that express the excitement of both positive and negative nature have a profound effect on our life therefore, this phraseological**"nest"** is of great importance for students vocabulary advancement "**Nervousness, anxiety or excitement**" (20 PU):

- ✓ ***Get/have butterflies in your stomach,***
- ✓ ***On pins and needles,***
- ✓ ***Be on edge,***
- ✓ ***Bag of nerves,***
- ✓ ***Hot and bothered,***
- ✓ ***Like a cat on a hot tin roof,***
- ✓ ***On thorns,***
- ✓ ***Like a monkey on a stick,***
- ✓ ***Bounce off the walls,***

✓ ***Couldn't wait, be bowled over. [4, 5, 6]***

*"I recently saw my favorite pop band in concert. For days before, I **was bouncing off the walls**, and I they just **couldn't wait** to see them. On the day of the concert, they just **blew me away**. I **was bowled over** by their energy and enthusiasm. I **couldn't wait** to tell my friends about it."*

5) The smallest number of idiomatic expressions were selected to express such a feeling as **"Boredom"**:

✓ **Be bored to death** ,
✓ **Bored to tears,**
✓ **Be fed up to the back teeth,**
✓ **Be fed up,**
✓ **Be cheesed off with. [4, 5, 6]**

An example is the following sentence.

"I **was bored to teeth** waiting for the doctor."

The following group of PU has a close connection with a sense of fear. This phraseological nest**"Fear and Anxiety"** consists of more than 25 idioms,which are given here according to the rule of frequency andappropriatenessto a situation:

✓ ***Afraid of ne's own shadow,***

✓ ***Bated breath,***

✓ ***Make your blood run cold,***

✓ ***Break out in a cold sweat,***

✓ ***(have) Butterflies in stomach,***

✓ ***Can't stand the pace,***

✓ ***(like a) Cat on hot bricks,***

✓ ***On the edge of one's seat,***

✓ ***Get one's fingers burnt,***

✓ ***Heart in one's mouth,***

✓ ***Heart misses a beat,***

✓ ***Heebie-jeebies,***

✓ ***Hold your breath,***

✓ ***Jump out of your skin,***

✓ ***On pins and needles, shake like a leaf[4, 5, 6]***

*"Henry was afraid of his own shadow and always **on the edge** of his seat whenever he went near Tom's house. What he saw when he entered Tom's house made his **blood run cold** and Henry almost **jumped out of his skin."***

CONCLUSION

To conclude, learning English is widespread worldwide and nowadays profound knowledge of English and also advanced speaking skills are the urgent need of reality. The presence of phraseological units of the English language in the active dictionary of students gives speech brightness and more accuracy. There mustn't be any doubts and hesitation about the necessity of including above given phraseological groups into the dictionary, with the following implementation into the whole process of academic tuition.Consequently, the proposed groups of idioms in this article should be equally distributed within the academic years of students. One more reason to support this idea is that a huge number of phraseological units do not have non-phraseological synonyms at all and therefore, are almost the only means of expressing certain lexical concepts. For these reasons, an unsatisfactory level of knowledge of English phraseological units in quantitative and qualitative terms is not only an unfortunate omission but also but also simply an obstacle in solving many of the communicative tasks facing students.

We may state that the reasonable number of idioms and their high frequency in discourse make them an important aspect of vocabulary acquisition and language learning in general. One of the approaches to defining this linguistic phenomenon stresses that an idiom is a manner of speaking that is natural to native speakers of the language. It proves that only people who are very good at speaking English can adequately and to the point use idiomatic expressions in their speech. English is a language with a vast idiomatic basis, which makes its learning very exciting and intriguing. So grasping the use of idioms is an essential part of learning English.

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CHEMICAL COMPOSITION, BIOLOGICAL PROPERTIES AND IMPORTANCE OF INULA HELENIUM L (BLACK ANDIZ) IN THE WILD IN UZBEKISTAN

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ABSTRACT

According to the Resolution of the President of the Republic of Uzbekistan dated April 10, 2020 "On measures for the protection, cultivation, processing and rational use of available resources of wild-growing medicinal plants", cultivation of medicinal plants, further development of processing, increasing the export potential of the industry as well as there is a need to combine education, science and industry in this area.. From this point of view, we can see how relevant its role in human life is based on the biological properties of the plant Inula helenium L (black andiz). Many of our scientists in the country are conducting research on the reproduction and biology of medicinal plants and the isolation of natural chemical compounds obtained from them. In the following scientific article, Inula helenium L is also used as a expectorant and in diseases of the stomach and intestines.

KEYWORDS: *Inula Helenium L. Carbohydrates, Alkaloids, Vinegar, Benzoic Acid, Alantolactone, Antiseptic, Sputum, Worms.*

INTRODUCTION

At present, a number of universities and research institutes are conducting large-scale research on the search for medicinal plants and the creation of new effective drugs based on them. At the same time, it is important to create a base of raw materials for the production of cheap and high-quality import-substituting drugs by separating natural drugs from local raw materials. Effective use of the achievements of folk medicine in the creation of new drugs will certainly give positive results. In this sense, the most common andiz plant species in Uzbekistan are black andiz-Inula helenium L .; yellow andiz-Inula grandis Schrenk .; Astragalus - belongs to the family Asteraceae (complex inflorescences - Compositae), located in the Caucasus and Central Asia, Moldova, Ukraine, Belarus, in the desert and forest-desert zone of the European part of Russia, and in Western Siberia, It grows in the Krasnodar and Stavropol regions, as well as in Kazakhstan, Uzbekistan in wetlands, along rivers, meadows and among the bushes.

Black andiz - Inula helenium L.

Family. Astrados - Asteraceae. Andiz species are perennial herbaceous plants, 100-150 cm tall. Stems one or more, erect, hard, branched at the top. The rhizome is elongated, large (the leaf blade is up to 50 cm), elliptical or oblong-ovate, with a sharp tip, narrowing towards the base. The leaves on the stem are small, elongated, ovate, and shrink as they rise to the top of the stem. The leaf blade is serrated, the upper part is sparse and hairy, and the lower part is soft and hard. The leaves at the top of the stem are unbranched, while the ones at the bottom are arranged in a row with a short stalk. The flowers are golden and in a basket. Baskets form a shield or cluster of flowers at the top of the stems and branches. The leaves of the basket are arranged like tiles. The leaves are ovate, curved and covered with many hairs. The flowers at the edges of the basket are yellow, sessile, and the ones in the middle are yellow, hairy, tube-shaped. The calyx petals of the flowers are tuka-shaped, the corolla and paternal are 5, the maternal node is one-chambered, located below. The fruit is an elongated, quadrangular, brown or brown pistachio. It blooms from May-July to September, the fruits ripen in July-October. Product appearance. The finished product consists of long, thick roots of different shapes, as well as short rhizome pieces. The rhizome and rhizome are curved, covered with a gray-brown bark, and the inside is yellowish-white, with shiny brown spots that retain essential oil. The product is brittle, does not break evenly, has a strong aroma and a bitter and pungent taste.

Chemical composition. The product contains 1-3% of essential oil, 44% of inulin and other substances. The essential oil is a fast-setting crystalline mass with a distinctive odor and taste. Forming the main part of the essential oil, it consists of a mixture of sesquiterpene lactones (alantolactone, isoalantolactone and dihydroalantolactone).

To be used. Decoction of black currant is used as a expectorant, as well as in diseases of the stomach and intestines. Essential oil has antiseptic, anti-worm and anti-inflammatory properties.

Medicinal properties. The product is included in antitussive and expectorant teas. Medicine mainly uses the underground parts of andiz species. The rhizomes and roots are dug in autumn or early spring using a hoe, shovel or other tools, cleaned of soil, washed with water, crushed into large pieces and dried in the open air - in the sun. Andiz has antiseptic, anti-inflammatory and expelling vomit from the body.

Significance in human life Andiz has been used in medicine since ancient times, and Ibn Sina used it in his time in various diseases, including as a means of breast cleansing and expectoration. In folk medicine, a decoction of rhizomes and rhizomes is still used as a expectorant in pulmonary tuberculosis and inflammatory diseases of the respiratory tract, lowering the temperature in fever, and as a diuretic and antiemetic. In the treatment of wounds, sores, eczema, scabies and other diseases of the skin, a decoction soaked gauze prepared from their rhizome and root is applied to the wound. In medicine, andiz rhizome and root decoction are used as an expectorant in inflammatory diseases of the respiratory tract, as well as for the treatment of gastrointestinal diseases. The drug allaton derived from the root and the root is given orally in the form of tablets for the treatment of ulcers of the stomach and duodenum.

Preparation of decoction. To prepare a decoction of rhizomes and rhizomes, pour a liter (or a glass) of water into a mouthpiece, add 100 g of root mixture with crushed rhizomes (or 20 g in a glass of water), bring to a boil and infuse for 4 hours. heats up. It is then filtered in a gauze. As a cough suppressant and expectorant, it is taken 3-4 times a day with a tablespoon of tincture 20 minutes before meals. This decoction is also used in the treatment of skin diseases and wounds.

CONCLUSION

The plant Inula helenium L is used in medicine as a expectorant, as well as in diseases of the stomach and intestines. The essential oil has antiseptic, anti-worm and anti-inflammatory effect. Therefore, scientists of the Institute of Bioorganic Chemistry named after Academician OS Sodiqov of the Academy of Sciences of the Republic of Uzbekistan are working in the laboratory of "experimental" biology of Gulistan State University in "IN VITRO". Inula helenium L plant propagation technologies have been developed and are designed to produce more seeds.

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FORMATION OF ECOLOGICAL CONCEPTS AND PRESENTATIONS OF PRESCHOOLERS IN THE PROCESS OF INNOVATIVE LEARNING

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ABSTRACT

In the period of preschool childhood, the foundations of the spiritual development of a person are laid down; love for nature, norms and rules of behavior. The basic system of values and moral attitude to the world begins to take shape. It is no secret that today one of the strategically important issues of education is the environmental education of the younger generation.

KEYWORDS: *Greening***;** *Innovative Technologies; Environmental Education; Modeling Method; Ecological Culture.*

INTRODUCTION

The President of the Republic of Uzbekistan Shavkat Mirziyoyev in his report at a meeting with representatives of parliament and political parties emphasized the need for serious attention to the most important issue - improving the level of environmental culture of the population. He also noted that such issues can only be resolved by administrative means, this can be achieved through education in the hearts of the young generation of love for nature, responsible attitude to it.

An important achievement of the educational system of our country is environmental education. Environmental education - a targeted impact on the spiritual development of children, the formation of their values, moral and ecological position of the individual, the ability and skills of environmentally sound interaction with nature and society [2, 320-p.]. The formation in children of a responsible attitude to nature is a complex and lengthy process. Its result should be not only the mastery of certain knowledge and skills, but the result of emotional responsiveness, ability and desire to actively protect, improve, ennoble the natural environment. Since preschool education is the first step in the educational system, it is especially important in this age period to pay attention to the emotional component. Emotionality, special sensitivity, openness and huge interest in the natural world in a child of preschool age are fundamental factors for starting successful environmental education in preschool institutions.

A visual analysis of typical preschool institutions shows that they are equipped stereotypically, both in content and in conditions of activity, and do not create conditions for the greening of the spatial environment, creating conditions for the formation of environmental representations. Only through the efforts of the DOO team can a spatial environment be created for the formation among preschool children of ideas about the diversity of nature, about natural objects and phenomena, the awareness of the need to protect nature [5, 11-15-c.].

From the point of view of environmental education, the environment in a preschool institution should create the conditions for: cognitive development of the child: experimenting with natural material, observing objects of animate and inanimate nature, and increasing interest in natural phenomena; ecological and aesthetic development of the child (drawing attention to surrounding natural objects, developing the ability to see the beauty of the surrounding natural world); children's health (competent landscaping, creating conditions for excursions, outdoor activities); formation of moral qualities of the child (creation of conditions for daily care of living objects and communication with them; formation of a desire to protect nature, fostering a sense of responsibility for nature conservation); the formation of environmentally competent behavior (the development of skills in caring for animals and plants, environmentally competent behavior in nature and at home) [4,55-57-c.].Along with traditional forms and methods of ecological education of pedagogical activity (conversations, observations, reading of literature), innovative forms and methods play an important role.Ecological games. Ecological game helps to convey complex natural phenomena in a more accessible way; development of cognitive abilities; clarification, consolidation, expansion of their ideas about objects and phenomena of nature, plants, animals

Games can be held with children both collectively and individually, complicating them taking into account the age of the children. Complication should go through the expansion of ideas and the development of mental operations and actions. Didactic games are held during leisure hours, in classes and walks.I attach the ecological character to the content of the role-playing games: “Journey to nature”, “Journey to Neptune”, “Journey to the moon”, “Zoological store”, “Vitamin lunch”, etc.

Games-puzzles, games-experiments, games-studies, games-meditations (“I am the Sun”, “I am the Rain”, “I am the Wind”, “the Sun and the cloud” and others) give new impressions about the life and work of people , about the state of nature and its changes; arouse interest in nature and develop a value attitude to it; form motives and practical skills of environmentally sound activities; provide opportunities for self-determination, initiative, cooperation, responsibility and the ability to make the right decisions. In these games, children use their life experience and reflect what interests them, excites them, and pleases them.

Interesting in working with children is such a game technique as receiving letters of complaint from residents of a living corner, residents of a garden, kitchen garden. Upon receiving such a letter, children think about its contents, discuss various environmental situations, decide how to help one or another living creature, how to protect and protect nature - their republic, and the entire planet [6,122-125-c.].

The next method - Case - technology - is the analysis of a situation or a specific case, a business game. Its main purpose is to develop the ability to analyze various problems and find their solutions, as well as the ability to work with information. Case technologies develop communicative competencies in those educational areas where there is no definite answer to the question, but there are several answers, and you need to find the right answer, arguing your arguments .. For example, a case photo or case-illustration “Is the child behaving correctly?” in nature?" [1.79-c.].

The business game "Good - Bad" improves children's knowledge of the phenomena of living and inanimate nature, animals and plants. I offer children different situations, and children make conclusions, for example: “Is a clear sunny day in the fall good or bad?”, “Does it rain every day - is it bad or good?”, “Is snowy winter good or bad?”, "Are all the trees green - is it good or bad?", "All the birds on earth have disappeared - is it bad or good?" etc.

All these methods and techniques help to develop cognitive, communicative, artistic and aesthetic skills of preschoolers, contribute to the formation of environmental ideas, develop the ability to reason, analyze, draw conclusions.

Modeling - a graphic that helps preschoolers to trace the patterns of change in growth, in the development of living things, changes in the seasons and more. For example, phenological calendars of nature that we keep in a group. It graphically gives a visual representation of the change and signs of the seasons, temperature changes, precipitation at different times of the year, etc. In different age groups, we fill out a bird observation calendar, a calendar for the growth and development of onions, beans

Modeling (subject, graphic, practical) forms a deep and meaningful knowledge of natural phenomena, helps prepare preschoolers for school and maintain continuity in the education of kindergarten and elementary school.

The problem of the formation of ecological culture is solved with the help of parents. Parents are invited to classes and holidays of ecological content, participate in environmental actions, in the creation and replenishment of the subject-spatial environment, in the improvement of plots in the kindergarten. Parents, together with their children, conduct experiments and studies, filling out calendars of nature, observing the habits of animals, growing plants, and setting up simple experiments with natural material.In the process of work, such changes were noticed: children noticeably expanded their environmental ideas, their ability to establish causal relationships; increased interest in objects and phenomena of nature, as well as an emotional reaction to the harmful effects of man on nature, a desire to comply with norms and rules of behavior in the environment, aimed at preserving the values of nature, an interest in the nature of his city, republic [3, 171-c .].Thus, it can be seen that these forms and methods of environmental education of children in preschool education and in everyday life are quite effective. But the most important thing in environmental education is the personal conviction of the teacher, the ability to interest, arouse in children, educators and parents the desire to love, protect and protect nature.Thus, we can conclude that one of the most important conditions for the implementation of the tasks of environmental education of preschool children is the proper organization and greening of the developing subject-spatial environment, which contributes to the cognitive development of the child; ecological and aesthetic development; the formation of environmentally sound behavior; greening different types of activities.

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HOUSEHOLD WASTE: DISPOSAL AND DISPOSAL PROBLEMS

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ABSTRACT

This article analyzes the advantages and disadvantages of several ways of disposing of household waste by comparing them. In Uzbekistan, the share of urban population is much lower than the level of European countries. But, despite this, the concentration of solid waste in large cities of the country has now increased dramatically, especially in cities with a population of 500 thousand and above people. In Uzbekistan, it is necessary to improve the organization of the city waste disposal process. And for a complete solution of the problem, the question should be raised about the allocation in the economic complex of cities of a special sanitation system.

KEYWORDS: *Household Waste, Utilization, Waste Storage, Waste Disposal, Waste Disposal Into Water Bodies, Waste Incineration, Municipal Solid Waste (MSW).*

INTRODUCTION

In the populated areas of our country, several million cubic meters of municipal solid waste (MSW) are generated annually, of which about 3% of them (one cubic meter of waste weighs 200 kg before compaction) are industrial processed, the rest is disposed of in landfills and landfills with land acquisition in suburban area. A significant amount of solid waste goes to unauthorized landfills, the number of which is constantly growing.

The rapid growth of the urban population is one of the most important trends of the new century. The number of various wastes in the cities is also increasing, especially municipal solid waste, which requires the most timely disposal and safe disposal. In Uzbekistan, the share of urban population is much lower than the level of European countries. But, despite this, the concentration of solid waste in large cities of the country has now increased dramatically, especially in cities with a population of 500 thousand and above people.

Nowadays, waste from us is mainly disposed of in the simplest ways like storage, disposal, discharge into water bodies or by incineration. Based on this, the following advantages and disadvantages of the above methods of waste disposal can be listed:

Storing waste.Advantages:

1. Does not require constant and large investments.

2. Place of storage of waste can not be updated for decades.

3. Allow the same time to get rid of large amounts of solid waste or industrial waste.

Disadvantages:

1. The cost of dealing with the consequences of the destructive effects of landfills, i.e. environmental protection, healthcare, many times higher than the cost of constructing plants for processing solid waste.

2. Under the ever-expanding landfills, huge new territories are leaving. The number of landfills is constantly increasing.

3. Decomposing MSW landfills and industrial waste to penetrate into the soil, thereby infecting it. Toxic fumes pollute the air. Falling into water bodies remains of MSW detrimental effect on the state of water, harm the flora and fauna of these ponds. All these consequences negatively affect human health, disrupt metabolic processes in nature.

4. The consequences of the destructive effects of landfills on nature may be irreversible in the future.

Waste disposal.

Advantages:

1. Allows you to forget about the problem of waste disposal. Visibility is created - if buried solid waste, they will disappear.

2. No new vast territories are required.

3. Does not require constant and large investments.

Disadvantages:

1.Waste in the soil poisons it, getting through groundwater into water bodies, is a huge danger to humans and animals.

2. Underground landfills are not visible at first glance, but on the surface of the earth above them the soil is poisoned and loosened, it is not suitable for construction, nor for farming, nor for grazing livestock. Moreover, caustic toxic substances often evaporate from the surface of soils above landfills.

3. The costs of dealing with the consequences of the destructive effects of waste disposal, ie environmental protection, healthcare, many times higher than the cost of constructing plants for processing solid waste.

4. Waste disposal at landfills leads to the alienation of free territories in suburban areas. The joint burial of various types of waste can lead to the formation of hazardous compounds.

Disposal of waste in water.

Advantages:

1. Does not require large one-time investments.

2. Drained waste quickly spreads along the surface of the water, quickly settles to the bottom, dissolves, creating the appearance of purity.

3. When blocking waste disposal sites, toxic substances do not spread immediately and not noticeably.

Disadvantages:

1.The cost of water treatment, filtration; damage to the fishing industry and water transport will many times exceed the costs of constructing plants for the processing and disposal of solid waste.
2. On the surface of the water, on the bottom of the reservoirs, the decomposition products of waste spread over great distances, poisoning the water area, making it unsuitable for fish, for industrial use. Caustic and sometimes toxic wastes dissolved in water are extremely dangerous for animals and humans.
3. Blocking the places of waste discharge inspires people with peace, dulls vigilance, this leads to the fact that no one prevents the spread of toxic substances.

Burning garbage.

Advantages:

1. Allows you to get rid of a large amount of garbage at a time.

2. Convenient in large cities and large enterprises, as it allows you to get rid of waste as it arrives.

Disadvantages:

1. Poisonous gases emitted into the atmosphere with smoke provoke serious illnesses in people, contribute to the formation of ozone holes.
2. Due to the constant emission of smoke into the atmosphere, dense smoke screens form over cities and enterprises.
3. After burning the waste, poisonous ashes remain, which, subsequently, also have to be disposed of using one of the above methods.

The volume of waste is increasing, and territorial opportunities for their disposal and recycling are decreasing. The delivery of waste from the place of generation to the disposal point requires more and more time and money. In Uzbekistan, it is necessary to improve the organization of the city waste disposal process. And for a complete solution of the problem, the question should be raised about the allocation in the economic complex of cities of a special sanitation system. This system involves the implementation of a range of economic measures for the collection, disposal and disposal of waste in order to maintain the health of residents and landscaping.

In addition to the collection, storage, transportation, disposal and disposal of garbage, the sanitation system of populated areas should include measures to reduce the scale of the waste generation process and organize the processing of secondary resources.

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SPECIFIC FEATURES OF THE OCCURRENCE OF DANGEROUS NATURAL PROCESSES AND ENVIRONMENTAL CONDITIONS

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ABSTRACT

Currently, to determine the environmental situation, there are many options for zoning territories, taking into account a particular environmental factor of damage to some natural components. The article concludes that there is a need for a comprehensive assessment of the study area, taking into account environmental and economic factors, according to the scheme"impact-environment-result".

KEYWORDS: *Environment, Factor, Impact, Soil, Ecology, Analysis, Atmosphere, Population.*

INTRODUCTION

The question of the long-term consequences of anthropogenic changes in ecosystems and the consequences of the gradual development of human activities is not well understood. It is widely recognized in recent years that V. V. Razumov's opinion that there is practically no specific and new anthropogenic impact on the ecosystem.

We believe that natural biodiversity and anthropogenic impact on the natural community do not affect much, but mainly affect biotic communities (ecosystems, biocenoses, phytocenoses, etc.) and their scale [2].

From the analysis, it became known that at the present stage of society's development, threats that damage environmental security on a global scale can be divided into the following groups.

TABLE 1 THREATS TO ENVIRONMENTAL SAFETY

Local (territorial)	Regional	Global
•The limitation of irrigated agricultural land and decline in soil fertility •Provision of drinking water to the population •Groundwater pollution • Air pollution • Biodiversity conservation • Salinity soil erosion and desertification • Deterioration of public health	• Regional problems of water resources use • Cross-border environmental pollution • The phenomenon of desertification • Spread of infectious and other highly dangerous diseases • The problem of the island	• Atmospheric air pollution • The phenomenon of desertification under the influence of anthropogenic factors • The absorption of the ozone layer • A sharp reduction in the inventories of flora and fauna • Drastic reduction of

•Landslides, floods, accidents and accidents •Nokianokia use of natural resources •Contamination of the pedosphere with various industrial and household wastes •Reduction of flora and fauna	• Natural and man-made disasters	mineral resources and subsurface mining • Pollution of water and water resources • Demographic and urban phenomenon

It follows from the above that factors affecting biodiversity and environmental protection, as well as wildlife, can have direct and indirect effects.

TABLE 2 FACTORS AFFECTING THE CHANGE OF BIODIVERSITY

Method of exposure	**Changes**
Direct impact	Long-term changes in external conditions related to climate change
	A variety of local exogenous processes
	Natural hazards and factors
	Technogenic factor
Indirect effect	State policy
	Lack of qualified personnel in the field of nature management and environmental protection
	The lack of necessary information about the natural environment and the low level of environmental culture of government employees and people who make management decisions
	Unstable and insufficient provision of funds for environmental programs and employees in the field of natural resources and nature protection

Table 2 shows that environmental change is influenced by long-term changes in external conditions related to climate change, various local exogenous natural processes, weather conditions and factors, man-made factors, poor management of public policy, natural resource use and environmental protection, lack of skills of employees in the field of natural resources and nature protection, lack of necessary information about the natural environment, and insufficient attention of public officials making management decisions, it turns out that environmental programs and their employees in the field of natural resources and nature protection can have an indirect impact on instability and insufficient funding.

From the analysis, it became known that it is advisable to identify the main factors that affect biodiversity, the preservation of biological resources, and environmental protection, and to draw up long-term, targeted programs and plans for further work in this direction. Analyzing the current situation, we came to the conclusion that the distinctive features of the occurrence of dangerous natural processes in the region may be the following.

TABLE 3 FEATURES OF OCCURRENCE OF DANGEROUS NATURAL PROCESSES

Genesis	Anthropogenic impact	Landscape features	Place of origin
Natural factor	Natural anthropogenic impact on certain climate changes that lead to gradual changes in weather and climate	Natural environment	Subnival zones, the highland and mountain ranges subbalance
Natural factors	Anthropogenic impact is limited	Natural processes that promote regeneration completely eliminate anthropogenic effects	Pine and birch oaks, deciduous trees
Local exogenous natural factors	The anthropogenic impact is of local or specific character	The anthropogenic impact is stronger than the possibilities of natural reproduction	The anthropogenic impact is stronger than the possibilities of natural reproduction
Dangerous natural processes	Exceeding the norm of anthropogenic impact	Natural conditions are not restored, only passive protection measures can be taken	Places where there is a risk of flooding and landslides
Technogen	Exceeding the norm of anthropogenic impact	Natural conditions are not restored, and the protection of economic entities is becoming more difficult and requires a lot of money.	Industrial and economic infrastructure

Taking into account the environmental situation in the region and the level of development of territories for economic purposes, depending on changes in the natural environment, it is proposed to divide the territories into zones with different degrees of environmental tension.

This is evidenced by research and analysis. We found that an ecological zone should be divided into zones in terms of the level of man-made and natural impacts on the natural environment. Each of these zones has its own characteristics, characterized by the ratio between the natural factors of occurrence of adverse and dangerous natural processes and the degree of man-made intervention.

Specific factors that affect the biological and landscape diversity of the studied territories are shown in figure 1.the Scientific justification of the planned activities assumes and will contribute to the effective use of biological resources in the field and environmental protection to eliminate environmental risks.

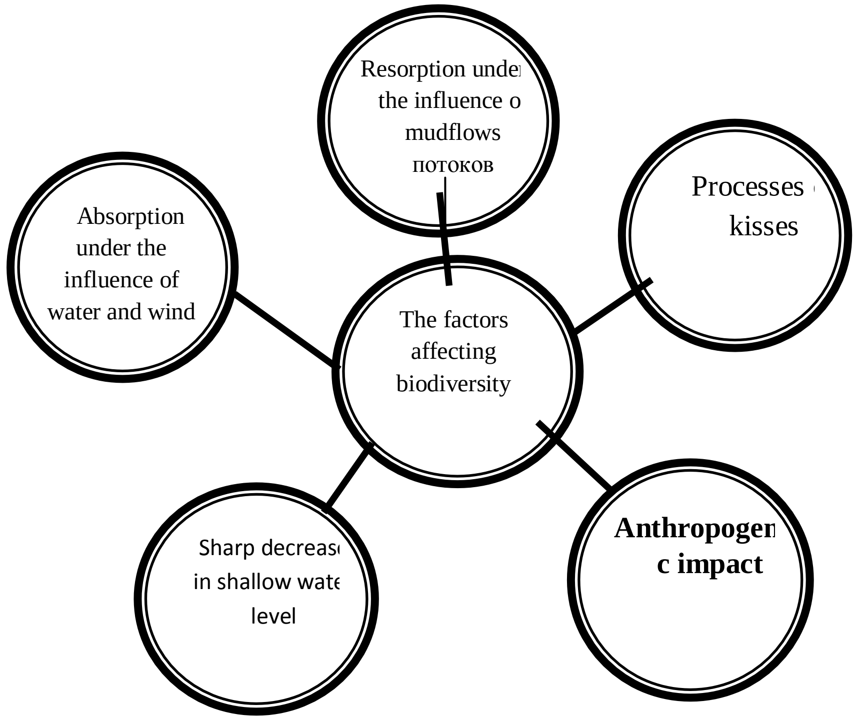

Figure 1. Biodiversity-factors affecting diversity

The analysis showed that when assessing the atropogenic impact on the ecological territory of Kashkadarya region, attention should be paid to the following cases. In this regard, it is necessary to take into account the anthropogenic impact on the environment in different ways, that is, their physical properties, origin, duration of impact and, as a result, the stability of changes and their classification by other factors.

To sum up, it is necessary to study biological resources and the causes of biodiversity loss in order to ensure sustainable development in the region. Why these reasons are among the objective factors for assessing the state of the environment and the sustainability of ecosystems. Changes in the natural environment and its division into parts are one of the main factors that cause the disappearance of animal and plant species. In our opinion, the problem of biodiversity loss should be considered within the framework of the concept of sustainable development.

Given the instability of the environmental situation on the territory of the Republic of Uzbekistan, its differentiation and commitment to changes in the context of regions, largely due to anthropogenic impact on the environment, there is a need for a comprehensive assessment of the environment based on motivational data. One approach to such an assessment is to use the methodology for conducting integrated environmental zoning on the territory of the Republic of Uzbekistan, developed by the Committee on ecology and environmental protection of the Republic of Uzbekistan (in 1998).

According to the methodology, each territorial unit is assessed using a minimum probabilistic set of basic indicators that allow assessing the state of the natural environment, the living conditions of the population, and the use of the main natural resources.

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At the same time, observations on all major environmental indicators should be carried out systematically throughout the country using a single system. Based on the degree of complexity of the current environmental situation in the region (the degree of difficulty is determined by the norms on the border of the negative impacts of environmental indicators and size of deviations from environmental requirements), are allocated to regions:

0 region-favorable environmental situation;

1-region-critical environmental situation;

2-region-environmental emergency;

3-region is a region of environmental disaster.

The territory of an administrative district (Republic or city of regional subordination) where environmental standards have increased sharply, but do not have an emergency situation, is recognized as a critical zone of the environmental situation, in which there is a violation of the structure of the community of natural ecological systems, a decrease in the ecological community, and an increase in environmental pollution. The territory of the administrative region (city of Republican or provincial jurisdiction), where there is a state of the ecosystem where the development of production capacities does not match resource and economic capacity of the biosphere and are characterized by natural resource degradation, but there is a possibility of reconstruction, marked as region an environmental emergency. The territory of an administrative district (city of Republican or regional subordination), where the quality of the natural environment has changed irreversibly, there is a violation of the ecosystem, is recognized as an environmental disaster zone (disaster).

The territory of an administrative district (city of regional subordination) that is not included in the 1st, 2nd and 3rd ecological regions is considered to be a favorable ecological situation. Summarizing the documentation for the selected indicators in the region will allow you to assess the environmental situation, and the results of which will be presented below.

In Kashkadarya region, the critical ecological zone includes kasbinsky, Mubarak and Chirakchinsky districts, where about 20% of the region's population lives, the remaining 80% - in the zone of favorable environmental conditions.

The results of a comprehensive assessment of the environmental situation in Kashkadarya region.

TABLE 4

Ecological regions	Area, thousand ha	irrigated land	Population		Names and number of administrative districts of the city	
			Thousand of people		The names	Quantity
0-favorable environmental situation	2201216	399222	1587,5	80,4	In Dekhkanabad, Kitur, Kasan, show, Sparrow, Shakhrisabz, Yakkabog, Kamashi,	11

					Kush, Houser, Kersi	
1-ecological situation	655583	116220	387,7	19,6	Profession, The Blessing, Lamp	3
2-environmental emergency	Not defined					
3- ecological situation	Not defined					
Total for Kashkadarya region	2856799	515442	1975,2	100		14

The region has a high level of surface and underground water pollution (Dehkanabad, Kitab, Usman Yusupov, Shakhrisabz). Against salinization and high levels of air pollution in Mubarak district, rapid salinization of irrigated land in Kashirsky and Kasansky districts, the quality of drinking water in Kasbinsky district does not meet standard requirements. It should be noted that environmental pollution is becoming more and more local (point) shade, usually the area of pollution is located on land close to the sources of pollution, and is geographically limited. In General, the most favorable environmental situation is observed in Kitab, Yakkabag, Shakhrisabz and other districts and cities of the region, as well as in Kasbinsk, Mubarek, and Chirakchi districts.

Kashkadarya has almost all natural ecosystems of Eurasia (including meadows, mountain steppes, deciduous trees, mixed chernozems, forests where oaks and oaks grow, mountain xerophytes, coniferous plants), as well as various ecosystems that are affected by the same anthropogenic impact of space and time. Currently, there are many options for zoning territories taking into account a particular environmental factor, damage to some natural components, to determine the environmental situation.

In our opinion, it is necessary to comprehensively assess the territory under consideration, taking into account environmental and economic factors, according to the “impact-environment-consequences”scheme. This will allow us to assess the current ecological state of territories, identify emerging environmental problems, their essence, assess the relationship of the most optimal environmental approaches that help determine the legislation of the mahalla, the natural features of the territory and a certain relationship between the anthropogenic weight of landscapes in terms of space and time. Themaincriteriaforzoningterritoriesare:

Natural and economic situation and development of natural resources;
Degree of natural, natural anthropogenic and technogenic impact on the environment;
Degree of environmental pollution;
As a result of the analysis and observations, the ecosystems will be regionalized and divided into the following regions:
Regions where natural and anthropogenic weight falls on ecosystems;
Regions that respond quickly to natural and anthropogenic weight regulated by ecosystems;
Regions where ecosystem conditions are deteriorating.

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TABLE 5

Regions		Classification
Section 1 Regions where the natural regime of ecosystems is a priority	⟹	The person is characterized by low impact or lack of it there. The territories of this category correspond to the landscapes of the high-altitude systems of Kitab, Dehkanabad, Shahrisabz, and Yakkabag and represent natural and unexplored natural complexes. On these lands was not done to damage the environment around different landscapes. Vegetation and animals develop under the influence of natural factors. Atmospheric air and water are clean. The estimated area of natural and anthropogenic weight of ecosystems is 68069.5 or 8% of the total area of the Ecoregion
Section 2 Regions with anthropogenic weight loss that are managed by ecosystems	⟹	It differs in that it affects the natural landscape of the area to a certain extent. Atmospheric air and river water are practically not polluted. Anthropogenic changes are associated with agriculture (mainly grazing) and forestry.The state of the environment can be assessed as good. The natural landscape, suitable for landscapes located in the upper part of the middle mountains, is an important factor in the development of flora and fauna. The existing nature reserves regulate economic activities. This region includes sections of the Kitab, Dehkanabad, Shahrisabz, and Yakkabag irrigated plains. Their approximate area is 119,121. 7 ha, or 14% of the total area of the Ecoregion.
Section 3 Regions where intense anthropogenic weight falls on ecosystems	⟹	It is characterized by a high intensity of anthropogenic impact on landscapes. This region covers low-lying and foothill areas. Under the influence of the use of natural resources for economic purposes and human activities, natural complexes have changed. The main anthropogenic impacts in this region are related to the activities of agricultural, industrial and construction complexes, housing and communal services and woodworking facilities. Its area is 171,408 ha, or 6% of the total land area of the region.
Section 4 Regions where ecosystem conditions are deteriorating	⟹	Includes landscapes that are on the verge of degradation or degradation. This region is almost completely developed and fits into the landscape of nudity, which has lost its natural appearance. They were covered in width the large industrial centres (the city of Qarshi, Mubarak, Shurtan), mining and processing industry. In these regions, atmospheric air, river ecosystems and soil cover are severely damaged. Environmental pollution is genetically related to specific activities of the agro-industrial and municipal complex. This region covers 1514,103 ha, or 53% of the total Land area of the region.

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ON THE INTRODUCTION OF INFORMATION TECHNOLOGY TOOLS IN THE EDUCATIONAL PROCESS OF SECONDARY SCHOOLS

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ABSTRACT

The article discusses one of the most important strategic directions of the modernization of school education, providing the conditions for the formation of a new type of information educational technology at school.

KEYWORDS: *Basic Course, Specialized Courses, Elective Courses, Information, Information Technology, Society Informatization, Educational Technology.*

INTRODUCTION

Today, Uzbekistan is rapidly developing information technology, this is reflected in education. The problem of the development of computer and information technologies, wide access to the global Internet information system, and the training of highly qualified specialists and programmers has risen to the level of state policy.

The term “information” (from Latin information - clarification, presentation) has long been widely used in science and everyday life.

Information is a message that reduces uncertainty in the area to which it relates. Thus, one can talk about information only when its presence provides such knowledge about some object that the user did not have before its appearance [1].

The era has come when learning continues throughout life.

An ordinary person and a professional need to quickly acquire new knowledge and skills in a global, knowledge-based economy. The pace of economic development is driving a growing need for systematic training. This need is supported by the technologies for teamwork that the Internet provides, the ability to create and disseminate information electronically, to learn, to work on a network for teams scattered geographically. All these forces, brought together, create the conditions for training in real time. Today, virtual learning has become a reality in academic and corporate education, and the word “virtuality” has become commonplace. The concepts of "virtual universities", "virtual libraries", "e-books and catalogs", "virtual stores and trading floors" are emerging.

We are witnessing the process of combining schools and universities into powerful "virtual universities", "corporate virtual universities", where a significant part of the educational process is carried out via the Internet.

One of the most important strategic directions of modernization of public education in the Republic of Uzbekistan is the introduction of information and communication technologies (ICT) in the educational process, providing conditions for the formation of a new type of education that meets the needs of personal development and self-development in a new sociocultural situation.

Research in the use of information educational technologies in vocational education has been conducted for a long time. During this time, many educational computer systems have been developed in educational institutions in the USA, France, Japan, Russia and several other countries. However, the scope of such systems is much wider. These are large industrial enterprises, military and civil organizations, conducting independent training and retraining of personnel. In addition, it is becoming a standard to supply new complex machines and technologies with computer-based training systems that accelerate the process of their development and implementation. Abroad, the development of an educational computer product (methodological and software-information tools) is considered a necessary matter due to its high science intensity and the need for highly qualified specialists to work together: psychologists, subject teachers, computer designers, programmers. Informational educational technologies have rapidly rushed into our lives. The issue of the role of modern information technologies has received the greatest relevance in connection with the implementation of computers connected both in local networks and having access to a global network in practice of the educational process [1-5].

Historically, it was education that was one of the first areas of informatization of society, designed to form a new information culture of a person - a person who knows how to work in the context of the introduction of information technology, the informatization of all spheres of human activity.

The decisive role in the implementation of informatization of education belongs to the teacher, primarily computer science. Currently, there are already many pedagogical studies aimed at the development of certain aspects or components of the training system for computer science teachers and other specialties in the field of computer science and the use of information technology.

However, there are practically no studies systematically, from a single perspective, covering the main components of the training of future teachers in the field of ICT in educational practice in the context of educational informatization.

The use of information technology in the learning process at school makes it possible to enhance the cognitive and cognitive activities of students.

Currently, the schools use the following information technology features:

- electronic documents (diaries, lesson schedules); electronic teaching aids; controlling computer programs (testing, questioning and other methods);
- school site (interaction of parents with teachers, work with parents' requests);
- an interactive whiteboard, touch-sensitive monoblocks for drawing, a 3D printer, interactive racks with a built-in tablet (where you can read information about the school, a list of

teachers, lesson schedules), an interactive touch panel, an acoustic system for the audience, a camera and a Wi-Fi router, etc. d.

Information technologies provide an opportunity not only to change the forms and methods of educational work, but also to significantly transform and enrich educational paradigms. Even fundamental skills taught by the school, such as reading and writing, are subject to change.

New literacy involves mastering the ability to navigate in information flows, in a multimedia environment, to create hypermedia objects. Even at school, a modern person must learn to read and write in relation to the global information space.

Some of the secondary schools in the Republic of Uzbekistan already have their own sites, this is becoming an important and prestigious affair for the school. However, this, unfortunately, largely depends on the financial capabilities of the educational institution. Educational standards and programs do not yet provide for this.

However, it entered the public education of the Republic of Uzbekistan more freely, taking the initiative and trying to independently shape its educational policy, to seek new forms of organizing the educational process, providing additional educational services and attracting extra-budgetary funding. Educational institutions, vigorously introducing new information technologies, demonstrate a desire to provide a modern level of teaching and high quality education, attracting the attention of parents.

Information technology - this is not only a technology involving the use of a computer in the educational process, in fact, any process associated with the processing of information can be called information technology, however, in this case, we understand information technology as a combination of means and methods of collection, processing and transmission data to obtain information of new quality about the state of an object, process or phenomenon (information product).

Information technology is primarily used for:

• Organization of the educational process;

• preparation of teaching aids;

• study of new material (two areas can be distinguished - independent presentation of the teacher and the use of ready-made programs);

• computer control of student knowledge;

• receiving and working with information from the Internet;

• creating and working with a school site that allows students, parents and teachers to be linked together.

Today they talk about a change in the content of education, about the need for students to master information culture - one of the components of the general culture, understood as the highest manifestation of education, including the personal qualities of a person and his professional competence. The development of information educational technologies will allow working on one project, conducting joint research and quickly sharing the results for people who are far from each other.

The tasks of modernization of domestic education put forward new requirements for the preparation of schoolchildren - along with cognitive, personal results come to the fore, in addition to subject ones, interdisciplinary results are becoming increasingly important. The content of teaching computer science at school has changed significantly in recent years - the three-stage structure of teaching this subject has been normatively fixed, the variability of its content has increased dramatically, especially at the senior level of the school, a new type of course (basic, specialized and elective), new forms of organization of classes have appeared - Modular system, educational projects, etc.). Variability of the content significantly expands the range of methodological issues that a future computer science teacher will have to master. The arsenal of computer science course software, the composition of electronic educational resources, their functions in the educational process is significantly increasing, which poses new challenges for the methodological training of computer science teachers.

The consequence of the introduction of information technology is a change in the means, methods and organizational forms of training. But the fact of providing educational institutions with computers and educational software does not guarantee the achievement of a new quality of education.

When using information technologies and telecommunications in distance learning, new aspects of training, organizational forms and methods of educational work arise. Among the specific factors of distance learning forms and teaching methods, the following can be distinguished:

• the use of computer textbooks, multimedia technologies and information materials and the Internet in the learning process;

• creation of a base and tools for the development of electronic and multimedia textbooks, online courses;

• preparation of teachers for working with new methods and organizational forms of training, for the intensive use of network communications and new information technologies in the educational process; training distance education trainers

• inclusion in the curriculum of new disciplines related to the study of information and telecommunication technologies;

• training in working with e-mail, corporate Intranet systems, conducting tele-, audio- and video conferences on the Internet and ISDN and participating in them, etc.;

• a combination of methods of group and individual work of students in the classroom while working in local and global computer networks; intensive use of modern office computer programs in daily work;

• holding seminars and conferences with the participation of educational institutions and private companies;

• Creation of information and technical support centers for computer classes, distance learning classes.

Thus, there is substantial reason to talk about the rapid development of distance learning in Uzbekistan.

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SYNTACTIC RELATION OF A PHRASE AS A UNIT OF LANGUAGE

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ABSTRACT

The main idea of this article is to describe syntactic relation of phrase as a unit of language. It should be noted that all the main categoriesnecessarily appear in every phrase.The author tried to explaincomplex semantic relations in linguistic categories.

KEYWORDS: *Syntactic Relations, External, Internal, Combinatorics, Predicative, Nuclear, Suprasegmental Elements, Semiological System.*

INTRODUCTION

The phrase is a unit of language. Any free grammatically organized group of words, studied from the point of view of combinatorics of forms, classes and subclasses of combined units, is a phrase. Between elements of a phrase, any of the possible syntactic relations can exist.

It is necessary to distinguish the syntactic relations has two kinds:

a) external, determining the syntactic position of units in the larger structure, i.e., characterizing the behavior of the constituent combinations in relation to the independence or non-independence of the positions they occupy in the expanded structure (this type of relationship is spatially positional);

b) internal, characterizing the relationship of the elements only within the studied specific phrases.

Internal syntactic relations, in turn, are divided into various types:

a) a series consisting of relationships establishing relationships between elements of a phrase without specifying their syntactic function; it includes very abstract syntactic relations and is characterized by four types of syntactic communication: the interdependence of submission - composition-accumulation; this series is characterized by status relations, because these types of communication transmit only the ratio of units to each other, but do not reveal their syntactic function;

b) a series consisting of links indicating not only the type of interrelatedness of the elements, but also signaling the syntactic function of the components. This series is five-element and is formed by the following relationships: predicative - object - circumstantial - attributive - existential. This series is indicative of combinatorial relations, since their occurrence is due to the combinatorics of morphological classes.

Characteristic by external (spatial-positional) relations allows you to divide all phrases into two groups - unified and polycentered depending on whether one or more elements of the phrase are able to establish syntactic relations with elements of a larger structure.

The characteristic of internal relations based on the connections of both the status and combinatorial series allows us to divide all phrases into two groups: nuclear and nuclear-free, each of which, in turn, is divided into subgroups.

Dependent elements in nuclear phrases are calculated in terms of minor terms, as well as the components of nuclear-free predicative phrases, which are defined in terms of the main members.

In nuclear phrases, that element that does not exhibit its syntactic function within a given structure is identified as the core.

At the level of syntactic constructions, i.e., in terms of surface structures, for the structural scheme of phrases, the concept of optional compatibility is absent.

The sentence scheme as one of the varieties of phrases at the syntagmatic level, i.e. without suprasegmental elements, it is considered as a structure formed by a combination of four positionally independent members: subject, predicate, complement and circumstances.Collocation members can have a simple or complex internal structure. Complex members of a phrase; can be expressed by secondary-predicative formations, dependent predicative units (primary-predicative structures), and catenative constructions.

The most important conclusion of the study is to justify the need to distinguish between the semantic and metasemiotic levels of linguistic analysis, the inadmissibility of combining phrases that are fundamentally different in linguistic-stylistic terms, into one category on the basis of their formal identity.

It has been proven that there is a huge difference between thoughtless man, for example, and thoughtless cigarette, which does not allow us to consider them as units of the same order.

The study confirms that the problem of collocation is multifaceted, not allowing unambiguous solutions. Nevertheless, for all the complexity of the issue, linguists in the doctrine of collocation put forward a number of important provisions that make it possible to scientifically substantiate the theory of collocations as non-predicative nominative units that have the ability to express integral, albeit complex, meanings. A special place in the development of all these issues is occupied by the problem of unproductive units. Unlike free, phraseologically related phrases are included in the speech as a ready-made material. The study of unproductive formations, characterized by idioms and phraseological connectedness, led to the emergence of a new understanding of the speech process, which required addressing the problem of "lack of freedom" of the speaker, which involves clarifying the factors that determine the compatibility of language units.

Important in this direction is the assertion of the social nature of the language, the existence of a direct connection of linguistic structures with processes occurring in social reality. Thus, language is viewed socially and historically as one of the original semiological systems, which is the main means of communication among members of a given human collective, for whom this system is a means of developing thinking, transmitting cultural and historical traditions from generation to generation, etc.

For linguistics, an essential point is the determination of the correct correlation of the elements of productivity and unproductivity in the language, the delimitation of words and phrases, the clarification of the linguistic status of phraseological units, the formation of the concepts of idiom and stability.

It is hardly necessary to specifically substantiate the fact that the application of one or another specific methodology to the language material requires a thorough assessment of them in a methodological plan. It is clear that specific methods can be very diverse depending on the objectives of the study and the characteristics of the studied linguistic units. However, evidence of their correctness in all cases remains their compliance with the general principles of scientific methodology.

The main point from this point of view is a clear distinction between the epistemological and heuristic aspects of the study. Ontology is the basis of the chosen heuristic, that is, that part of the scientific process that has as its subject the search for methods of cognition, ways of disclosing the essence of a given object of reality. The being of a phenomenon is characterized by its most general properties, which, being presented in the form of concepts, are defined as categories.

The process of categorization (that is, the assignment of a given linguistic unit to a particular category) is carried out by means of special “parameters”. A parameter is defined as a value characterizing a basic property of a device or system. Parameters (or criteria) related to the phrase heuristic cover particular features of the subject under study. Using the parameters, it is established to what extent this or that real object is endowed with certain general properties that implement this category. So, for example, phrases can be more or less phraseologically determined, have a different degree of semantic saturation, information content, etc.

In this regard, it should be noted that all the main categories (to one degree or another) necessarily appear in every phrase. So, the sociolinguistic conditionality of a combination is realized as a category because along with marked members (combinations such as socialist competition, social work, directly determined by these forms of social relations) there are “zero” cases, that is, such as, for example, white snow or blue sky. In other words, the application of the categorical approach is not limited to the marked members of the respective opposition.

It is extremely important that linguistic units at the level of collocations are characterized by complex semantic relations of their constituent parts and cannot be considered in isolation from the factors that determine their social nature. Therefore, the study of collocations is not limited only to linguistic categories proper (prosodic, morphological, syntagmatic).

Due to the versatility of the studied object, it becomes impossible to unequivocally resolve the issue of whether a word belongs to one or another category. It is necessary to constantly take into account the principle of gradation, according to which the degree of severity of a particular category is established along the lines of greater / lesser manifestations of the corresponding basic properties, as well as their maximum / minimum implementation.

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ASSESSMENT AS AN INTEGRATIVE PART OF THE TEACHING PROCESS

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ABSTRACT

This article focuses on the usage of assessment during the teaching foreign languages process. It focuses on the ways how it is fundamental to select types of assessment for every lesson dealing with language skills. It aims at instilling knowledge on the main functions of assessment which are important for teachers. Also, the article gives information about the list of core types of assessment.

KEYWORDS: *Assessment, Control, Objects Of Assessment, Functions Of Assessment, Forms Of Assessment, Evaluation, Testing, Competence.*

1. INTRODUCTION

Assessment is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. Assessment is a part o f the lesson during which the teacher evaluates how students have mastered the material and use it in reception and production of texts in the oral and written forms (e.g. we may use an oral interview to gather information about students speaking abilities, then give comments based on that information, and make a decision what material and activities we should use if the students need more work on oral fluency).[1] What is most essential about assessment is understanding fundamental principles that can be used to enhance student learning and teacher effectiveness".[2]

2. MATERIAL AND METHODS

The objects of the assessment are: a) knowledge and subskills - language competence; b) using knowledge and language subskills in the process o f production and reception of speech and interaction (communicative competence); c) country-study and linguo-cultural knowledge of verbal and non-verbal behavior-socio cultural competence. Thus, through assessment within the EL classroom we reveal sources and zones of learning difficulties, see the effectiveness of materials and activities, encourage students' involvement in the learning process, track learners' upgrading their English, and provide students with feedback about their EL learning progress. According to the characteristics:

- ***Assessment for learning***
- ***Assessment of learning***

Assessment for learning is a classroom assessment, specifically, refers to methods and procedures used by the language teacher for gathering, analyzing, interpreting and using information about student's language abilities for decision making purposes. The term often identified in the language assessment and testing literature to refer to assessment of students are formative and summative assessment.

3. The Methods and Approaches

In the teaching process the summative and formative types are distinguished. Summative assessment often takes place at the end of a unit, module, or the whole course. The focus tends to be on the mark and the idea is to evaluate how well a student has learned what has been presented. Formative assessment takes place during a course, module or unit. The focus is more on gathering data about students' progress and using this data to help them improve language and fill in communicative gaps. In the teaching process the summative assessment is supported by the formative assessment data. We assess students at different stages and provide feedback that they can use to improve, re-draft or change what they are currently working on, but also to help them in their future learning (often referred to as feed-forward). There are four stages in organizing classroom assessments: 1) planning assessment; 2) collecting data on students' learning through the assessment; 3) making judgments about students' performance, or evaluation; 4) providing appropriate feedback.

The effective implementation of Assessment for Learning depends on teacher's knowledge of its principles and techniques. It is important to consider the aim for a certain formative assessment instrument (what information is needed), the way in which the assessment is administered (what method is used) and finally actions to be taken afterwards (how the gathered information is then used to make changes in teaching and learning).

Assessment of learning, also known as summative assessment, is usually used at the end of a course of study. The intention is to summarize, to see if achievements are at the expected level. In this case, further learning is usually not considered. In this case, challenge for teachers can be developing an understanding of students that summative assessments such as midterms or final tests are not the end of the road but just the accomplishments of a certain phase. Students should be able to look at this assessment as a learning opportunity as well.

4. RESULTS AND DISCUSSION.

Before learning about any concepts in the field of language assessment and testing, teacher should be cognizant of the difference among testing, assessment, and evaluation in order to use each in the right place in the right time. They are different in meaning, scope, and function.

TEST

A test is a specific technique for gathering information about students' knowledge or abilities. It is just an activity.

ASSESSMENT

An assessment is a broader process involving various ways of collecting data including the use of tests. Therefore, a test is a part and a means of assessment, it serves as a tool.

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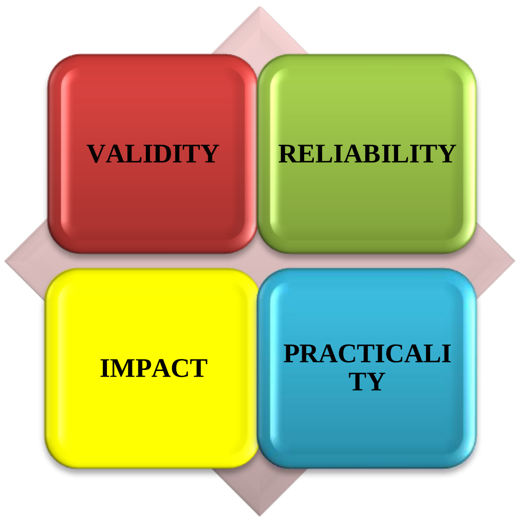
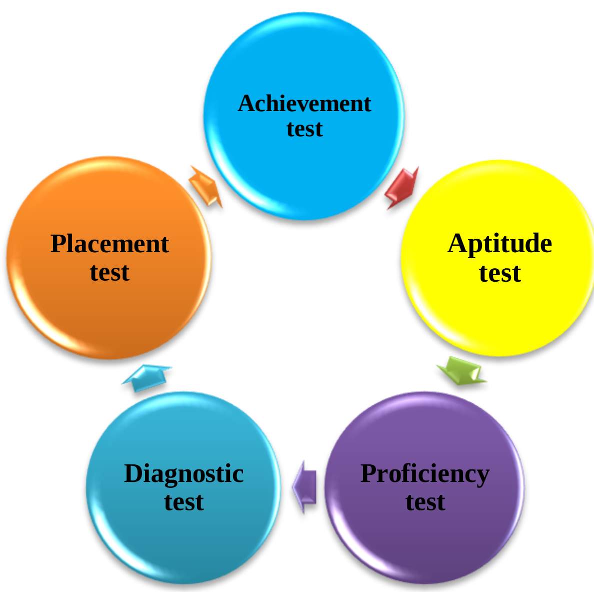
EVALUATION

Evaluation is the broadest concept out of three, which encompasses both assessment and a test. It looks at the whole picture of teaching context and functions to make decisions based on the obtained evidence regarding the whole educational setting.

The notion of "good test" (Madsen, 1993p,178) implies that an assessment tool provides accurate and reliable information about learners' knowledge and skills.[3] To make sure the selected or developed assessment tool is fair and successful, it should meet the following four criteria:



There are a lot of assessment types. They are the followings:



Placement test - place students at an appropriate level of instructions within a program;

Diagnostic test – identifies students' strengths and weaknesses;

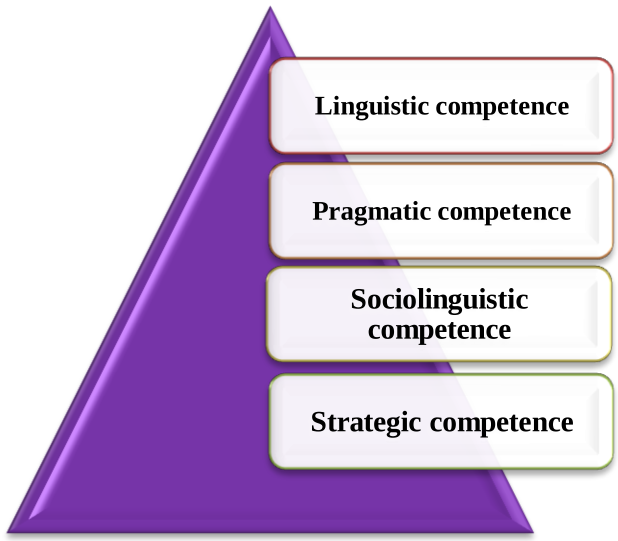
Progress test – provides information about mastery or difficulty that learners have with course materials;

Achievement test – provides information about students' attainment of learning outcomes at the end of a course;

Aptitude test – measures general ability to learn a foreign language;

Proficiency test – measures global competence in a language

As you know there are



Linguistic competence is *the ability to produce and interpret meaningful utterances which are formed in accordance with the rules o f the language concerned and bear their conventional meaning (that meaning which native speakers would normally attach to an utterance when used in isolation). This competence includes vocabulary, grammar, phonetic and phonological, stylistic knowledge.*

Sociolinguistic competence is *the awareness of ways in which the choice of language forms is determined by such conditions as setting, relationship between communication partners, communicative intentions, etc. This competence covers the relation between linguistic signals and their contextual/situational meaning.*

Strategic competence is *when communication is difficult we have to find ways of getting our meaning across or finding out what somebody means; these are communicative strategies, such as rephrasing, asking for clarification, etc.*

Pragmatic competence is the ability to use language effectively in a contextually appropriate fashion. Pragmatic competence is a fundamental aspect of a more general communicative competence.

So, the objects of the assessment are:

- ✓ Knowledge and subskills - **linguistic competence;**
- ✓ Using knowledge and language subskills in the process of production and reception of speech and interaction – **communicative competence(pragmatic competence);**
- ✓ country-study and linguo-cultural knowledge of verbal and non-verbal behavior – **socio cultural competence**.

5. CONCLUSION.

To conclude, language assessment in education is a great responsibility for the teacher because assessments can influence decisions about students and possibly their future. Therefore, teachers should reflect each step in the development of assessment instruments. Only by giving sufficient attention to the above mentioned factors one can design or choose an effective language assessment tool, which will be appropriate just for any occasions.

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MUNICIPAL WASTE: CHARACTERISTICS OF THE BASIC TYPES FOR DAMAGE TO THE NATURE

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ABSTRACT

This article discusses the classification of household waste and a description of the most common types of waste and what damage they can cause to nature.

KEYWORDS: *Municipal Waste, Food Waste, Waste Paper, Textile Products, Cans, Scrap Metal, Glass Containers, Foil, Plastic Products, Polyethylene Products, Food Packaging.*

INTRODUCTION

Every day, the inhabitants of our planet throw away thousands of tons of unnecessary materials. A growing amount of waste and a lack of recycling facilities are common in many cities. This problem is especially acute in industrialized cities, as the environment does not allow the use of traditional dumping sites.

The problem of waste disposal is compounded mainly by the fact that most consumer goods are doomed to short-term service to humans. They are bought, consumed and discarded without due regard to their residual value. It affects the amount of energy and the cost of restoring the environment with this structure of consumption.

Waste can be classified both by origin: household, industrial, agricultural, etc., and by properties. The most famous separation of properties adopted in the laws of most countries is the division into "hazardous" (ie toxic, corrosive, flammable, etc.) and "non-hazardous" waste.Municipal waste, which will be discussed, have a different origin and different properties. To remind you of the damage that nature and humanity can cause, we will give a description of the main types of household waste:

Food waste.

Damage to nature: virtually no damage. Used for nutrition by various organisms. Harm to humans: rotting food waste - a hotbed of germs. Ways of decomposition: used in food by various microorganisms. The final decomposition product: the bodies of organisms, carbon dioxide and water. Decomposition time: 1 to 2 weeks. Reuse Method: Composting. It is strictly forbidden to throw into the fire, since dioxides can form.

Waste paper.

Material: paper, sometimes soaked with wax and coated with various inks. Damage to nature: in fact, the paper does not cause damage. However, the paint on which the paper is coated can emit toxic gases. Harm to humans: paint can release toxic substances when decomposed. Ways of decomposition: used in food by various microorganisms. The final decomposition product: humus, the bodies of various organisms, carbon dioxide and water. Decomposition time: 2 to 3 years. Recycling Method: Wrapping. The least dangerous method of disposal: composting. Products formed during the neutralization: carbon dioxide, water, ash. It is strictly forbidden to burn paper in the presence of food, as dioxides can form.

Products from fabrics.

Fabrics are synthetic and natural. Everything written below refers to natural fabrics. Damage to nature: do not cause. Ways of decomposition: used in food by certain microorganisms. The final decomposition product: humus, body organisms, carbon dioxide and water. Decomposition time: 2 to 3 years. Reuse Method: Composting. The least dangerous method of neutralization: burning in conditions that ensure complete combustion.

Cans. Material:

Galvanized or tin coated iron. Damage to nature: the combination of zinc, tin and iron is toxic to many organisms. The sharp edges of the cans injure animals. Harm to humans: injured while walking barefoot. In banks, water accumulates, in which the larvae of blood-sucking insects develop. Ways of decomposition: under the influence of oxygen, iron slowly oxidizes. Final decomposition product: small pieces of rust or soluble salts of iron. Decomposition time: on the ground - several tens of years, in fresh water - about 10 years, in salt water - 1-2 years. Reuse method: remelting together with metal.

The least dangerous method of disposal: disposal after preliminary firing. Products formed during neutralization: oxides or soluble salts of iron, zinc and tin.

Scrap metal.

Material: iron or cast iron. Damage to nature: iron compounds are toxic to many organisms. Pieces of metal injure animals. Harm to humans: cause various injuries. Ways of decomposition: under the action of oxygen dissolved in water or in the air, it is slowly oxidized to iron oxide. Final decomposition product: rust powder or soluble iron salts. Decomposition rate: on the ground - 1 mm in depth for 10 - 20 years, in fresh water - 1 mm in depth for 3 - 5 years, in salt water - 1 mm in depth for 1 - 2 years. Recycling Method: Remelting. The least dangerous method of disposal: disposal in a landfill or disposal. Products resulting from neutralization: oxides or soluble salts of iron.

Foil.

Material: aluminum. Damage to nature: practically does not cause. Ways of decomposition: under the influence of oxygen, it slowly oxidizes to alumina. Final decomposition product: oxide or aluminum salts. Decomposition time: on the ground - several tens of years, in fresh water - several years, W salt water - 1-2 years. Recycling Method: Remelting. The least dangerous method of disposal: burial. Neutralization products: alumina.

Glass container. Material: glass. Damage to nature: broken glass containers can cause injuries to animals. Harm to people: broken glass containers can cause injuries. In banks, water accumulates, in which the larvae of blood-sucking insects develop. Ways of decomposition: slowly cracking and crumbling from temperature extremes; glass gradually crystallizes and crumbles. The final product of decomposition: small glass chips, in appearance indistinguishable from sand. Decomposition time: on the earth - several hundred years, in calm water - about 100 years. Reuse method: intended use or remelting. The least dangerous method of disposal: disposal in a landfill or disposal. Products formed during decontamination: glass chips.

Products from plastic and polyethylene (packaging for food).

Material: Various types of plastics and polyethylene. Damage to nature: prevents gas exchange in soils and water bodies. They can be swallowed by animals, which will lead to the death of the latter. Harm to humans: plastics can release toxic substances when decomposed. Ways of decomposition: slowly oxidized by atmospheric oxygen. Slowly destroyed by sunlight. The final decomposition product: carbon dioxide and water. Decomposition time: about 100 years, maybe more. Recycling Method: Remelting. Products formed during the neutralization: carbon dioxide, water, hydrogen chloride, toxic compounds. The least dangerous method of disposal: burial. It is strictly forbidden to burn these materials, as this may result in the formation of dioxides.

Batteries

Very poisonous trash! Material: zinc, coal, manganese oxide. Damage to nature: poisonous to many organisms. Harm to humans: poisonous to humans. Ways of decomposition: oxidized by oxygen. Final decomposition product: zinc and manganese salts. Decomposition time: on the ground - about 10 years, in calm water - several years, in salt water - about a year. Recycling method: zinc can be used in the school laboratory to produce hydrogen, manganese oxide to produce chlorine. The least dangerous method of disposal: disposal in a landfill.

Waste suitable for processing theoretically includes almost all consumer waste. But, in practice, you have to choose between their quantity and quality. More than half of all waste can be recycled efficiently, but achieving that efficiency requires great care in handling the waste. Paper, for example, quickly loses its quality when mixed with organic waste. And glass and metal, being less susceptible to decomposition, compete in the market with products from primary raw materials.Organic waste can be used as fertilizer after cleaning it from inorganics. As a rule, the closer the waste source is, the less sorting is required. And the cleaner the waste, the more expensive it costs.

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PROBLEMS OF DESIGNING PROFESSIONAL INDEPENDENT TRAINING OF FUTURE BIOLOGY TEACHERS

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ABSTRACT

The problems of designing the internal structure, orientation, contradictions, professional qualities, self-training in the formation of the future biology teacher are analyzed and recommendations are made

KEYWORD: *Professional, Professional, Self-Improvement, Efficiency, Pedagogy, Independent Design*

INTRODUCTION

The 21st century, known as the Age of Intellectual Potential, is a time of great responsibility and burdens for educators, no matter what their subject. The knowledge or experience of higher education alone is not enough to fulfill this responsibility. To be a master of one's profession, to be a master, to be a founder, a promoter of advanced innovative practices, one needs to constantly improve oneself professionally.

When the process of professional, self-improvement of future biology teachers is considered as one of the normative and basic functions of professional pedagogical activity, special attention should be paid to its essence and design.

Professional development of future biology teachers is a process of formation of a set of qualities of professional significance, which fully reflects the structural structure and characteristics of pedagogical activity.

At the same time, the process of self-improvement is accompanied by the influence of the social environment on the personal development of the teacher, absorbed through the internal conditions. Understanding the professional role is an understanding of the pedagogical decisions that can be made and their consequences. The ability to generalize their professional activity and predict its prospects, self-control and self-improvement - all this is a source of development of a master educator.

Qualities of professional significance are formed, changed, weakened or strengthened in the process of socialization of the teacher (professional socialization of the teacher - professional experience, culture), individualization (individualization of the teacher - a unique personal way and forms of mastering professional relationships). In this process, the teacher emerges as an object of social conditions, as well as a subject of pedagogical activity and self-formation, both as a carrier and carrier of qualities of professional significance.

Professional development of a future biology teacher has the following indicators: a) internal structure - it is determined by the teacher's professional activity, consistency; b) orientation - these are systemic qualities, which are determined by the attitude to the profession, the need for and readiness for professional activity; c) contradictions - these are the objective and subjective factors and basis of professional development; The main contradictions in the professional development of the teacher's personality are the contradictions that arise between the formed qualities of the person and the objectively existing requirements; g) unevenness in the formation of qualities of professional importance, which is determined by the diversity of tasks at each stage of professional development - cognitive tasks, moral, communicative, labor, valuable tasks; d) the stage of development has a negative impact on the subsequent results; the impact of the achievements of professional formation on the personality of the educator emerges as a secondary condition for its further improvement.

Qualities of professional value are developed through the transfer from the general to the individual. They have a transit feature, they have professional development, they go from one stage to another. It is based on professional qualities, stable methods and forms, behavior, his way of life.

The process of independent training of future biology teachers involves several stages of design.

Stage 1: motivation-formation of professional goals, career choice.

Step 2: Understand the content and essence of the conceptually-selected profession, diagnose the current level of development and prepare a draft program of professional self-improvement.

Stage 3: project implementation - practical activities for self-improvement.

Stage 4: reflexive-diagnostic-intermediate and final diagnosis, analysis of results, self-improvement, correction of programs, promotion to the level of professionalism and pedagogical skills.

Each stage involves a huge qualitative change in an individual’s professional development. These stages will have a specific task and content. Successful completion of tasks leads to the stabilization of psychological mechanisms and qualities of professional importance.

Thus, the professional development of the teacher ensures a high level of quality in solving professional and pedagogical tasks.

The process of professional development of future biology teachers (if all stages are fully completed) will be either complete (harmonic) or limited (if the teacher has passed several stages).

At the stage of motivation - the formation of professional goals - students (at the stage of vocational education) will have to fully understand the social significance of the chosen profession, the forms and methods of vocational training, the professional requirements for this profession.

In the second stage, the process of professional self-awareness begins yesterday. It is a very complex and long-lasting process, in which a person begins to seek his place in the professional world, begins to form an opinion about himself as a subject of certain activities, his physical, mental capabilities, interests, inclinations, develops the trajectory of individual professional development.

In the early stages of professional development, social situations are crucial, which ensures creative activity in the personality of the educator.

In the third stage, a system of professional pedagogical orientation, professional knowledge, skills and abilities is formed, the teacher acquires methods of solving typical pedagogical tasks. The stage of professional adaptation (adaptation) is characterized by the acquisition of general principles in the implementation of professional knowledge and skills activities, aimed at mastering the norms of activity.

The fourth stage involves self-diagnosis and a rise to a higher level of professional training. At this stage of professional formation, the normalization of normative activity leads to the formation of a professional position, as well as the formation of an integrative set of personal qualities, knowledge, skills and abilities, which leads to the emergence of an effective way to perform pedagogical activities creatively.

It should be noted that a person who has risen to a certain stage of professional development may stop the process of progressive development of himself. There is a risk of stagnation.

The main factor of stagnation in the professional development of future biology teachers is manifested only when the pedagogical system is limited to the educational process. To overcome this stagnation, the teacher will need to continue to work not only with the student's personality, but also with his or her own personality on a regular basis. The purpose of the above stages of self-improvement is not only the formation of certain professional knowledge, skills and abilities, professional qualities, but also the formation of skills for continuous self-improvement.

That is why today in our country great attention is paid to the continuous improvement of the system of professional development and retraining of teachers. The task at hand is to form the conscious attitude of future biology teachers to this system.

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USE OF MODERN INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

In this article, the relevance of the use of modern information technologies in the practice of teaching a foreign language in a non-linguistic institution is considered. According to the author, the use of information technology is an important component of the learning process.

KEYWORDS: *Foreign Language, Information Technology, Multimedia Resource.*

INTRODUCTION

Modern educational technologies that are used to form the communicative competence of a schoolchild in learning another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that using any one technology of education, no matter how perfect it is, will not create the most effective conditions for the disclosure and development of students' abilities and creativeness of a teacher.The use of computer and information technologies in the second and third levels of training allows students to prepare better for the final certification in English in accordance with the requirements of the state standard. In the process of training: students not only improve the knowledge they acquired during the previous period of training, but also expand their vocabulary taking into account the practical knowledge of a foreign language in the standard situations (within the framework of monologue utterances with elements of reasoning and dialogical conversations in the form of an exchange of views).At present, various forms of organization of the educational process are used. Since information technologies are both a means of supplying material and a controlling agent – such technologies provide high quality of the material supply and use various communication channels (text, sound, graphic, and touch). All this allows increasing students' motivation and forming their communicative competence. Students have the opportunity to choose lectures and speeches on lessons learned, get additional information and learn about the latest discoveries and trends on the topic of interest to them.

As far as language teaching is concerned, modern information technologies do offer challenging ways of teaching and learning, such as easy access to study materials, the opportunity to proceed at an individual pace, and to choose the time and place of studying, and almost immediate feedback on writing with e-mail tutorial support. These benefits are, however, only a partial solution for learners who need to develop speaking skills. However, this problem can be solved to some extent by using telephone and video conferencing. Nevertheless, conventional face-to-face training is still necessary to provide the practice and feedback on performance that can really help to improve speaking skills. Therefore, blended learning can be a solution to a number of problems. As Sharma (58-59) says, 'on the one hand, technology is here to stay. On the other, the teacher will never be replaced. I believe it is crucial that the teacher remains in control as the person creating the course program, meeting the learners, interpreting or assigning the material and honing the course. The technology should not 'lead'

The search for new pedagogical technologies is associated with the lack of positive motivation of students in learning a foreign language. Positive motivation is inadequate, because when learning a foreign language students face significant difficulties and do not learn the material because of their psychological characteristics. The use of information technologies also facilitates the implementation of group work; allows planning creative activity, active, and purposeful communication provides opportunities for organizing collective creativityinformation retrieval in open information and preparation of reports on the work performed or the event. Great opportunities for teaching students in foreign languages provide multimedia. A distinctive feature of multimedia is a high information density and a full set of the most effective learning components – a synthesis of text, visualization, and audio materials that allow you to perceive information in a multimodal manner, with the activation of several information channels, which allows you to use the most effective ways of perception for each student. To conclude all said above, it is worth mentioning that in Moodle, there are solutions for all possible tasks of managing the learning process. The use of information technologies in teaching the foreign language helps to solve various problems of modern methods, such as the organization of successful communication-directed learning, creation of an educational language environment, involving all students in the communication process at the lesson improving the role of the teacher, his active participation in adjusting the content of training, the selection of the most effective ways of presenting information. Thus, at present, the issue of using new methods for teaching the foreign language is working with multimedia technologies. All these innovative techniques ensure the effectiveness of training within the framework of a modern system activity approach. The main purpose of the project method is to provide students with the opportunity acquiring knowledge independently in the process of solving practical tasks or problems that require the integration of knowledge from different subjects. If we talk about the method of projects as a pedagogical technology, this technology involves a set of research, searching, problematic methods, which are creative in nature. The teacher in the project is assigned as a developer, coordinator, expert and consultant. Language is the most important means of communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. In order they could exchange their thoughts in different situations in the process of interaction with other communicators, using the system of language and speech norms and choosing communicative behavior adequate to the authentic situation of communication. In other words, the main purpose of a foreign language is to form a communicative competence, that is, the ability to carry out interpersonal and intercultural communication between a foreigner to one and native speakers. Educational aspect is an integral part of the educational process. Modern educational technologies that are used to form the communicative competence of a schoolchild in learning another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. It is obvious that using any one technology of education, no matter how perfect it is, will not create the most effective conditions for the disclosure and development of students' abilities and creativeness of a teacher. Modern technologies of teaching foreign languages accumulate successful information of each of them, enable the teacher to adjust any technology in accordance with the structure, functions, content, goals and objectives of training in the particular group of students. The search for new pedagogical technologies is associated with the lack of positive motivation of students in learning a foreign language. As for the practical application of technology, it is not necessary to use only one technology. It would be better to integrate several educational technologies, combining their best aspects. We can make a conclusion that it is this pedagogical system that facilitates the disclosure of the subjective experience of the student, the formation of personally-meaningful ways of learning, the education of moral ideals, the development of critical thinking, adequate evaluation and self-evaluation, the self-improvement of each student and the opportunity to realize themselves as a person.

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ACADEMICIA

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TEACHING ENGLISH THROUGH LITERATURE AND INTEGRATING LITERATURE INTO FOREIGN LANGUAGE TEACHING.

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ABSTRACT

Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

KEYWORDS: *Imaginative Literature, Foreign Language, Integrated Language.*

INTRODUCTION

Reasons for using literary texts in foreign language classes according to Collie and Slater, there are four main reasons which lead a language teacher to use literature in the classroom. The world of a novel, play, short story is an imaginary one, it presents a full and colorful setting in which characters from many social and regional backgrounds can be described. A reader can discover the way, the characters in such literary works see the world outside, their feelings, customs, traditions, what they do, believe in, how they speak and behave in different places, parties. The first reading can be done by the teacher and should not require students to perform a large and complex task. It is necessary that they enjoy reading, and too many tasks can deprive them of this. Let them get acquainted with the fragment and check their predictions, or answer a very general question about the text.During the early stages of literature in foreign language teaching classical works by renowned authors were integrated into the curriculum. These texts were mostly used for translation purposes and exercises on reading comprehension. This led the students to look in a dictionary for each and every foreign word they come across.Literature in FLT tends to emphasize its role in improving communicative competence and create an awareness in students on the culture and society of the relevant country. The didactics of literature in foreign language teaching suggest different strategiesto familiarize students with understanding and interpreting literary textsin a foreign language.The warm-up can focus on the source of the literary fragment. You can invite students to read a short reference about this. You can discuss or briefly tell them how this work is so famous. Reading fiction in English allows you to broaden the horizons of learners, learn about various cultural and historical events, increase active and passive vocabulary, multiply both linguistic and general cultural knowledge.

Reading in English contributes to the dialogue of cultures, acquaints students with the realities inherent in another culture, other peoples and nationalities.

Methodology of research.

The use of literary texts for reading in the teaching of English promotes the development of intellectual and cognitive abilities. Newly acquired linguistic and sociocultural knowledge and skills can significantly improve the level of motivation of students and help them feel more confident in using English — regardless of their level of language training.Teaching of English is very closely connected with the study of English culture and literature. The familiarity with the best examples of classical and modern literature undoubtedly takes place in the culture of the countries of the studied language.Fiction plays an important role in shaping the human personality. In fiction, the experience of many generations, basic moral and spiritual values are laid. Through reading, students absorb the norms of moral behavior and morality. During reading, both the cognitive and emotional spheres of the personality are involved.

General analysis.

We noticed that Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning. In reading lesson, discussion begins at the literal level with direct questions of fact regarding characters, settings, etc.

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class. Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels.The study of foreign language suggests broad spectrum of methods and forms of sign language in the foreign literature. Reading literary text, creative work, the student interprets an intensive lexicon, linguistic analysis oftexts, compare it with his native language.

The ideal way for many to increase understanding of verbal and nonverbal aspects of communication in the country within which that language is spoken – a visit or an extended stay- is not probable and for such learners literature is useful. It provides learners with a wide range of individual lexical and syntactic items. They become familiar with many features of the written language and reading. They learn about functions of sentences, ways of connecting ideas and by this way they develop their writing skills. They become more productive. When the learner reads a literary text, he begins to inhabit it. He becomes a part of this text. Understanding the meaning of story he becomes enthusiastic to find out what happens event unfold via the climax.

Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material (Collie and Slater 1990:6-7).

Literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. (5)

There are learners think that it is too difficult bored to learn a language by reading literal texts. But teachers' duty is to help them solve this problem. Because it gets learners closer to language, culture and customs. It helps them how to write and spell correctly.

CONCLUSION

Literature in all forms is everywhere in today's society and with this idea it is clear just how important it is. Literature is a central part of many lives. Studying language through Literature has the opportunity to find similarities in two different cultures. It helps learners enrich their vocabulary and start speaking language better. When reading Old English Literature students learn about history, ustoms and see how London looked through the eyes of Dickens when reading novels, poems, stories etc,.

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ENGLISH FOR SPECIFIC PURPOSES CLASSES THROUGH EFFECTIVE VOCABULARY TEACHING STRATEGIES

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ABSTRACT

Today, it has become mandatory for the academicians to rethink their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world.

KEYWORDS: *Effective Vocabulary, Teaching Strategies, Prominent Role Of Vocabulary Knowledge, Vocabulary Communication, Activities To Teach New Words.*

INTRODUCTION

Nowadays, our independent Uzbekistan is focusing on developing in every area. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev Miromonovich said: "At the time internalizing new technologies we need to pay attention on the youths' reading books, being friends with books, raising level of reading of population. For all of this, we need to set and promote our national literature and world literature on social network". This speech sounded like an appeal. In addition, we need to notice that glorifying Uzbek literature to the world is the current issue for us.

It goes without saying that it is problematic for a specialist to communicate in a foreign language unless one masters enough vocabulary in the field of one's specialty. Aside from this, it is of great importance to be accepted in one's professional sphere and "to communicate a set of professional skills and to perform particular job-related functions". "No matter how well the student learns grammar, no matter how successfully the sounds L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way". Effective vocabulary teaching helps develop future specialists' communicative competence. "Vocabulary plays a crucial role in language fluency development and language building". "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". Thus, "effective ESP vocabulary teaching plays a crucial role in successfully implementing ESP programs."

Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching learning activities. "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” This speaks volumes about the significance of vocabulary in learning, developing and enriching English. Even, Wilkins rightly says, “Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed”.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. John Drink Water rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools.

Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues: ’No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way’. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

This obliges ESP teachers at the university to develop students’ autonomous learning abilities, to teach them vocabulary learning strategies, and to deliver their vocabulary lessons more creatively. Sharing teaching experiences with colleagues would be particularly helpful in this case. This paper contributes to a deeper understanding of the necessity of ESP vocabulary teaching and learning by ESP teachers. Developing special pedagogical techniques which can help students gain needed skills in mastering ESP vocabulary should be given a great deal of attention.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge. By showing actual objects and showing models It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real 380 objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, aero planet etc. can be shown to the learner. Using demonstrations and showing pictures Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. The teaching of language acquired an applied character, while earlier it was comparatively abstract and theorized. Aristotle also brought out the famous triad of teaching ethics, which is the best match with modern requirements: logo — quality of presentation, pathos — contact with the audience, ethos — attitude towards others. This article will discuss some of the methods. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favors of the students as learners like dramatizations and can easily learn through them. Students at all grade levels need to engage in discussions about their individual pieces of writing. Having opportunities to talk with peers about a topic or idea prior to attempting to write a first draft enables students to refine their thoughts about the writing piece. Thus, when discussion precedes the writing event, the quality of the written product improves. This is true because the writer has probably analyzed, elaborated, questioned, and to some extent justified thoughts and ideas prior to putting them down on paper.

Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts.

CONCLUSION

Due to the lack of a natural English-speaking environment, students are not always able to use their ESP knowledge in practice, as English is spoken mainly in class. When students face a real need in ESP at work place or job-related situations, they have challenges in speaking and understanding, ESP vocabulary teaching and learning is at the core of an effective ESP learning program. The results of the study have shown that many students of the university aren't in the know of existing vocabulary learning strategies, though if they understood the importance of these strategies they would be able to find relevant information online

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INFLUENCE OF LEGAL SOCIALIZATION ON THE PROCESS OF DESIGNING LEGAL CULTURE AND LEGAL CONSCIOUSNESS OF PERSONALITY IN MODERN CIVIL SOCIETY

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ABSTRACT

In this article, a philosophical analysis of the essence, factors, mechanisms and means of legal socialization of an individual is made. Such socializations of the personality as the dialectical relationship between legal consciousness and legal culture, the problems of the formation of legal consciousness and legal culture and the issues of their place in the system of legal socialization, the influence and significance of personality deviant behavior on the process of legal socialization are studied. The author shows a vision of the conceptual and categorical apparatus of the legal socialization of the individual and legal culture, it is proved that these two key social and legal phenomena are in a direct organic and dialectical relationship and cannot exist without each other. In addition, the key role that legal socialization plays in the mechanism of the formation of the legal culture of an individual is investigated.

KEYWORDS: *Personality, Civil Society, Legal Consciousness, Legal Culture, Dialectical Interconnection, Legal Socialization, Rule Of Law.*

INTRODUCTION

The process of legal socialization is accompanied by the process of adaptation to the socio-cultural environment as a result of the direct and indirect influence of many material and intangible factors. This process also determines the development trends of legal culture and legal consciousness in society. One of the most important factors determining the level of legal culture and legal socialization is legal consciousness. Legal consciousness is one of the forms of social consciousness, which represents a holistic system of legal views, theories, ideas, perceptions. There are different forms of people's acceptance and understanding of an existing being. This is social consciousness. One form of social consciousness is legal consciousness. Legal consciousness is the subjective perception of legal phenomena by people. This phenomenon consists of the general sum of people's knowledge and perceptions of the legislative and legal system.An individual's legal thinking also includes the ability to objectively assess the importance of legal norms in modern society. "Legal consciousness is a form of social consciousness, which is reflected in the perception of existing legal relations and law by members of society, law and order. Legal consciousness includes not only the existing law, but also its history, as well as knowledge of the realities of other societies "[2. B.83].In the philosophical literature, legal consciousness and legal thinking, their ontological and epistemological issues are traditionally considered in the context of the problems of social thinking. Sociology, on the other hand, defines legal thinking as a theoretical form of expressing the attitudes of individuals or different social groups towards law and laws in the process of social relations. the problem of legal consciousness as an independent branch of scientific research began to be considered in the early twentieth century. Legal encyclopedias define "legal consciousness as a general set of attitudes, views and assessments of individuals and social groups towards existing legal norms" [3, p.352]. Based on this approach, the famous Russian researcher T. Sinyukova defines legal consciousness as follows: "Legal thinking is an independent whole, through which complex, scientific and philosophical problems such as the theory of law, the essence of law, the existence of law, its genesis, the role of legal governance in the system of governance, crime and its root causes will have the opportunity to study "[4, p.232]. One of the most important aspects of legal thinking is people's understanding of the value of natural, fundamental norms of law, the extent to which these norms are reflected in the existing legal system, their compliance with the universally recognized requirements of human rights. Legal consciousness not only understands the norms of law, legal norms, but also carries out important scientific tasks, such as the development of new legal norms that require social development, in-depth study of the current state of legal relations and predicting the future.We all know that our state is striving to form a civil society, a democratic and legal society. The realization of this goal depends on the legal education and legal culture of our youth. In all spheres of our society, it has become more important than ever to know social relations, the laws that govern our lives. Regarding the importance of the role of legal culture in the spiritual development of the individual and the development of society, our great compatriot, the great sage of the East, Abu Ali ibn Sina, said: When we give up the fight against evil due to ignorance or ignorance, we allow ourselves to spread evil "[6, p.74]. Thus, the level of legal consciousness, legal culture, and ultimately the level of legal socialization of people in society is the basis for the formation of the rule of law in society, a just state governed by the rule of law and civil society. The formation of a democratic state governed by the rule of law in Uzbekistan requires an increase in the legal culture of society, officials and citizens. Therefore, an important feature of the rule of law is the legal culture. Uzbekistan's transition to a market economy requires various democratic reforms. This requires the development of legal awareness and legal culture of citizens. Legal culture is part of universal culture. In it, the more cultured people are, the more they know the norms and laws of law, the more they know the legal literature and follow them, the less violations there will be.Therefore, in our country, great attention is paid to improving the legal culture of the people. In particular, the IIX session of the Oliy Majlis adopted a program to improve the legal culture in society. The program focuses on the development of legal awareness and legal literacy of the population, improving legal education, increasing the legal literature, increasing the knowledge of the people in the legal field, the development of legal awareness. In this regard, in the period of transition of the Republic of Uzbekistan to the modern market economy, legal education and development of legal culture have played an important role in building a democratic state based on the rule of law, strengthening legislation and various social, economic and political reforms. According to the philosophical-ontological approach, legal culture is a special form of human existence, which represents its specific manifestation in the legal space and time. This legal space was developed by man to ensure order and stability in society, and is one of the elements that form the basis of the existence of society and the specific impact on the life and activity of each individual.Decree of the President of the Republic of

Uzbekistan Shavkat Mirziyoyev dated January 9, 2019 No PF-5618 "On radical improvement of the system of raising legal awareness and legal culture in society" plays a practical role in raising legal awareness, legal culture, legal literacy of the general public. The Decree lists the following problems and shortcomings that hinder the raising of legal awareness and legal culture of the population, increasing the level of legal literacy of citizens in society. In particular, “in raising the legal culture, first of all, the work on legal education and upbringing is not carried out systematically and organically. Raising legal awareness and legal culture in society is one of the most important conditions for ensuring the rule of law and strengthening the rule of law. ”For example, in our country, non-governmental non-profit organizations also play an important role in improving the legal culture of citizens. In this regard, the activities of leading organizations such as the Youth Union, Trade Unions, Women's Committees, political parties are particularly noteworthy. In particular, the program of activities of the Youth Union, which is gaining a strong place in the lives of our youth: “Formation of well-rounded, independent-minded young people with their own position and convictions, able to take a worthy place in society, be a decisive force and support in the reform process. , raising their political culture, legal literacy and legal awareness ”[9]. In addition, Women's Committees throughout the country and regions are working to increase the legal literacy of women, improve their legal culture and increase their participation in state-building. Political parties and trade unions also contribute to raising the legal awareness and legal culture of citizens in our country.

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ANALYSIS OF TRENDS IN THE DEVELOPMENT OF HISTORICAL AND CULTURAL TOURIST SITES IN THE SAMARKAND REGION ON THE EXAMPLE OF THE TOMBS OF GUR AMIR, BIBIKHANIM, ULUGBEK OBSERVATORY

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ABSTRACT

This article analyzes the dynamics of financial and economic performance of historical and cultural tourist facilities. However, the distance between the historical and cultural monuments, including the mausoleums of Gor Amir and Bibikhanum, is not very long. However, the difference in the number of foreign and domestic tourists visiting the tombs of Gur Amir Bibihanim is huge. In particular, the mausoleums of Gor Amir and Bibikhanim in Samarkand, the Ulugbek Observatory are the main objects of historical and cultural tourism in the attention of the world community. This means that the Ulugbek Observatory also has a growing number of foreign and domestic tourists. In 2018, the number of foreign tourists visiting the Ulugbek Observatory is 2.7 thousand more than the number of foreign tourists visiting the Bibikhanum mausoleum. But local tourists visited less than 77.5 thousand people.

KEYWORDS: *Tourism, Income, Finance, Wages, Labor Productivity*

INTRODUCTION

Along with other countries, Uzbekistan has a long and rich history. According to various historical written and archeological sources, our Motherland, which has been recognized as the land of Turan since ancient times, occupies a worthy place among such ancient and great countries as China, India, Iran, Egypt, Rome. It is no secret that the rich history of ancient, cultural and spiritual monuments, ancient architecture and fine arts have always attracted tourists from around the world. In particular, the mausoleums of Gor Amir and Bibikhanim in Samarkand, the Ulugbek Observatory are the main objects of historical and cultural tourism in the attention of the world community.

Many people want to visit these historical monuments. The mausoleum of Gor Amir covers an area of 2,500 square meters in Samarkand. Revenues are mainly from foreign and domestic tourists (Table 1). In 2018, the total income of the mausoleum of Gor Amir amounted to 1915457.0 thousand soums, which is 1449185.0 thousand soums or 4.1 times more than in 2015. In 2015, the income from foreign tourists visiting the mausoleum of Gur Amir accounted for 59.2% of total income, and in 2018 this figure reached 74.2%. These data mean that in recent years, the tourism industry in our country has developed faster than in 2015. Even the number of foreign tourists visiting our country, which is exactly the historical and cultural monuments, is growing every year. Table 1 shows that in 2017, 34.2 thousand foreign tourists visited the mausoleum of Gor Amir, while in 2018 their number reached about 57.0 thousand people. This means that in 2018 alone, the number of foreign tourists increased by 23.0 thousand compared to 2017. Looking at the visits of foreign and local tourists to historical and cultural monuments in our country, it is clear that this type of tourism is developing.

TABLE 1 ANALYSIS OF FINANCIAL AND ECONOMIC INDICATORS OF THE MAUSOLEUM OF GOR AMIR

Financial and economic indicators	year				Changes from 2018 to 2015 (+ ;-)
	2015	2016	2017	2018	
Area, square meters	2500	2500	2500	2500	X
Income, thousand soums	466272	584838	977382	1915457	+1449185
Of which:					
Revenues from foreign tourists, thousand soums	276372	413838	752982	1420757	+1144385
Revenue from local tourists, thousand soums	189900	171000	224400	494700	+304800
Use of the complex (clips, photos, etc.) thousand soums	2433	2985	3710	4660	+22227
Number of employees working in the complex, person	15	14	15	17	+2
Admission to the complex is free for local tourists	1000	1000	1000	1000	X
The entrance fee to the complex is UZS for foreign tourists	20000	22000	22000	25000	+5000
Visits of foreign tourists, thousand, people	13,8	18,8	34.2	56.8	+43,0
Visits of local tourists, thousand, people	189,9	171,0	224.4	494.7	+304,8

We will consider a similar analysis on the tomb of Bibihanim.

TABLE 2 ANALYSIS OF FINANCIAL AND ECONOMIC INDICATORS OF BIBIKHANUM MAUSOLEUM

Financial and economic indicators	year				Changes from 2018 to 2015 (+ ;-)
	2015	2016	2017	2018	
Area, square meters	3000	3000	3000	3000	
Income.ming soums	416272	517276	842637	1507514	+1091242
Of which:					
Revenues from foreign tourists, thousand soums	303372	373276	685837	1147614	+844242
Revenue from local tourists, thousand soums	112900	144000	156800	359900	+247000
Use of the complex (clips, photos, etc.) thousand soums	2382	2469	2832	2804	+422,0

Number of employees working in the complex, person	9	9	9	12	+3
Admission to the complex is free for local tourists	1000	1000	1000	1000	X
The entrance fee to the complex is UZS for foreign tourists	20000	22000	22000	25000	+5000
Visits of foreign tourists, thousand, people	15,1	16,9	31.1	45.9	+30,8
Visits of local tourists, thousand, people	112,9	144,0	156.8	359.9	+247,0

Bibihanim's mausoleum also covers an area of 3,000 square meters in Samarkand. Its main income also comes from the visits of foreign and domestic tourists. In 2018, its total income amounted to 1507514.0 thousand soums, which is 178.9% more than in 2017. Compared to the total revenue in 2015, in 2018 it increased by 3.6 times. In 2018, the revenue from foreign tourists visiting Bibikhanum Mausoleum accounted for 76.1% of total revenue. In 2015, the analysis of revenues from foreign tourists also showed that 72.8% of total income. So, it can be concluded from this that in 2015, the main income of the mausoleum of Bibi Khanum was the income from the visits of foreign tourists. In 2018, the number of foreign tourists visiting the Bibikhanum Mausoleum increased by 3.0 times compared to the number of foreign tourists visiting in 2015, an increase of about 31.0 thousand people. In our view, the number of foreign tourists visiting the Bibi Khanum Mausoleum is small. Although they increased by about 31.0 thousand people in 2018 compared to 2015, it is 12.2 thousand less than the number of foreign tourists visiting the Mausoleum of Gor Amir. The data in Table 2 show that the number of local tourists visiting the Bibikhanum mausoleum is increasing year by year. For example, in 2015, 112.9 thousand local tourists visited the Bibi Khanum mausoleum, and by 2018, the number of local tourists increased by 247.0 thousand to about 360.0 thousand. However, the number of local tourists visiting the mausoleum of Gori Amir is 135.0 thousand less. However, the distance between the historical and cultural monuments, including the mausoleums of Gor Amir and Bibikhanum, is not very long. However, the difference in the number of foreign and domestic tourists visiting the tombs of Gur Amir Bibihanim is huge. Therefore, the income from the mausoleum of Bibikhanum is 407943.0 thousand soums less than the income from the mausoleum of Gor Amir. Those who usually want to travel a long distance and have a great time, will not miss visiting historical and cultural sites very close to each other.

When analyzing the financial and economic indicators of the Ulugbek Observatory, it can be seen that the volume of revenues in this historical monument, as well as the number of visits by foreign and domestic tourists is growing from year to year. In 2018, the total income of the Ulugbek Observatory amounted to 1497472.0 thousand soums. Compared to 2015, it increased by 3.6 times. The income of the Ulugbek Observatory in 2018 is 417985.0 thousand soums less than the total income of the Gor Amir Mausoleum in 2018, and 10042.0 thousand soums less than the income of the Bibikhanum Mausoleum. Also, the number of foreign and local tourists visiting the Ulugbek Observatory is 8.0 thousand less than the number of foreign tourists visiting the mausoleum of Gor Amir, and 212.3 thousand less than the number of local tourists. As shown in Table 3, the number of foreign tourists visiting the Ulugbek Observatory can be seen from year to year. For example, in 2018 the number of foreign tourists was 48.6 thousand, while in 2015 it was 14.2 thousand. This means that in 2018, compared to 2015, the number of foreign tourists increased by 34.4 thousand people. Local tourists also increased by 162.3 thousand people in 2018 compared to 2015. This means that the Ulugbek Observatory also has a growing number of foreign and domestic tourists. In 2018, the number of foreign tourists visiting the Ulugbek Observatory is 2.7 thousand more than the number of foreign tourists visiting the Bibikhanum mausoleum. But local tourists visited less than 77.5 thousand people.

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ACADEMICIA

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CONCEPTUAL BASIS OF GOVERNMENT REGULATORY AND SUPPORT POLICY IN TOURISM IN UZBEKISTAN

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ABSTRACT

The article highlights the fact that in recent years the country has adopted a number of decrees and regulations aimed at developing tourism, which provides great opportunities for tourism development, as well as great opportunities for improving the economic potential of the country and employment.

KEYWORDS: *Tourism, Economic Relations, Employment, Income, Diversification.*

INTRODUCTION

One of the main types of regulatory documents in the implementation of the activities of tourism organizations and control over their implementation is government regulation. Recently, there has been a tendency to increase the number of laws, new laws are being adopted, there are constant changes in existing legislation and the requirements for compliance with them. This is especially true of taxes and levies, innovations, legislation in science and education, changes in reporting forms, and more.A distinctive feature of the legislation of our country is the complexity of its application in practice, the ambiguity of interpretations, extreme variability. For many years, tourism did not have a solid legal basis. However, with the increase in the number of tourists in recent years, there is a need for legal support in this area.

Therefore, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 pays special attention to the issues of effective development of the tourism industry.Decree of the President of the Republic of Uzbekistan dated February 3, 2013 "On additional organizational measures to create favorable conditions for the development of tourism potential of the Republic of Uzbekistan", and February 6 "On measures to develop inbound tourism" These decisions will be an important organizational and legal program for the rapid development of tourism, the rational use of existing opportunities, increasing the flow of foreign visitors, demonstrating the tourist, cultural, natural and sports potential to the world, in turn, the formation of domestic tourism culture.Most importantly, these documents will create more favorable conditions for increasing the tourism potential of our country, first of all, through active attraction of investments, introduction of innovative ideas and technologies, as well as comprehensive use of resources and opportunities of our rich natural, cultural and historical heritage. The decree established a visa-free regime for citizens of 7 countries for 30 days from the date of entry into the country, abolished the requirement of the Ministry of Foreign Affairs for tourist vouchers for 39 citizens, as well as the issuance of electronic entry visas for citizens of a number of foreign countries from July 1.

A number of tasks have been set for the introduction of the tourism system, the improvement of tourism-related facilities, their surroundings and the development of other tourism potential.It should be noted that the past and rich cultural heritage of each country play an important role in its development. Today, our country, one of the oldest and richest cultural centers of world civilization, has more than four thousand historical monuments and relics. Each of them is taken care of like an autumn pupil. The fact that our ancient cities, such as Samarkand, Khiva, Bukhara, Shakhrisabz, Termez, Karshi, Margilan, are increasingly attracting the peoples of the world, clearly demonstrates the high tourist potential of Uzbekistan.In accordance with the concept of further development of tourism in the region in 2018, the implementation of 61 projects is scheduled for the fall. In particular, 32 hotels, 12 hotels, 10 parks will be built, Bukhara Palace, Vorokhsho and Zarafshan hotels will be reconstructed. In addition, it is planned to expand cooperation with international and national tourism organizations, build restaurants, purchase tourist vehicles, lease cultural heritage sites to entrepreneurs, organize balloon tours, launch rural tourism in Gijduvan, Shafirkan, Vobkent and Jandar districts. As a result of these projects, it is possible to significantly increase the flow of foreign and domestic tourists to the region. Historically, the volume of exports of services has increased, creating many new jobs.

Especially in recent years, great work is being done in Samarkand region in the field of tourism development.

Every day during the season, more than 100 hotels serve local and foreign tourists, and in the city center, as well as in more than 30 restaurants in the surrounding areas, national, Korean, Russian and European dishes are prepared and entertainment events are organized.

Given the large influx of visitors and tourists, the National Airline of Uzbekistan is planning to increase the number of additional flights.

The number of tourists visiting Samarkand has sharply increased. For example, in 2017, 10 charter flights were organized for Japanese citizens, but this year it is planned to increase the number of flights to 15. This year, about 3,000 Japanese are expected to travel to our country. In 2017, Samarkand will be visited by about 1.1 million local and more than 180,000 foreign tourists.

At the initiative of the head of our state, the Samarkand City tourism zone will be established by 2020. In this regard, the government has approved a three-year program to accelerate the development of tourism potential of Samarkand and Samarkand region. According to him, modern hotels, cottages, cultural health and entertainment venues, including an amphitheater, restaurants, souvenirs and other product stores will be built in the area.

It should be noted that about 5,000 guests and pilgrims visit the Imam Bukhari complex every day. These figures show that over the past two years, thanks to the generous efforts of President Shavkat Mirziyoyev, the flow of tourists to our country has increased. As a result of these efforts, the aim is to improve the employment of our people, to improve the living standards of our people. The number of tourists visiting our country is growing by an average of 5% a year. The total revenue in this sector of the economy is trillions of dollars. Every year, more than a billion people travel around the world.

In short, it is necessary to pay attention to the improvement of all tourism-specific facilities.

1. Tourism management organizations in the country should study the experience of developed countries, develop long-term plans for the development of tourism for 20-30 years and discuss and approve it in parliament.

2. It is necessary to develop long-term plans for the existing tourist organizations and cultural facilities in the country.

3. It is necessary to organize strict systematic control over the receipt of funds in all tourist facilities, especially in places of pilgrimage.

4. It is necessary to improve the issues of promoting the tourism potential of our country to the world through the Internet through the availability of rich cultural facilities.

5. Tourist service system. It is necessary to organize hotels, recreation, leisure, shopping centers at the required level.

6. It is necessary to involve local and foreign investors in the development of tourism in all tourism-dependent areas and put them into practice

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OPTIMIZATION TREATMENT OF A HYPERACTIVE BLADDER IN WOMEN OF PREMENOPAUSAL AGE

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ABSTRACT

Urination disorders are one of the urgent problems not only of urology and obstetrics, but also of modern health care. Urination disorders occur regardless of living conditions, the nature of work and at any age, but are more prone to them older than 50 years. In recent years, a large amount of information has appeared about the problem of urination disorders in women, which indicates a steady increase in the number of such patients [1,2]. Leading gynecologists of the world discuss the scope of the necessary diagnostic procedures for patients with urinary incontinence; There are no single algorithms for studying and treating the prevalence of overactive bladder (OB), which was 15–20% among women and about 6% among adult girls (15–20 years old) [3,5,7].

KEYWORDS: *Urinary Incontinence (UI), Premenopausal Period, Overactive Bladder (OB), Quality Of Life, Physiotherapy.*

INTRODUCTION

Objective: To determine the types of urinary disorders in women in the premenopausal period and improve their quality of life by optimizing treatment using physiotherapeutic procedures in complex therapy.

Materials and methods: The survey was conducted on a specially designed questionnaire, which was attended by 130 women of premenopausal age. The questions of the questionnaire consisted of 2 parts: the first is a general part, including questions about age, anthropometric data, health status, history of obstetrics and gynecology and associated pathology. The second - a special part of the questionnaire included questions about the presence of symptoms of an overactive bladder, the intensity and duration of the disease, visiting a doctor, previous treatment and the effect of the disease on the quality of life. After the questionnaire, 130 women were monitored and were divided into two groups: the first group (main) of 85 patients receiving complex therapy with exercise therapy and physiotherapy, the second group (comparison group) - 45 patients who refused complex therapy, which were limited to standard treatment methods. When examining the patients, a clinical and anamnestic analysis of the data was carried out, urination diaries were evaluated, in which the frequency and volume of urination for three days, the presence of an imperative urge and episodes of urine loss were noted, an objective examination and ultrasound of the pelvic organs were performed. Type of urinary incontinence was evaluated according to the following criteria (according to ICS recommendations): 1) stress urinary incontinence - when coughing, sneezing, weight lifting (indicating severity); 2) symptoms of OB - the frequency of urination in the daytime and at night; the presence of imperative urge and urgent incontinence; 3) mixed urinary incontinence - a combination of stress and imperative (urgent).

The main links of the complex therapy were: recommendations for optimizing the amount of fluid consumed, keeping a diary of urination, learning the methods of planned urination and delaying urination, exercises for the muscles of the pelvic floor, exercises to strengthen the muscles of the pelvic floor 3-4 times a day every day, physiotherapy.

Results: The study showed that the patients observed in the aggregate various types of urinary disorders at the age of more than 35 years. Of the 130 women who were examined 40 (30.8%) of women with urinary disorders were between the ages of 35 and 40; 70 (53.8%) patients - from 40 to 45 years old; 20 (15.4%) patients - from 45 to 50 years or more. When calculating the relative risk index, a statistically significant increase in the likelihood of symptoms of urination disorders in a group of women from 35 to 40 years old was established, KK = 1.41 (95% d., 1.36 - 4.54; p <0.05) . It was found that in the group of women from 40 to 50 years old, the main types of urination disorders were the symptom complex OB and mixed UI. In most cases (up to 70%), patients had a history of childbirth through the natural birth canal, as well as a large fetus, complications during childbirth, which probably contributed to an increase in the incidence of mixed UI, and an increase in the total relative risk of pathology at this age group.

The average weight of women with urinary disorders was 73.5 ± 10.2 kg; average height 165.1 ± 3.7 cm. Normal body weight was observed in 25 (19.2%) women, 52 (40%) patients were overweight, and 37 (24.7%) had first degree obesity. The number of patients with insufficient body weight, as well as obesity of the II-III degree amounted to 16%. An increase in mean BMI was observed in the group of women with a stressful and mixed interface (p <0.02). It was found that an increased risk of urination disorders in a group of women with a BMI of more than 25 kg / m2, QW = 1.15 (95%, i.e. 1.05-1.30; p <0.05). Thus, with an increase in BMI, the frequency of urinary disorders in women of premenopausal age increases, which is probably due to the negative influence of adverse factors that had a history of it.

According to the anamnesis data, it was established that all women in the anamnesis had from one to seven pregnancies (on average 2.8 ± 1.05). By the number of pregnancies, 43 (33.1%) patients had two pregnancies, 50 (38.5%) women had a history of 3 pregnancies, 37 (28.5%) women had more than 3 pregnancies. It was found that 79 (60.8%) women with a history of urination had from 1 to 4 births through the natural birth canal (average 2.3 ± 1.1). Of these, 7 (5.4%) women had one birth, 60 (46.15%) had two births, and 33 (25.4%) had three or more births. 30 (23.1%) patients had a history of cesarean sections (average caesarean section 1.4 ± 0.8). Of these, 19 (14.6%) women had one operation, 14 (10.8%) had two or more caesarean sections. 86 (66.1%) women during the survey indicated a history of artificial termination of pregnancy in the early stages, 43 (33.1%) women had a history of one to three spontaneous miscarriages.

In patients with stressful and mixed UI performing pelvic floor muscle training after a course of complex therapy, 17 (20%) women began to hold urine during coughing, sneezing, physical activity, which was confirmed by negative functional tests. An increase in the number of patients with a mild degree of stress and mixed UI and a decrease in the number of patients with moderate severity were found.

After the use of complex therapy with physiotherapy and exercise therapy in patients of the first group, disorders with OB and urinary incontinence decreased, the effectiveness of this method averaged 56.5% (48 out of 85 patients). Whereas, in the patients of the control group, the symptoms of an overactive bladder worsened, a secondary infection often joined, causing cystitis. Also, positive dynamics was observed more in women under 40 2 times faster than in women over 40.

CONCLUSION

Evaluation of urinary disorders in women with a detailed clinical and laboratory examination allows you to identify the type and degree of urination disorders, as well as determine the prognosis of the disease, and also constitute risk groups. The optimal method for the treatment and prevention of urination disorders during menopausal age is complex therapy, including exercise therapy and physiotherapy, which reduces the frequency of symptoms at the age of 35-45 years 2.6 times, and after 45 years - 1.7 times. Thus, the maximum total effectiveness of complex therapy was observed with mixed UI and treatment of symptoms of OB - 56.5%.

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THE DYNASTY OF AKILOV AND THEIR CONTRIBUTION TO THE DEVELOPMENT OF UZBEK DANCE

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ABSTRACT

This article examines the role of national folk dances in the work of dancers and choreographers of our country, the specifics of the art of choreography, ancient values, priorities, as well as artistic principles, and the current objectives of the study. Isohor Akilov and his daughter Viloyat Akilova, who were able to show the traditions of Bukhara classical dance and its place in professional Uzbek dance, developed the traditions of Uzbek dance and studied the originality of the mastery of classical, folk and modern dances. it would be expedient to use it in the development of artistic processes.

KEYWORDS: *Art, Dance, Choreographer, Ensemble, Bukhara Dance School, Mavrigi, Method, Rhythm, Melody.*

INTRODUCTION

Today, about 100 dance groups operate in our country in order to develop the high spiritual qualities and values of the Uzbek people, to further develop and strengthen the Uzbek national dance art. Each of the dance teams has its own style and direction. These art groups work in the Tashkent-Fergana, Khorezm and Bukhara directions of the national dance school and contribute to the development of Uzbek dance.

Rock carvings and archeological finds in Central Asia, including Uzbekistan, testify to the antiquity of the art of dance. The antiquity of the Uzbek dance art, the richness of directions and schools stems from the fact that our ancestors were mainly associated with agriculture and handicrafts.

The art of national dance flourished during the reign of Amir Temur and the Temurids. The second half of the 15th century In the beginning of the 16th century, masters of dance nicknamed Sayyid Badr, Tahir Chakka, Mohchuchuk, Maqsudali, Katta Moh, Kichik Moh became famous. During this period, the art of dance developed in the field of folk dance and skilled dance.

After the emergence of the Bukhara, Khiva and Kokand khanates in the XVIII-XIX centuries, unique styles began to appear in the art of dance. In Bukhara, female artists were called musicians, in Khiva - khalfa, and in the Fergana Valley - yallachi. During this period, compact theatrical groups of women artists developed and their programs were performed at banquets and parties.

It is known that the Uzbek national dance art was further developed in our country in the 1920s. Dedicated artists such as Olim Olim Kamilov, Tamarakhonim, Mukarrama Turgunbaeva, Isokhor Akilov, Roziya Karimova created a national school of performance. Master artists enriched the art of national dance on the basis of centuries-old traditions and centuries-old values. This is especially evident in solo and group dances.

At the end of the XIX and the beginning of the XX centuries in the musical culture of Bukhara, along with the art of "Shashmaqom" and international dance, the musical dance "Mavrigiykhanlik" was developed. This type of art is unique to the Bukhara region. "Mavrigikhanlik" is a unique style of singing, similar to the musical culture of Iran and Azerbaijan. This style of singing was called "Movriy", and the performer was called "Movrikhon". The term "Movriy" was used by the Bukhara ayans at different times from different parts of Khorasan, mainly from the city of Marv (a city in the lower reaches of the Murgab River) to the Iranians who migrated to Bukhara.

Bukhara dances have been formed since ancient times and are distinguished by the courage and intensity of their movements, the richness of turns, semi-turns, horns and wheels.

The services of Sadulla Sadullaev (1883), Tojiddin Sobirov, Bibishirin Mamanova (1872), Chervonhonim, Tufahonim (1926), Oliyakhon Khasanova in the preservation of the traditions of Bukhara dance art in the transmission of the Bukhara dance school to the next generation Irrigated by their deep spirit of life, a number of dances played an important role in the spiritual development of our people and gained great educational value. Isokhor Akilov, who shaped the centuries-old rich heritage of Bukhara dance and its unique national features in his work, founded a professional Bukhara dance school in the art of national dance. Isokhor Akilov creatively used the past traditions of master choreographers and enriched it through his own experiences.

Isokhor Akilov began his career at the age of 14 learning the methods of the circle. This leads to the creation of a variety of dance techniques that are as necessary for the future dancer as air. I. Akilov gradually began to circle with his teachers at weddings in the mahallas. He manages to see the art of dancers from Bukhara to Samarkand, and then begins to master the wonderful but complex dance style of Bukhara. Learning these dances required a lot of hard work, practice and research from the young performer. Bukhara dances with such a variety of methods, melodies, hand and foot movements further enrich the thinking of Isakhor Akilov, which plays an important role in the formation of a great artistic taste.

His coaches would also be pleased with Isokhor Akilov's diligence, hard work, thirst for new dance moves and boundless love. She is a master artist, famous performers of classical dance - G. Ulanova, RS Struchkova, M. Plisetskaya, Professor Lavrovsky, R. Zakharov, A.M. He was trained by choreographers like Meserer. The teachings of his teachers further enhanced his respect for the art of dance. I. Akilov once again deeply felt the role of dance in life and that it is a powerful ideological tool to influence the masses.

I. Akilov, who loved the art of choreography, later began to stage his own dances, which he learned from his teachers AK Bek and Usta Olim Kamilov. He creates new solo and mass dance works based on Bukhara shashmaqomi melodies: “Kashkarchai Ajam”, “Ufari navo”, “Savti ajam”, “Ufari ajam”, “Soqiynoma”, “Ufari Segoh”, “Chapandoz”. Isokhor Akilov made extensive use of national music and composers in the process of staging the dance. His dance "Shodlik" begins with the rock style of Bukhara shashmaqomi, and then moves from the ancient Uzbek folk songs to the song "Hay-yor-yor".

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The dance "Shodlik", created in 1960, was staged on the basis of Bukhara Mavricha melodies - "Mahma Hasanjon", "Aspanjayiman". The artist made extensive use of examples of folklore, not only copying them, but also formed in his work aspects that meet the tastes of the modern audience.

Isokhor Akilov's choreographic activity was not limited to professional ensembles. In 1955, he and Margarita Akilova founded an 80-member song and dance ensemble at the Palace of Culture of the Tashkent Weaving Mill. Isokhor Akilov contributed to the professional development of the Bukhara dance school and introduced his wife Margarita Akilova and children - Viloyat, Zulaykho, Lola, Yusuf to the world of Uzbek dance.

I. Akilov's wife, a unique talent, People's Artist of Uzbekistan Akilova Margarita Bakhlulovna was born in 1920 in Samarkand in a family of artists.

Margarita has a passion for the art of dance since she was five years old. Margarita began her dancing career in 1932-1935. In 1935, Margarita married I. Akilov and devoted her life entirely to art and a life spent in collaboration with a similar fan of dance, dancer, choreographer Akilov. Margarita Akilova has been the leading dancer of the State Philharmonic of Uzbekistan for twenty years. Since 1956, the Tashkent Weavers' Combine has been the artistic director and choreographer of the dance ensemble of the Palace of Culture and has contributed to the development of the national dance art. Continuing the traditions of the Bukhara Dance School after Isokhor Akilov, Viloyat Akilova is one of the specialists working selflessly in the field. Over the years, he worked tirelessly to establish the Bukhara dance ensemble "Zarafshon". As a result of her research, Viloyat Akilova has staged more than 200 dance works typical of the Bukhara Dance School. The relevance of the study is determined by the study of the contribution of Viloyat Akilova to the Bukhara Dance School, who has been developing her innate talent for years as a professional dancer and choreographer, as well as artistic taste, demonstrating tireless work and creative potential. The reason is that Viloyat Akilova, who continues the traditions of the Bukhara dance school after Isokhor Akilov, is one of the specialists working selflessly in the field. As a result of many years of research, Viloyat Akilova created the Bukhara Doira Dars, which belongs to the Bukhara school.

Isokhor Akilov is the founder of the Bukhara Dance School, and Viloyat Akilova is the successor of the Bukhara Dance School after his father I. Akilov. In their performance, Bukhara dances acquire a special charm and legendary power.

It is their individual qualities that artists can feel this school of dance in their hearts, live in dances, feel the mentality of the region and reflect it in their actions. Today, Viloyat Akilova has

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staged many of the dances performed at the Republican Competition of National Dance Performers named after Mukaramma Turgunbaeva, and has been educating many students since then. Viloyat Akilova learned all the secrets of the Bukhara dance school from her father. The Bukhara tempo and rhythm can be felt even in the simple steps of a dancer. V. Akilova's appearance, facial expressions, and even her looks are in harmony with the Bukhara dance school. Isohor Akilov and his daughter Viloyat Akilova, who were able to show the traditions of Bukhara classical dance and its place in professional Uzbek dance, developed the traditions of Uzbek dance and studied the originality of the mastery of classical, folk and modern dances. it would be expedient to use it in the development of artistic processes.

One of the urgent tasks of this research is to study in detail the role of national folk dances in the works of Uzbek dancers and choreographers, the originality of the art of choreography, ancient values, priorities, as well as artistic principles. An important task is to make a comparative analysis of the creative activities of today's worthy successors of the Bukhara dance school of our national dance art, the dances they create, to present them to the next generation in all their beauty.

The study of the current image of our national dance art shows that at a time when the attack of popular culture is affecting the education of young people, it is urgent to bring up worthy representatives who can explain the original national dance art to them. It is extremely important to preserve the chastity, charm, mystery, charm in the female characters depicted in the national dances created in the Eastern style.The art of dance is a powerful force that develops a person, introduces the people, the nation and the country to the world. So dancers are a delicate mediator on this path. A number of dances performed by Viloyat Akilova are becoming our golden heritage. The dancer is also doing a remarkable job in bringing national folk dances to the world stage and thus demonstrating the enormous potential of the Uzbek national dance art.

Today, Bukhara dance art is continued by Botir Rustamov, Salomat Rakhmonova and 3 dance ensembles in Bukhara region - "Bukhara", "Bukhara guzallari", "Bukhara mavjlari" and amateur folklore-ethnographic and dance groups operating in Bukhara region. are gaining ground.

The main activity of the song and dance ensemble "Bukhara" is the Uzbek national classical melodies - songs, traditional and wedding ceremonies and dances. From the day of formation of the ensemble to the present day, foreign tourists visiting our country, the city of Bukhara, watch the ensemble's repertoire with great enthusiasm and interest.

The song and dance ensemble "Bukhara guzallari" aims to develop and popularize traditional, solo and mass dances. This ensemble takes part in all national events, competitions, festivals and takes honorable places.

The Bukhara Mavjlari song and dance ensemble also operates in the traditional style and widely promotes the Bukhara dance school. In recent years, members of the ensemble have made a worthy contribution to the exemplary organization and conduct of such events as the Republic, participating in such prestigious state events as Navruz, Independence, international festivals "Sharq taronalari", "Ipak va zirovorlar".

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LEGAL BASIS OF GUARANTEES OF THE RIGHTS OF MINORS

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ABSTRACT

A wide range of well-targeted measures to create the necessary conditions and opportunities for the upbringing of a healthy and harmoniously developed generation in our country, the realization of their creative and intellectual potential by young people, the development of young people in our country as fully developed individuals. measures are being taken.This article is about the rights and freedoms of minors. The Law of the Republic of Uzbekistan "On the Fundamentals of State Youth Policy" was adopted. such as directions.

KEYWORDS: *Minors, Youth, Law, Freedom, Rule Of Law, Equality.*

INTRODUCTION

Since 1991, Uzbekistan, as an equal subject of international law, has begun to develop in a unique way in the international arena. In accordance with the Constitution, the path of building a democratic state based on the rule of law was chosen, and in this way systematically organized the implementation of universally recognized standards adopted by the United Nations and other international organizations in their national legislation.

In the early years of independence, it was recognized that the future and future of the state depended on the availability of physically healthy, mature knowledge and practical skills of minors and young people.

In particular, the international standard on human rights ratified by Uzbekistan in 1994 became the UN Convention on the Rights of the Child. It also ratified the Optional Protocol on the Rights of the Child to Participate in Armed Conflict and the Optional Protocol to the Law on the Trafficking in Children, the Constitution of the Republic of Kazakhstan and the Optional Protocol to the Law on the Rights of the Child.

In the first year of independence, the Law of the Republic of Uzbekistan "On the Fundamentals of State Youth Policy" was adopted. such as ensuring compliance with the requirements of the legislation on guarantees.

This, in turn, became one of the main documents that set the direction of future reforms of the state to protect the rights and interests of children, their maturity.

To date, the Republic of Uzbekistan has created an advanced legal framework and mechanisms to ensure and protect the rights of minors, which can serve as a model for a number of foreign countries. In particular, the Constitution of Uzbekistan, the Law "On Guarantees of the Rights of the Child", the Law "On Prevention of Juvenile Delinquency", the Code of Civil Procedure, Family, Housing, Labor, Criminal, Criminal Procedure, Criminal Procedure and others. In a number of normative and legal acts, the rights of the child are regulated in the relevant areas. In turn, the compliance of children's rights in any state governed by international law, guaranteed by law, the establishment of mechanisms for the implementation of these rights, the creation of sufficient conditions for their development, increases the responsibility of all state and non-governmental bodies. The level of education and upbringing of young people determines their place in future society, and the level of education at the national level determines the place of the state in the world community.

In the Address of the President of Uzbekistan Sh. Mirziyoyev to the Oliy Majlis, special attention was paid to the issue of providing decent education to young people, the realization of their aspirations for science. “We need to give our young people a decent education, to realize their aspirations for science. To this end, we need to develop the system of preschool education, radically improve the material and technical base of secondary and higher education, the quality of scientific and educational processes.Resolution of the President of the Republic of Uzbekistan dated August 14, 2018 No PQ-3907 "On measures to bring up young people spiritually, morally and physically harmoniously, to raise the system of education to a qualitatively new level" measures have been identified to raise the education system to a qualitatively new level.

Today, the fate of large-scale reforms in the Republic of Uzbekistan and the future of the country, which is rapidly changing, depends on the socio-political activity of young people, who make up more than half of the population.

In his congratulatory speech to the participants of the Barkamol Avlod Sports Games, President Sh.M.Mirziyoev said, “.... all the reforms and changes taking place in our country, large-scale programs are aimed at a single and great goal. It is about making the life of our people more prosperous and prosperous, about raising our children to be mature and well-rounded in all respects, ”he said, adding to the boys and girls,“ We have a great history worth envying. We have great ancestors worth envying. We have incomparable riches that are worth envying. And I believe that, God willing, we will also have a great future worth envying. Such a bright future will be built, first of all, by our young generation, the youth of Uzbekistan, who are coming to life with the same aspirations and aspirations as you, ”he said. The fact that the focus on the development of young people has risen to the level of public policy can undoubtedly be recognized as a model for other countries in all respects. The international community and the society, which is striving to rise to the level of developed countries, first of all considers it the greatest and, if necessary, the most sacred goal for its growing children to become a harmoniously developed generation.

It is known that the old Law of November 20, 1991 "On the Fundamentals of State Youth Policy in the Republic of Uzbekistan" provides socio-economic, legal, organizational conditions for the full realization of the positive potential of young people in the interests of society. to create conditions and guarantee them, and positive and effective work has been done in this direction over the years. Today, the upbringing of minors and the provision of their guaranteed rights and legitimate interests in education, science, culture, arts, health, social protection, labor and other areas continue to be a priority. The main tasks and functions of the Republican Commission are: organization of development and implementation of state programs and other programs in the field of prevention of juvenile delinquency and delinquency, as well as control over their implementation; coordination of activities of state bodies and organizations in the field of prevention of neglect and delinquency among minors, protection of their rights, freedoms and legitimate interests in order to ensure their effectiveness, close cooperation and coherence; to evaluate, monitor and increase the effectiveness of measures taken to prevent juvenile delinquency and delinquency, protection of their rights, freedoms and legitimate interests; identification, analysis of the causes and conditions of systemic deficiencies and their elimination by improving law enforcement practices and legislation; development and implementation of measures to improve the interaction of government agencies and organizations in the prevention of juvenile delinquency and delinquency, as well as in identifying the causes and conditions of delinquency; collection, storage, processing, analysis of information on the prevention of juvenile delinquency and delinquency, as well as their use in order to increase the efficiency of relevant bodies and institutions; coordination of the activities of territorial commissions. Based on the above, in the future it is planned to systematize and improve the legislation in this area, to study the problems of their application in international law and implement them in our national legislation. For example, issues of juvenile justice, in particular, the feasibility of introducing a judicial system for juvenile justice in the country, the harmonization of recommendations in international conventions and treaties on juvenile delinquency, prevention and control of juvenile delinquency by international organizations It is necessary to focus on the requirements of the Republic, on topical issues on special topics, to work with juvenile delinquents, to create a new effective system for their reintegration, and to strengthen the legal control of this issue and establish effective control over entities.

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HISTORY OF RESIDENCE POLICY IN UZBEKISTAN (UNDER SOVIET POWER)

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ABSTRACT

The study examined the resettlement policy of the Soviet government in Uzbekistan, its impact on socio-economic and cultural life, the implementation of other people's ideas and ideals in the minds of the local population, attempts to destroy national values, the introduction of the Russian language as the only state, negative trends in the creation of a single Soviet nation in the fate of the peoples living in the former Soviet republics.

KEYWORDS: *Historiography And Source Study Of The Policy Of The Soviet Government, The Introduction Of "Communist Ideology", National And Cultural Interests Of Indigenous Peoples, The National Question, The Totalitarian System.*

INTRODUCTION

Among the works written during the years of independence are "Historical and demographic essays on urbanization of Uzbekistan", "Family demography in Uzbekistan", "Demographic processes in Uzbekistan and their characteristics", "History and destiny: emigrated from the Russian Empire to Turkestan (second half of XIX - early XX centuries)" , “Mejnatsionalnaya tolerannost v Uzbekistane: istoriya i sovremennost”, “Sotsialnaya struktura obshestva na territoryorii Uzbekistana: traditsii i transformatsii (konets XIX v, -30- gody XX v.)”, “Problems of employment and training of national workers” , “Uzbekistan under the Soviet dictatorship: the consequences of political and ideological oppression. 1917-1990 ”,“ History of Turkestan in the conditions of political terror of 20-30 years ”,“ Controversy for the idea of independent Turkestan ”.

Admittedly, during the dictatorial Soviet regime, the national question was the most important issue, and there were a number of obstacles for researchers to conduct research in this area. It is no secret that in many works published during the Soviet era, the glorification of the regime was recognized as a "product of wise policy for the development and progress of the country," as well as the national-cultural identity of the country's indigenous peoples. The fact that no source has openly stated that they are pursuing their own interests, in particular, deliberately denouncing the national traditions, customs and history of the Uzbek people, developed and respected for thousands of years, proves that the violent regime has acted harshly in this regard.

Scientific publications created during the Soviet era do not provide accurate information about the policy of resettlement to Uzbekistan and its socio-economic and cultural life, and the influence of "communist" ideology is evident in the scientific literature created during the dictatorship, the work of researchers and experts. In particular, while most publications "glorify" the policies of the Soviet state, they do not address issues such as the real situation of indigenous peoples in the Union, their social status, living standards, health, education. Research in recent years has shown that some mistakes and shortcomings have been made in this regard, and the opportunity to study them objectively, analyze them and disseminate the results to the general public was gained during the years of independence.Today, the children of independence are growing up reading our own true history, created thanks to the selfless work of our hard-working historians, and are aware of the real historical realities of that period. On the history of our motherland taught in the Soviet era, the First President of the Republic I.A. Karimov said: “Before, the real history of Uzbekistan was not taught in schools. It is no secret that history books written since the 17th century have been based on false ideas.It is true today that the names of great historical figures - scholars, scientists, poets and commanders - have been deliberately erased from the pages of history, and the study of their lives and scientific works has been considered a "relic of antiquity." Thanks to independence, the names of our great ancestors were brought back to life. We realized our identity, our national traditions and customs were revived.It is known that the Museum of Repression Victims has opened in Tashkent. The goal is for people to know the real history. But there are, unfortunately, very few selfless people who strive to write the truth about this recent and distant history, to pass it on to our children. The ideology of oppression and fear in the Soviet era, the influence of politics has permeated our blood, and the cowardice within us has, unfortunately, not yet completely eradicated. Yesterday's history is a school of life for us, a clear mirror. We will learn from it, draw conclusions and determine the way forward. ” The book "Industrial Development of Uzbekistan for the Years of Soviet Power" also emphasizes the universal significance of the work done by the Soviet government in the development of the industrial sector of Uzbekistan. The book focuses on the fact that, despite the difficult conditions, the national economy of Uzbekistan is provided with a sufficient number of workers. The number of national staff in the national economy and their social status have not been raised. Or, in the fundamental book of the Uzbek SSR, he wrote: He made great strides in the field of education during the Soviet era.

As noted, in the process of studying the scientific works created during the Soviet era, the ideas of glorifying that system are clearly visible. For example, in M. Musaev's book "Uzbek SSR (Brief historical and economic essay)" the Communist Party and the Soviet state did a great job to bring the backward nations to the level of progress. The decisive role in this was played by the socialist industrialization, which radically changed all the republics of the USSR, including Soviet Uzbekistan. A fundamental work, The Uzbek SSR, published in 1958, cited the role of the Communist Party in training workers for the development of industry in Uzbekistan as the main reason for Uzbekistan's transition to socialist construction. GR Asonov in his works "Population of the World", "Population Geography", "Economic and Social Geography of the Uzbek SSR" widely used the censuses conducted during the years of the Soviet regime and the information contained in them.

According to the results of the census conducted by A.Olmasov, N.Beknozov, such works as "Growth of the welfare of the population of Uzbekistan", "Uzbekistan ekonomicheskiy rost i blagosostoyanie naseleniya", "Growth of living standards" are given.

A.N. Nurullaev “Rural labor detachment of the working class of Uzbekistan in the period of construction of socialism (1924-1941gg) provides information on the formation of the working class in Uzbekistan in 1924-1941, their socio-economic status.

O. Umurzakova's book "In the great family of fraternal socialist nations" also contains a lot of information. This book describes in detail the activities carried out in the Uzbek SSR during the Soviet era, their content and essence. However, it should be noted that in this book, too, the idea of glorifying the Soviet system and raising it to the skies is clearly visible. It seems that at the heart of all the achievements in Uzbekistan is the Russian people and the wise leadership of this people. During the Soviet era, Uzbekistan was identified as the best solution, not at the expense of natural-historical migration ties, but through artificial migration. At the same time, the media reported that "Uzbeks do not want to work in the industrial sector, and they do not have the skills to work in such enterprises." However, this is another ploy by the leaders of the dictatorial regime, whose main goal is to inculcate foreign ideas and ideologies in the minds of the local population, to increase the Russian-speaking population, to lose national values, to make Russian the state language, in short, to Russify the Central Asian republics. was.

In conclusion, the research conducted during the dictatorship "glorified" the policy of the Soviet state, the policy of resettlement in Uzbekistan and its impact on the socio-economic and cultural life of the country, the real situation of indigenous peoples in the union, their social status, lifestyle. level, health, education issues. During the Soviet era, our history was viewed "from the claws" and the events that took place were deliberately distorted. One of the most pressing tasks before us is to revive our history, which was deliberately distorted during the Soviet era, on the basis of primary sources and pass it on to future generations.

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INFLUENCE OF THE LEGAL EDUCATION SYSTEM ON THE PROCESS OF FORMING LEGAL SOCIALIZATION OF PERSONALITY

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ABSTRACT

This article provides information on the formation of legal education in the process of legal socialization of the individual in the context of the formation of a strong civil society in our country. The author points out in his article that the ultimate goal of legal education is to form an active civil position, to make people aware of their rights and responsibilities, to raise awareness and understanding of legal methods and means of protecting their rights, as well as to develop the ability to act responsibly.

KEYWORDS: *Personality, Legal Socialization, Legal Culture, Legal Education, Civic Position, Civil Society.*

INTRODUCTION

Raising legal awareness and legal culture in society is one of the most important conditions for ensuring the rule of law and strengthening the rule of law. In particular, in raising the legal culture, first of all, the work on legal education and upbringing is not carried out systematically and organically. For many years, this issue has been viewed as the work of law enforcement agencies and some government agencies, with insufficient participation of the family, community and other civil society institutions.

"The formation of legal immunity against the factors that negatively affect the legal education of young people, respect for the law and morality, loyalty to national values, intolerance of crime is not taken in a comprehensive way" . The general definition of the tasks to increase the legal knowledge of the population and the lack of a clear effective mechanism for their implementation show that the work on raising the legal culture in society is ineffective. In this article we will try to analyze the problem of legal education, which is the basis of legal socialization, to study its scientific and methodological aspects, to study the main conditions for the systematic organization of legal education, the peculiarities of legal education in our country. “Adopted to further improve the effectiveness of legal awareness and legal culture of the population, the introduction of modern methods of increasing legal knowledge of citizens in line with socio-political changes, as well as the formation of strong legal immunity to protect the population, especially youth from harmful information. "The concept of raising the legal culture in society should serve as a program for the tasks we must perform in this area" [2]."Raising legal awareness and legal culture in society is the main requirement for ensuring the rule of law and strengthening the rule of law, and the main criterion for building a civil society" [3] During the years of independence, significant work has been done in our country to radically reform the national legal system, to form a legal culture in society and to train qualified legal personnel. Despite the large-scale work and reforms, a number of problems that hinder the formation of respect for human rights and freedoms, raising legal awareness and legal culture of the population, increasing the level of legal literacy of citizens in society show the need to increase efficiency. We believe that in raising the legal culture, first of all, the systematic and integrated work on legal education and upbringing, in which the public and non-governmental sectors, the public can work together, can give effective results. So, what is legal education and why is the problem of systematic organization of legal education of citizens as the most important and urgent problem in the formation of civil society in Uzbekistan today?

The phenomenon of legal education is understood in a broad and narrow sense in legal and sociological and philosophical sciences. In a broad sense, the concept of legal education encompasses the general legal socialization, the process of self-realization and expression of people in the system of legal relations, legal values, the interaction of legal and political systems in this process. In the narrow sense, legal education is a targeted activity aimed at the formation of legal consciousness of the individual, a set of systemic measures and activities aimed at mastering the system of legal norms, the formation of the ability to obey the rules important for legal management. "Legal education is a form of systematic activity and pedagogical activity aimed at inculcating legal culture in the minds and beliefs of people" [4]. Legal education includes legal education and legal advocacy. In order to raise the legal culture of the individual and the level of legal culture in society, it is extremely important that government agencies, non-governmental organizations, public and civil society institutions work together to build respect and obedience to human rights.

Legal education is very important for people to feel free and comfortable in the legal space and time, to find their place in the process of legal relations and to maintain order in society. ”[5] Legal education is the main way to instill in citizens a sense of responsibility and accountability. At the same time, legal education helps people develop a sense of self-confidence and independence in social legal relationships. "Legal education plays a very important role in the ideological activity of any state and is a necessary component of this activity." [6] The content and form of this activity is directly related to public policy. Legal education is based on legal, social and pedagogical goals, the main purpose of which is to bring up a person who obeys the law, adheres to legal norms, has a high level of legal awareness and legal culture. Another main goal of legal education is not so much obedience to legal norms, but the formation of a sense of respect and attitude towards them, understanding their essence, necessity. In addition, legal education serves the formation of a healthy and constructive attitude of people to legal values, legal norms accepted in society, the formation of a healthy and constructive legal worldview. The ultimate goal of legal education is to form an active civic position, to make people aware of their rights and responsibilities, to raise awareness and understanding of legal methods and means of protecting their rights, as well as to develop the skills to act responsibly. Legal education shapes people’s intolerance of injustice and lawlessness.As a result of legal education, people develop the ability to correctly assess the role of legal norms in the development of society in maintaining public order, to treat their own and others' legal obligations with respect. Legal education has a specific structure, means and methods of its implementation, as well as the object, subject and subjects of legal education. There are the following subjects of legal education:- government agencies, government agencies. For example, the Ministry of Education is responsible for the development and implementation of methods and forms of legal education. State bodies define strategic goals, methods and means of the legal education process, create the legal basis for this process; - educational institutions, law enforcement agencies, correctional facilities, mass media. These sectors are the backbone of the implementation of legal education, ensuring the implementation of the strategy of legal education set by the state;- non-governmental organizations, political parties, public associations, civil society institutions, public associations, trade unions. in addition to contributing to the implementation of legal education through their information, communication and advocacy capabilities, they carry out preventive activities aimed at preventing crime; - The family is the most important, most influential subject of legal education. Like all other forms of education, the quality, effectiveness and outcome of the activities of the subjects of legal education, which we have listed above, depend in many respects on the family.

Legal education has its own object. Its general and special object must be distinguished from each other. That is, the common object is understood as a whole nation, each person to whom the process of legal education is directed and the process of legal education. A special object of legal education is a legal education carried out by a special approach, which differs from the general legal education, which is carried out by special methods and means. For example, the adolescent layer of the population is a special object of legal education. Because there is a high tendency to offend among them. Or, people brought up in correctional colonies are also special objects of legal education.

In particular, the "National Program for Raising Legal Culture in Society", adopted in 1997, serves as a program for all our work in this area. This program reveals the essence of the content of legal education and legal education, the main tasks, the conditions and requirements for the proper organization of these processes. In particular, “Society and the state are interested in educating socially active and law-abiding citizens. The state pays special attention to the legal culture, which is an integral part of the cultural life of society.

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COMPATIBILITY OF TRADITIONAL AND WORLDLY PRINCIPLES OF UZBEKISTAN IN THE WORLD COMMUNITY

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ABSTRACT

This article provides a scientific analysis of the new stages of cooperation of today's Uzbekistan with the world community, its role in the life of our people and other countries on the basis of socio-philosophical statistics. In addition, the article provides scientific conclusions and recommendations for the development of social, economic and cultural development of Uzbekistan through international relations.

KEYWORDS: *Investment, Entrepreneurship, Reform, Action Strategy, Social, Economic, International Relations, Oriental, Islamic Philosophy*

INTRODUCTION

Today, along with the social, economic and cultural spheres of Uzbekistan, significant changes have taken place in international politics and have entered a new stage. This new stage in our country is, of course, the criteria of development in the Program of Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Shavkat Mirziyoyev and consistently implemented.Indeed, on January 24, 2020, President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed the Oliy Majlis, including regional, district, city deputies and through them more than 34 million people, on the results of the main work done in 2019 and priorities for socio-economic development of Uzbekistan in 2020. He highlighted the following reforms. “The reforms we are implementing are being praised by the world community. In particular, one of the world's leading publications - "Economist" magazine recognized Uzbekistan as the country with the most rapid reforms in 2019 - "Country of the Year". Such an assessment gives us all boundless pride, pride and strength, inspires us to new heights, and I think you will also support this idea [1].Indeed, due to the selfless work of our people, the President achieved significant results in 2019 - the "Year of Active Investment and Social Development". It is also noteworthy that compared to 2018, it increased by -3.1 billion dollars or 3.7 times, and the share of investment in GDP reached 37%.

In addition, for the first time in the last 10 years, Uzbekistan has successfully received an international credit rating and successfully placed $ 1 billion in global financial bonds. The Organization for Economic Cooperation and Development has improved Uzbekistan's credit risk rating for the first time in 10 years. , deep structural reforms in agriculture and water management, drinking water and heat supply and a number of other sectors, modernization and competitiveness programs in 12 leading industries, rapid economic growth of 5.6% last year, industrial production The President's opinion that the volume of exports increased by 6.6%, exports - by 28%, our gold and foreign exchange reserves increased by $ 2.2 billion to $ 28.6

billion in 2019 has significantly raised the living standards of our people and raised Uzbekistan's role in the international community. indicates that.Therefore, the study and research on increasing the interest of farmers in agriculture and the introduction of advanced technologies and cluster systems in the sector, the mobilization of all opportunities to develop entrepreneurship and create new conditions for this sector, the program "Every family is an entrepreneur" 5.9 trillion soums were allocated to families starting their own businesses, the new tax policy reduced the tax burden on wages by 1.5 times, resulting in an increase in the number of people employed in the public sector by 500,000, the value added tax rate was reduced from 20% to 15%. Last year, taxpayers made a profit of 2 trillion soums, and this year this figure is 11 trillion soums, which shows that Uzbekistan's credit policy has reached a new level. This, in turn, means that entrepreneurs will have additional funds at their disposal in a year, and, of course, they will have a great opportunity to develop their business.

In addition, as a result of our reforms under the Action Strategy Program, 93,000 new businesses were created last year, or almost twice as many as in 2018, and we rose 7 places in the World Bank's Doing Business ranking, ranking 8th out of 190 countries in terms of business registration. As a result of the introduction of visa-free travel to 86 countries and visa-free travel to 57 countries, 6.7 million foreign tourists visited Uzbekistan last year, which is 4.7 million more than in 2016. or 3.3 times, which means that Uzbekistan's cooperation and role in the world community has increased significantly.We know that in recent years, based on foreign experience, a number of reforms have been carried out in the development of preschool education, and as a result last year 5,722 public, private, family kindergartens were established, the coverage of our children with preschool education increased from 38% a year. Rose 52 percent. In addition, in 2019, 4 Presidential Schools, 3 Schools of Creativity with a completely new content and form were launched. Last year, 19 new higher education institutions, including 9 branches of prestigious foreign universities, were opened for the development of higher education. A total of 146,500 students, or twice as many as in 2016, were admitted to higher education institutions.Based on foreign experience, in order to ensure the appropriate use of qualified personnel, a procedure for full payment of pensions to working pensioners has been introduced. In order to improve the living conditions of the population in need of social assistance, the amount of benefits has been doubled, large-scale construction and beautification works have been carried out in 479 villages and auls, 116 urban mahallas under the "Obod Qishloq" and "Obod Mahalla" programs. trillion soums, or 1.5 trillion soums more than in 2018. In rural areas - 17,100, in cities - 17,600, a total of 34,700, or almost 3 times more than in 2016, cheap and comfortable houses were built. More than 116 billion soums were paid to 5,000 low-income families in need of improved housing, including women with disabilities, to buy affordable housing on the basis of mortgage loans. In 2017-2020, a program for the construction and reconstruction of energy-efficient, affordable apartment buildings in cities will be implemented, under which 1,136 apartment buildings with 50,286 apartments will be built on the basis of standard designs, and in rural areas - 100,000 apartments.

In addition, in the field of health care, along with public institutions, private medicine has been rapidly developed, the range of medical activities has increased from 50 to 126, and last year 634 private medical institutions were established, all of which were built according to world standards.

It is noteworthy that in recent years Uzbekistan has paid great attention to the glorification of man and his dignity, strengthening the ties of friendship, solidarity and cooperation with neighboring countries, delights not only the peoples of the region, but also the world community.

In short, it is safe to say that today the attention of the international community is focused on the implementation of the "Strategy of Action" on the five priorities of development of Uzbekistan for 2017-2021. According to international experts, the measures outlined in the Action Strategy are in line with the UN Sustainable Development Goals. Therefore, the heads of the UN agencies in Uzbekistan stressed the importance of this policy document for the future of our country. they acknowledge that it serves to provide.

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THE PROGNOSTIC VALUE OF HEMORHEOLOGICAL CHANGES AS BLOOD VISCOSITY AND HEMATOCRIT IN THE REGULATION OF BLOOD PRESSURE

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ABSTRACT

Since the viscosity of whole blood substantially depends on the viscosity of plasma (VP), a change in the concentration of plasma proteins and especially immunoglobulin fibrinogen, both under physiological and pathological conditions, can significantly affect the value of viscosity of whole blood. A number of studies have shown that VP is elevated in individuals with arterial hypertension. Therefore, from a hemodynamic point of view, increased hematocrit can increase the viscosity of whole blood and actually reduce the ability of blood to transport oxygen.

KEYWORDS: *Hemorheology, Hematocrit, Blood Pressure*

INTRODUCTION

As you know, plasma is a complex aqueous solution of various substances (proteins, lipoproteins, metabolites), which make up about 9% of the total volume. A characteristic feature of blood as a tissue is the absence of special intercellular structures that combine its formed elements into a single whole, they are in suspension in the surrounding liquid medium - plasma [1,2]. Plasma is an extremely complex biological environment, which includes proteins, various salts (electrolytes), carbohydrates, lipids, intermediate metabolic products, hormones, vitamins and other biologically active compounds, dissolved gases [3,4].Since the viscosity of whole blood substantially depends on the viscosity of plasma (VP), a change in the concentration of plasma proteins and especially fibrinogen and immunoglobulins, both under physiological and pathological conditions, can significantly affect the viscosity of whole blood [5,6].In the microvasculature, a significant increase in viscosity can lead to tissue ischemia. There is data according to which, an increase in VP correlates with the progression of diseases of the coronary and peripheral arteries [2,7]. It is noted that patients with hypertension compared with healthy individuals have a significantly higher plasma viscosity [8].Under physiological conditions, in healthy individuals, the venous hematocrit for men is from 42 to 44%, and for women from 38 to 40%. However, directly in microvessels, functional hematocrit is lower than venous or arterial. As a result, there is a significantly lower average hematocrit with which blood perfuses tissues (Pries A. R. etal., 1990; Baskurt O. K. etal.). The distribution of hematocrit, as well as the average level of capillary hematocrit, is a function of a small vessel volume, which, in turn, depends on capillary resistance: expansion of blood vessels leads to an increase in capillary hematocrit and vice versa. Thus, one of the physiological functions of resistance vessels is the determination of levels of microvascular hematocrit. A change in the micro-rheological properties of red blood cells leads to a decrease in capillary oxygen-transport potential, mainly due to a decrease in hematocrit in the capillaries.An important issue in hemorheology is the concept of optimal hematocrit for transporting the required amount of oxygen. If the hematocrit level is too low, a small amount of red blood cells carries oxygen, if it is too high, the blood becomes very viscous, so the oxygen delivery to the tissues also decreases.True polycythemia, where the hematocrit can be 60-65% or more, illustrates the idea of optimal hematocrit for oxygen transport [7]. Despite the high oxygen capacity of such blood, the delivery of O2 to tissue microdistricts will be difficult due to the large increase in blood viscosity. On the other hand, significant hemodilution (with a decrease in Hct of less than 30-35%) not only does not reduce the transport potential, but also increases it. Therefore, from a hemodynamic point of view, increased hematocrit can increase the viscosity of whole blood and actually reduce the ability of blood to transport oxygen. In order to quantitatively assess this balance between the need to adaptively increase the oxygen capacity of blood (with increasing Hct and Hb) and maintain an optimally low blood viscosity, an oxygen delivery index (IDC) was proposed, which is calculated as the ratio of hematocrit and blood viscosity corresponding to a high shear rate. The optimal oxygen delivery index is manifested in hematocrit for men: 0.40-0.54; for women: 0.37-0.47 (ChoY-I., ChoD. J.). However, the optimal hematocrit is characteristic only for flow in large arteries, where the speed of blood flow is sufficient for the uniform distribution of red blood cells. Whereas, at a low flow rate, the oxygen delivery efficiency decreases linearly with a change in hematocrit. The latter is characteristic of a microvascular course: here, the smaller the hematocrit, the more efficiently oxygen is delivered to the tissue microdistrict.It is also important to note that the width of the acellular layer, which depends on the hematocrit and the gradient of the flow velocity on the vessel walls, as well as the viscosity of the plasma and blood, determines the voltage on the vascular wall, which regulates the production of NO in endothelial cells [7]. Currently, there are a large number of works devoted to the change in the hematocrit in various physiological and pathological conditions of the body. So, when performing a muscle load, an increase in hematocrit is observed as a result of the predominance of filtration mechanisms, and as a result of this, an increase in blood viscosity [8]. For a long time, hemoconcentration was considered as a negative phenomenon for aerobic performance. However, recent studies have shown that moderate changes in blood viscosity, due to an increase in Hct, can have a positive effect by stimulating the production of nitric oxide in vascular endothelial cells.

Thus, plasma viscosity and hematocrit can have a regulatory effect not only on the viscosity of whole blood, but also provide triggers for changing the tone of the arterioles by the mechanism of NO endothelial excretion by cells, and also maintain the necessary regulation of postcapillary resistance, and therefore, blood pressure. In studies devoted to the study of the hemorheological profile of streets with hypertension, it was shown that high hematocrit is one of the leading factors in increasing blood viscosity [9]. In addition, a number of studies provide a positive correlation between blood viscosity and hematocrit, which is a significant confirmation of its significant contribution to the change in blood flow in patients with hypertension [11]. However, it was found that between the arterial hematocrit and blood oxygen saturation there is a negative correlation [12].A study of the role of hematocrit in conditions of essential hypertension showed that its high level, even within the normal range of values, is associated with a greater likelihood of further development of hypertension (Jae S. Y. etal). So, when performing a muscle load, an increase in hematocrit is observed as a result of the predominance of filtration mechanisms, and as a result of this, an increase in blood viscosity [8]. For a long time, hemoconcentration was considered as a negative phenomenon for aerobic performance. However, recent studies have shown that moderate changes in blood viscosity, due to an increase in Hct, can have a positive effect by stimulating the production of nitric oxide in vascular endothelial cells. It is also important to note that the width of the acellular layer, which depends on the hematocrit and the gradient of the flow velocity on the vessel walls, as well as the viscosity of the plasma and blood, determines the voltage on the vascular wall, which regulates the production of NO in endothelial cells [7].

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ACADEMICIA

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ENERGIZING THE EFL CLASSES THROUGH EFFECTIVE VOCABULARY TEACHING STRATEGIES

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ABSTRACT

Today, it has become mandatory for the academicians to rethink their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world.

KEYWORDS: *Effective Vocabulary, Teaching Strategies,Prominent Role Of Vocabulary Knowledge,Vocabulary Communication, Activities To Teach New Words.*

INTRODUCTION

Nowadays, our independent Uzbekistan is focusing on developing in every area. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev Miromonovich said: "At the time internalizing new technologies we need to pay attention on the youths' reading books, being friends with books, raising level of reading of population. For all of this, we need to set and promote our national literature and world literature on social network". This speech sounded like an appeal. In addition, we need to notice that glorifying Uzbek literature to the world is the current issue for us.

Main part: It goes without saying that it is problematic for a specialist to communicate in a foreign language unless one masters enough vocabulary in the field of one's specialty. Aside from this, it is of great importance to be accepted in one's professional sphere and "to communicate a set of professional skills and to perform particular job-related functions". "No matter how well the student learns grammar, no matter how successfully the sounds L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way". Effective vocabulary teaching helps develop future specialists' communicative competence. "Vocabulary plays a crucial role in language fluency development and language building". "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". Thus, "effective ESP vocabulary teaching plays a crucial role in successfully implementing ESP programs."

Vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teachinglearning activities. “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” This speaks volumes about the significance of vocabulary in learning, developing and enriching English. Even, Wilkins rightly says, “Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed”.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. John Drink Water rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools.

Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues: ’No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way’. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

This obliges ESP teachers at the university to develop students’ autonomous learning abilities, to teach them vocabulary learning strategies, and to deliver their vocabulary lessons more creatively. Sharing teaching experiences with colleagues would be particularly helpful in this case. This paper contributes to a deeper understanding of the necessity of ESP vocabulary teaching and learning by ESP teachers. Developing special pedagogical techniques which can help students gain needed skills in mastering ESP vocabulary should be given a great deal of attention.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcherd in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge. By showing actual objects and showing models It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real 380 objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary. For example, the words like tiger, brain, elephant, aero planet etc. can be shown to the learner. Using demonstrations and showing pictures Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. The teaching of language acquired an applied character, while earlier it was comparatively abstract and theorized. Aristotle also brought out the famous triad of teaching ethics, which is the best match with modern requirements: logo — quality of presentation, pathos — contact with the audience, ethos — attitude towards others. This article will discuss some of the methods. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favors of the students as learners like dramatizations and can easily learn through them. Students at all grade levels need to engage in discussions about their individual pieces of writing. Having opportunities to talk with peers about a topic or idea prior to attempting to write a first draft enables students to refine their thoughts about the writing piece. Thus, when discussion precedes the writing event, the quality of the written product improves. This is true because the writer has probably analyzed, elaborated, questioned, and to some extent justified thoughts and ideas prior to putting them down on paper.Many situations can be dramatized or demonstrated.This works well with young students or students studying a foreign language to help introduce them to new concepts.

CONCLUSION

Due to the lack of a natural English-speaking environment, students are not always able to use their ESP knowledge in practice, as English is spoken mainly in class. When students face a real need in ESP at work place or job-related situations, they have challenges in speaking and understanding. As Chen notes, ESP vocabulary teaching and learning is at the core of an effective ESP learning program. The results of the study have shown that many students of the university aren't in the know of existing vocabulary learning strategies, though if they understood the importance of these strategies they would be able to find relevant information online

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FEATURES OF ETHNOPOLITICAL ASPECTS OF NATIONAL SECURITY (HISTORICAL-COMPARATIVE ANALYSIS)

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ABSTRACT

In the article, the author considers the concepts of national security, its traditional and non-traditional areas and forms, which include ethnopolitical security. On the extensive material attracted by the author, a comparative and historical analysis of the main security issues in the field of ethnopolitics in the regions of Central Asia and the European Union is made. Based on the consideration of certain aspects of the experience of the EU member states in ensuring ethno-political security, reasonable conclusions are drawn about the possibility of using the latter's experience for the countries of the Central Asian region in the context of strengthening comprehensive cooperation between the countries of the region and the establishment of a full-fledged regional subsystem of international relations.

KEYWORDS: *National Security, Ethnopolitics, Central Asia, European Integration, Migrants, Sustainable Development.*

INTRODUCTION

Currently, almost every state, as an independent, sovereign element in the global political system, remains relevant issues of sustainable development in the framework of adopted development strategies. In this context, a special place is given to national security issues, as the protection of the most significant interests of the individual, society and the state from threats of an external and internal nature.Along with “traditional” threats and challenges, for example, military, WMD, nuclear issues and others, “non-traditional” threats have now been identified. They are caused by the accelerated processes of globalization, the growth of homogeneity and at the same time heterogeneity in the world, the increase in the prevalence, implementation and impact of information and communication technologies on everyday life, the collapse of the old and the emergence of new states.

METHODOLOGY

Ensuring the national security of the Republic of Uzbekistan and other Central Asian states, along with traditional threats, also includes protecting the cultural, spiritual and moral heritage, historical traditions and norms of public life, preserving the ethnocultural heritage of all the peoples of the region.In these conditions, the ethnopolitical aspects of national security became especially significant, and especially in the conditions of Central Asia, where after 1991 the political formation of new subjects of international politics took place. The region, which includes Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan, in spite of modern political and other differences, makes up basically a single civilizational space, since “the peoples of our region are connected by thousand-year bonds of brotherhood and good neighborliness ... We are united by common history, religion , culture and traditions ”[1].This aspect of security occupies a special and important place in the issues of sustainable development of the countries of this region since “interethnic and interethnic relations in a multinational state are one of the effective factors on the basis of which the very concept of national security is formed” [2, 16].In this work, a number of key works by domestic and foreign authors were studied and analyzed, and this allowed us to come to the following conclusions. After the events of 1991 and the search for ways of sovereign development by the states of the Central Asian region, a special emphasis in the scientific and political plan began to be given to historical science. Historical studies of national history in some countries of the region began with a pragmatic purpose to show the "national / ethnic exclusivity" of a particular nation, namely its "great contribution" to the development of world civilization. As a number of researchers rightly note, “pseudoscientific excursions into the past of the peoples of Central Asia are one of the barriers to strengthening good neighborliness and cooperation, and not only in the humanitarian sense. The need has long been ripe for the integration and consolidation of the efforts of scholars of the historians of Central Asia in approving truly scientific methods and principles in the study of our common historical and cultural heritage ”[10, 4]. And the appearance of scientific monographs on the history of Central Asia with the participation of scientists from all states of the region should only be welcomed and encouraged. In this perspective, one can highlight the joint monograph with the participation of a number of researchers from the states of the region and the Russian Federation of recent history

And in this regard, the study of internal political, in particular ethnopolitical processes in the member states of the European Union in the context of their influence on the integration interactions of the countries of the region is currently becoming particularly relevant. This is dictated by the desire both for a more adequate understanding of the processes taking place in the EU and the possible use of his experience in the ethno-political sphere in the context of a potential regional rapprochement of the Central Asian states.

As early as the 1960s, most Western experts thought that nationalist movements “no longer have any chance in Europe” and that in general the era of nationalism in it “ended with the end of World War II” [12, 27]. However, time has shown the fallacy of this kind of premature conclusions. The European Union is experiencing a period when, against the backdrop of integration processes and globalization, there is a simultaneous internal fragmentation and particularization of the political space. In Western Europe, 25-30 states have up to 200 areas of compact residence of ethnic minorities with different levels of economic independence, political mobilization and varying in their political and administrative status within the "big states" [13].

The most significant element against this background is a series of electoral successes of nationalist parties, the reason for which is mass immigration from third countries and the inability or unwillingness to adapt representatives of other cultures to the European civilization space.A significant reason for the growth of nationalist sentiment was the crisis of public support for plans aimed at deepening European integration, which manifested itself fully at the turn of the 80s and 90s of the last century. Arising as a reaction to a sharp acceleration of European integration, the anti-integrationist syndrome fully demonstrated the interdependence between the strengthening of supranational integration tendencies and the state of the European national feeling, his awareness of his state-national identity.In addition, an important circumstance that allows us to talk about a new phase of nationalist activity in Europe can be considered an increase in centrifugal tendencies in the regions of compact residence of indigenous ethnic minorities who do not want to part with their ethno-regional characteristics. For example, since the beginning of the 70s of the 20th century, the debate about autonomy in Scotland and Wales has intensified. Similar processes are taking place in France, where, along with the Corsican ethnoregional movement, which retains its radicalism, ethnic groups are advocating for the decentralization of the state administrative system and the preservation of the cultural identity of their regions (Brittany, Alsace, Occitania, etc.). In Spain, the Legislative Assembly of the Province of Catalonia adopted a language law in 1998, which established in the latter the priority of the Catalan language over Castilian (Spanish). A specific case of the development of the same trend is demonstrated by Belgium, which is undergoing a process of decentralization and regionalization due to the aggravation of relations between two state-forming ethnic groups - the Flemings and the Walloons. It should be noted that regionalization processes have become commonplace for EU states [15].

In today's EU, one can speak of a two-tier system of counteracting the growth of nationalism - the gradually expanding competence of supranational institutions in this area more and more effectively complements the activities of governmental and non-governmental organizations at the national-state level [16, 134].

The policy of the European Union itself contributes to a kind of "taming of nationalism." In the 1980s and 1990s, the EU began pursuing a course towards strengthening the regional foundation of European integration, which has a great deal of

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IN THE SURKHAN OWN IN THE SOVIET PERIOD IRRIGATION AND LAND RECLAMATION WORKS

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ABSTRACT

This article covers the implementation of large-scale irrigation works in the Surkhandarya oasis in the 50-80s of the XX century, in particular, the construction of canals, ditches, ditches.In addition, information is provided on the development of steppe lands in the oasis, agro-technical, the transition to a new irrigation system and irrigation and reclamation works.

KEYWORDS: *Irrigation System, Canals, Ditches, Ditches, Reservoirs, Collector-Drains, Sherabad Ditch, "Zang" Canal, "Tallimaron" Canal, "Kokaydi" Canal, "Yangiariq" Canal, "Khazarbog" Canal, Uchqizil Reservoir, South Surkhan Reservoir*

INTRODUCTION

In 1930-1940, the problem of agricultural production was at the forefront of the problems of the national economy. The Second World War and the Stalinist administrative system of government had also caused serious damage to the agricultural sector. During this period, the irrigation and land reclamation sector of agriculture was in a very precarious position. The main reason for this was that very little money was allocated for the development of irrigation and land reclamation. In addition, the severe complications of the war and the severe shortage of agricultural machinery did not allow the existing opportunities to be used.No attention was paid to increasing the area under cotton, building more irrigation and land reclamation facilities, improving the agro-technical condition of lands, preventing salinization and saline leaching.

MAIN BODY

The total length of the canal, built in 1942 in the Surkhandarya oasis, was 49.3 km, of which 21 km passed through the territory of the Republic of Tajikistan and 28 km through the territory of the Republic of Uzbekistan. The construction of this main canal has played an important role in the implementation of large-scale irrigation works in the Surkhandarya oasis. Because it served to meet the water supply needs of many settlements. During the construction of the canal, 5 million m3 of earthworks were carried out, 29,000 m3 of concrete, reinforced concrete and gravel were excavated. The Dushanbe-Karatag canal increased the possibility of irrigating 37,000 hectares of gray lands [1, p.4-5].At the X Congress of the Communist Party of Uzbekistan, he set the task of improving the management of agriculture, expanding cotton fields and increasing its yield to 25 centners per hectare. In this regard, the construction of irrigation and mechanization of irrigation and land reclamation has been accelerated. In 1946-1948, great attention was paid to irrigation and land reclamation in the region, reclamation of the Denau-Yurchi swamp, reconstruction of the Dushanbe-Karatag, Hazarbog and Zang canals improved the water supply of about 40,000 hectares and the development of about 7,000 hectares of new land. . As a result, in 1948 alone, 185 million soumswere earned from cotton [2, B.389].The development of irrigation water networks in Uzbekistan in 1946-1953 led to the expansion of cotton fields, ie the development of new lands [3, l.16]. The resolutions of the XI Congress of the Communist Party of Uzbekistan in September 1952 intensified irrigation and construction work in our region. Increased cotton yield, irrigation and land reclamation works have been carried out in the region, as well as water supply to the settlements of Oktepa, Akkurgan, Zarkamar in the Surkhan-Sherabad oasis and Yangiarik on the right bank of the Surkhandarya. Also in the second half of the 50s the deserts of Beshkotan, Muzrabat, Istara were developed [2, 396].

Expansion of irrigated lands in the Surkhan-Sherabad oasis, especially in 1949-50, through the transfer of water from the Sherabaddarya and Zang canals to Tallimaron, the canal irrigation system began to work. Collective farms of Jarkurgan and Termez districts rehabilitated the Kokaydi and Yangiariq canals, developed the Oktepa address on the right bank of the Surkhandarya River, and protected lands in the Shurchi, Jarkurgan and Sariosiya districts [4, p.8].

Irrigation and reclamation measures in the Surkhan-Sherabad oasis include the provision of conditions to improve water management in existing systems and irrigation development of the agricultural sector through the development of lands and areas. This is important in the transition of the Surkhan-Sherabad oasis to a new system of irrigation in agriculture, ie the expansion of irrigated areas, water conservation and prevention of soil salinization. As a result, the area under agricultural crops in 1950 was 155.2 thousand hectares, including 59.7 thousand hectares of cotton [5, l.16].On September 2, 1952, the Soviet government made a special decision to build the Uchqizil Reservoir and open 10,000 hectares of new land in the Surkhan-Sherabad oasis in order to develop the reserve lands.

In 1957, the Red Reservoir with a capacity of 165,000 cubic meters was built. One of the largest reservoirs in Central Asia is 800 mln. cubic meters of the South Surkhandarya reservoir. From the reservoir to the Sherabad deserts, a 27-kilometer main canal with a capacity of 110 cubic meters of water per second was laid between the plains and mountains. 34.4 thousand hectares of land have been developed, and state farms named after Yangiabad, Komsomolobod, Sovetobod, A.Nabiev, Lenin and Akhunboboev have been established. Settlements have been erected for state farm workers, and 147,000 square meters of housing have been commissioned. In the Surkhandarya-Sherabad desert 1 horticultural and 12 cotton sovkhozes were established [2, B.398-399].Further development of agriculture provided for the cleaning of new waterworks, canals, irrigation canals, improvement of land reclamation. In 1956, the 23 km long Kakaydi and 90 km long Zang canals were put into operation [7, 92]. One of the largest irrigation facilities in the SurkhandaryaSherabad oasis, the Zang Canal starts 28 km below the South Surkhan Reservoir in the village of Arpapoya in the Jarkurgan district. The rust duct construction system consists of two parts, namely the upper and lower part.The lower part itself is also divided into two: The length of the Tallimarjan canal is 12 kilometers. The upper part of the Zang Canal is 29 km long and passes through the Surkhandaryaoasis, and Tallimarjan supplies water to two-thirds of the land in the upper part of the lower Zang Canal, as well as irrigating steppe lands on the southern borders of the Sherabad oasis. As a result of the reconstruction of the rust canal, its total length was increased to 50 km. The annual cost of maintenance, adjustment and protection of the rust canal is 500-850 thousand soums, and in 1955 29 thousand people were involved in the cleaning of the rust canal.

In 1954, the Sredazgiprovodkhlopok Institute carried out search and inspection work on the reconstruction of the Zang Canal. In this regard, irrigators led by Chief Engineer EM Benyaminovich developed a project for the reconstruction and extension of the Zang Canal. According to the project, a 28 km long South Surkhan Reservoir Dam and 5 km below the existing Zang Canal main structure, a water distribution node from the Surkhandarya River was built.

The canal runs along the right bank of the Surkhandarya, initially bypassing the eastern side of the Khovdag hill, 15 km from Jarqurghon, and 24.8 km from the south along the lower Zang and Tallimaron. At 25.7 km of the Zang Canal, the Tallimaron underwater bridge crosses the Karasuv River and extends through the Beshkoton Massif to the Muzrabat River, where it reaches a 67 km distance and ends with a watershed [8, 100-101]. During the implementation of these measures, the total volume of earthworks on the Zang Canal was 400,000 m3, and 300,000 m3 of works were carried out on all collective farms for the reconstruction of the internal irrigation and collector system.Total expenditures exceeded 2.5 million soums [9, l.4-5]. In addition, mechanization was used in the Surkhan-Sherabad desert to build new irrigation systems and start collectors. In 1953, 6,000 tractors and 2,200 vehicles were delivered to the agricultural sector in Surkhandarya region. At the September 1953 plenum of the Central Committee of the CPSU, the Soviet government adopted a special resolution "On measures for the further development of agriculture in the USSR" [11, l.120]. According to this decision, a plenum of the Surkhandarya regional committee of the Communist Party of Uzbekistan was held on November 23-24, 1953.Since 1954, the plenum has aimed to increase the area under cotton to 66,800 hectares and the yield to 167,900 [12, l.17-20] tons. The plenum also adopted an additional decision to increase the development of new lands to 109 thousand hectares and the yield of cotton to 329 thousand [13, p.65] tons.The area of irrigated lands in the Surkhan-Sherabad oasis reached 158,000 hectares by 1955, and the construction of the Degrez and Uchqizil reservoirs began. A duke was built in the Karasuv canal on the side of Beshkoton and Muzrabat massifs. In 1954, with the withdrawal of water from the Zang Canal and the Sherabad River through the duke, the irrigated area of 1,000 hectares in the Beshkotan massif expanded [14, l.112].In the same year, 120-130 people were evacuated from Darband and Machay villages of Boysun to develop the Beshkotan steppe [2, B.402]. 800 people were relocated from mountainous villages, 16 farms from Boysun district and 3 farms from Sherabad district were relocated to Beshkoton. Irrigation works in Beshkutan massif were carried out by Sherabad, Angor, Termez, Jarkurgan MTS [14, l.112]. In 1949-1974, the area under crops in the region increased by 64,000 hectares, the area under cotton increased from 53,000 hectares to 106,000 hectares, and cotton production increased from 117,000 tons to 236,000 tons. In 1965, the region supplied more than 305,000 tons of cotton.During 1949-1964, 163.4 million soumswere allocated for water management and agricultural construction. soums were spent. In 1966, 306 thousand tons of cotton, 4.0 thousand tons of corn, 8.8 thousand tons of rice, 20.9 thousand tons of vegetables, 3.6 thousand tons of potatoes, 31.9 thousand tons of grapes were sold to the state [2, B.403- 404]. In the Surkhan-Sherabad oasis, opportunities have been created for the development of agricultural culture as a result of the transition to a new agro-technical, irrigation system, planning the digging of canals, deepening the arable land, regulating water supply, expanding mechanization. In 1954-1958, they gained extensive experience in reclamation and irrigation construction, especially in the construction of waterworks.

In 1956-1958, conditions were created for the irrigation of large areas of domestic canals and ditches with a length of 1386 km to 1401 km [15, l.123-130]. Collective farms were established in the Surkhan-Sherabad oasis in the 1950s and 1960s. On February 9, 1961, in accordance with the resolution of the Government of Uzbekistan "On measures to develop and irrigate new lands in the Surkhandarya basin on the basis of the Surkhan reservoir" in 1962 Komsomolobod ”and“ Yangiabad ”farms were established [2, B.402]. New lands were developed in Tallimaron and Beshkotan settlements of Sherabad steppe [16].However, the collective farms that moved to Tallimaron and Beshkutan were unable to expand the area under cotton and other crops due to lack of technical and logistical bases. This has led to a deterioration of land reclamation, making hundreds of hectares unsuitable for cultivation. Collective farms were not yet fully developed economically. In 1957-1958, the Central Asian Cotton Institute "Sredazgiprovodkhlopok" carried out project work on the construction of a closed horizontal drainage. The installation of drainage facilities on saline soils was initially tested at the Yangiabad farm.The effectiveness of the use of drainage in irrigation and land development has paid off in the early years. In 1957-1958, 4,000 hectares of land in the Surkhan-Sherabad oasis were developed, concrete canals were laid, and 58 km of open and closed collector-drains were installed [17]. As a result of the widespread development of irrigation and irrigated agriculture in the Surkhan-Sherabad oasis, the area under crops has doubled [18, p.45]. In the southern part of the Sherabad river basin, the main part of arable lands is 125 thousand hectares, and 20 thousand hectares of arable lands are calculated in the Khojaipok river basin in the upper part of the oasis [19, l.23].

Soil salinity and the deterioration of irrigation structures have led to a decline in soil fertility due to the non-digging of ditches and ditches. Farms in the Surkhan-Sherabad oasis have been severely affected by salinization. Due to the fact that the Sherabad canal, the Zang and Tallimaron canals are not well cleaned and rehabilitated, water shortages have occurred and the salinity of the land has increased from 10% to 20% due to high salinity. No serious attention was paid to saline land reclamation and reclamation works. In 1958, 1,000 hectares of land in the Surkhan-Sherabad oasis were salinized and the reclamation status was disturbed.In order to expand the cotton fields, the Government of the Republic has allocated additional funds for the construction of new reservoirs, reservoirs and canals in Surkhandarya region.In 1961, the construction of the South Surkhan reservoir with a capacity of 800 million cubic meters was started on the territory of the state farm "30 years of VLKSM" in Shurchi district. The average height of the reinforced concrete wall of the reservoir is 30 meters, the width of the top is 10 meters, the length is 5.4 km, and the total level of the reservoir is 65 km. The height of the dam is 29 meters, the right part of the platinum has a capacity of 150 cubic meters per second, the left part has a capacity of 25 cubic meters.

Surkhan Reservoir irrigates 86,400 hectares of protected land and provides water to 126,000 hectares of land in total [2, B.406]. Eighty percent of the irrigated land in the southern regions of the region falls within the capacity of the Southern Surkhandarya Reservoir [21, p.115]. The construction of the first stage of this "South Surkhan Reservoir" in 1965 amounted to 400 mln. m^3 ended with water accumulation [22]. In 1967, the construction of the "Southern Surkhan Reservoir" was completed [23, p.2].By January 1973, the length of all irrigation networks was 6,185 km, including 1,655 km of concreted perimeter, and 817 various engineering and hydraulic structures were built in irrigation systems.

In order to improve the reclamation of lands, 4600 km long, including 2850 km closed drainage collector-drainage networks were created [2, B.408-409]. By the end of the 1980s, agricultural machinery in Surkhandarya region had deteriorated, and land reclamation had deteriorated. Due to the fact that the open collector network has not been cleaned for years, water accumulation has increased and thousands of hectares of arable land have become unusable. This was especially noticeable on farms in Angor, Muzrabad, Sherabad and Qizirik districts.

CONCLUSION

In general, the newly developed lands in the Surkhan-Sherabad oasis, the reconstruction of old irrigation systems and the construction of new main canals and reservoirs in the field of irrigation and land reclamation throughout the Surkhandarya oasis have served to increase the living standards of the population. It also created the conditions for the development of the agricultural sector. However, the agricultural reforms implemented by the former Soviet government,

Development of new lands, repair and reconstruction of irrigation systems have been adapted to the interests of the Center. brought.

Many canals, ditches, ditches and built waterworks were built on a large scale, however, serious mistakes in water use and the lack of a scientific basis for land development have led to the abandonment of thousands of hectares of land as a result of wasted water. Although the irrigation networks built for the irrigation system were built according to a long-term plan, however, due to its poor quality and water capacity, water storage capacity was not properly taken into account, they quickly fell into disrepair and became unusable.

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INNOVATIVE APPROACH TO TEACHING MATHEMATICS IN SCHOOLS OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article discusses the content and methods of teaching mathematics courses in the school of the Republic of Uzbekistan. In control classes, training is conducted according to the traditional scheme, and in experimental classes according to the model or scheme developed by the researcher. In the organization of the experiment are used: observation, questionnaire, qualitative and quantitative analysis of learning outcomes. Mathematics arose from the practical needs of people, its connections with practice are becoming more and more diverse and deep. Especially great is the importance of mathematics in the development of modern physics, astronomy, chemistry.

KEYWORDS: *Methodology, Standardization Of Education; Methods Of Teaching Mathematics.*

INTRODUCTION

A part of mathematical knowledge (compulsory) was selected for the school course in mathematics of the Republic of Uzbekistan, which gives a general idea of science, helps to master mathematical methods and will contribute to the necessary development of mathematical thinking among schoolchildren. The content of the subject of mathematics changes over time due to the expansion of educational goals, the emergence of new requirements for school preparation, and changes in the educational standards of the Republic of Uzbekistan [1-3].

Mathematics is a word that came to us from Ancient Greece: mathema is translated as "knowledge, science." Mathematics is the science of quantitative relations and spatial forms of the real world.

The main goals of teaching mathematics:

• mastery by all students of the elements of thinking and activity that are most clearly manifested in the mathematical branch of human culture and which are necessary for everyone for full development in modern society;

• creating conditions for the emergence of interest in mathematics and the development of mathematical abilities of gifted students.

Mathematics as a school subject at school is an element of arithmetic, algebra, the principles of mathematical analysis, Euclidean geometry of a plane and space, analytical geometry, trigonometry.

Education of students in mathematics is aimed at: mastering the system of mathematical knowledge, skills necessary for further study of mathematics and related subjects to solve practical problems; on the development of logical thinking of spatial imagination, oral and written mathematical speech; on the formation of computing skills, algebraic transformations, solving equations and inequalities, as well as instrumental and graphic skills. From mathematics as a science, mathematics as an academic subject differs not only in volume, system and depth of presentation, but also in the applied orientation of the questions studied.

A mathematics training course constantly faces the need to overcome the contradiction between mathematics, a developing science, and the stable core of mathematics, a school subject. The development of science requires continuous updating of the content of mathematical education, the convergence of a subject with science, and its content matching the social order of society.

The following problems are relevant for the methodology of teaching mathematics:

• standardization of education;

• differentiation of the content of education;

• methodological support for the teaching of mathematics in connection with the constant updating of the content of school mathematical education;

• violation of intersubject communications;

• an imperfect system for monitoring and evaluating students' knowledge in teaching mathematics;

• staffing of the educational process;

• regional features of mathematical education, etc.

In the school course of mathematics, that part of mathematical knowledge (required), which will give a general idea of science, will help to master mathematical methods and will contribute to the necessary development of mathematical thinking in schoolchildren, should be selected.

The content of the subject of mathematics changes over time due to the expansion of the goals of education, the emergence of new requirements for school preparation, and changes in educational standards.

Mathematics as a school subject at school is an element of arithmetic, algebra, principles of mathematical analysis, Euclidean geometry of a plane and space, analytical geometry, trigonometry.

Teaching students mathematics is aimed at: mastering the system of mathematical knowledge, abilities and skills necessary for further study of mathematics and related subjects for solving practical problems; on the development of logical thinking of spatial imagination, oral and written mathematical speech; on the formation of computational skills, algebraic transformations, solving equations and inequalities, as well as instrumental and graphic skills.

From mathematics as a science, mathematics as an academic subject differs not only in volume, system and depth of presentation, but also in the applied orientation of the issues being studied.

The training course in mathematics constantly faces the need to overcome the contradiction between mathematics - a developing science - and the stable core of mathematics - a teaching subject. The development of science requires continuous updating of the content of mathematical education, the convergence of the subject with science, and its content matching the social order of society.

For the modern stage of development of mathematics as an educational subject, the following are characteristic:

- rigorous selection of the basics of content;

- a clear definition of the specific learning objectives, intersubject communications, requirements for the mathematical preparation of students at each stage of training;

- Strengthening the upbringing and developmental role of mathematics, its connection with life;

- the systematic formation of students' interest in the subject and its applications.

Further improvement of the content of school mathematics education is associated with the requirements that the practitioner places on the mathematical knowledge of students — industry, manufacturing, military affairs, agriculture, and social reorganization.

Mathematics studies mathematical models - logical structures in which a number of relations between their elements are described. The concepts of mathematics are abstracted from concrete phenomena and objects; they are obtained by abstracting from qualitative features specific to a given circle of phenomena and objects. Mathematics arose from the practical needs of people, its connections with practice are becoming more and more diverse and deep. Especially great is the importance of mathematics in the development of modern physics, astronomy, chemistry. Mathematics also occupies a significant place in such sciences as economics, biology, and medicine.

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- rigorous selection of the basics of content;

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Further improvement of the content of school mathematical education is connected with the requirements that practical students make to the mathematical knowledge of students — industry, manufacturing, military affairs, agriculture, and social reorganization.

The word methodology in translation from ancient Greek means a method of cognition, a path of research. A method is a way to achieve a goal, to solve a specific educational task.

There are different points of view on the content of the concept of a technique. Here are a few definitions:

- the methodology of teaching mathematics - the science of mathematics as a school subject and the laws of the process of teaching mathematics to students of various age groups and abilities;

- The methodology of teaching mathematics is a pedagogical science about the tasks, content and methods of teaching mathematics. She studies and explores the process of teaching mathematics in order to increase its effectiveness and quality. A math teaching technique addresses the issue of how to teach math;

- the methodology of teaching mathematics is a section of pedagogy that explores the laws of teaching mathematics at a certain level of its development in accordance with the goals of teaching the younger generation set by society. The methodology of teaching mathematics is designed to study the problems of mathematical education, teaching mathematics and mathematical education.

The purpose of the mathematics teaching methodology is to study the main components of the mathematics teaching system at school and the relationships between them. Under the main components understand the goals, content, methods, forms and means of teaching mathematics.

The subject of teaching mathematics are the goals and content of mathematical education, methods, means and forms of teaching mathematics.

A number of factors influence the functioning of the system of teaching mathematics: the general goals of education, the humanization and humanization of education, the development of mathematics as a science, the applied and practical orientation of mathematics, new educational ideas and technologies, research results in psychology, didactics, logic, etc.

The main objectives of the methodology of teaching mathematics are:

- determination of specific goals of studying mathematics by classes, topics, and lessons;

- selection of the content of the subject in accordance with the goals and cognitive abilities of students;

- development of the most rational methods and organizational forms of training aimed at achieving the goals;

- selection of the necessary teaching aids and development of methods for their application in the practice of the work of a mathematics teacher.

The concept of mathematical education is based on the following principles: science; consciousness, activity and independence; accessibility; visibility; universality and continuity of mathematical education at all levels of high school; continuity and prospects of the content of education, organizational forms and teaching methods; systematic and consistent; systematic mathematical knowledge; differentiation and individualization of mathematical education, humanization; strengthening educational function; practical orientation of teaching mathematics; the use of alternative educational and methodological support; computerization of learning, etc.

The content of school mathematical education envisaged by the program, despite the changes taking place in it, retains its main core for a sufficiently long time. Such stability of the main content of the program is explained by the fact that mathematics, acquiring a lot of new things in its development, preserves all previously accumulated scientific knowledge, without discarding it as obsolete and unnecessary. Each section included in this core has its own history of development as a subject of study in high school. Study questions are examined in detail in a special methodology for teaching mathematics.

The dedicated core of the school course in mathematics forms the basis of its basic program, which is the source document for the development of thematic programs. In the thematic program for secondary schools, in addition to the distribution of educational material among classes, the requirements for knowledge, skills and abilities of students are set out, intersubject communications are revealed, approximate norms of grades are given.

The methodology of teaching mathematics is associated with such sciences as philosophy, psychology, pedagogy, logic, computer science, the history of mathematics and mathematical education, human physiology, and above all with mathematics, its basic discipline. The purpose of the methodology is to select the basic data of mathematical science and, having didactically processed and adapted them, include mathematics in the content of school courses.

The methodology of teaching mathematics is closely connected with pedagogy, in particular with didactics. In didactics, the main attitude characterizing teaching is “teaching - learning”, in the methodology - “teaching - training material - teaching”. Pedagogy defines teaching methods, educational goals, methods of scientific research. Taking these methods and goals from pedagogy as a basis, the methodology introduces its specific mathematical content both in the educational process and in scientific research.

The methodology of teaching mathematics focuses on the characteristics of students of certain age groups using the laws of individual characteristics of students at a certain age. The influence of psychology on the methodology of teaching mathematics is strengthened in connection with the introduction of a personality-oriented education, characterized by increased attention to the student, his self-development, self-knowledge, the upbringing of the ability to seek and find his place in life.

The technique of teaching mathematics is connected with the history of mathematics. She draws the teacher’s attention to the difficulties he may encounter while studying the school course in mathematics, and gives mathematical knowledge a personally significant character.

The methodology of teaching mathematics cannot but take into account physiological data, especially in studies, for example, when studying reflexes associated with signals coming from material objects and phenomena, as well as from words, symbols, signs.

To solve problems of a methodological nature, the following methods are used: experiment; study and use of domestic and foreign student learning experience; questionnaires, interviews with teachers and students; analysis; synthesis, modeling, ranking, scaling, etc.

To prove the alleged judgments in the methodology of teaching mathematics, an experiment is used - organized training in order to test the hypothesis, fix the real level of knowledge, skills, development of the student, compare the effectiveness of the proposed methods and traditionally used, substantiate various statements. At the stage of substantiating the hypothesis, a stating experiment is used, which makes it possible to identify the state of the object of study or check the assumption, as well as clarify certain facts. In the process of hypothesis testing, a training experiment is conducted, which is carried out in order to identify the effectiveness of the developed methodology. Experimental and control classes are selected. In control classes, training is conducted according to the traditional scheme, and in experimental classes according to the model or scheme developed by the researcher. In the organization of the experiment are used: observation, questionnaire, qualitative and quantitative analysis of learning outcomes.

Qualitative analysis of the research results is carried out using tests, testing of schoolchildren, and quantitative - according to the results of statistical processing of tests, tests.

The foundations of modern restructuring of the system of mathematical education are:

• democratization (ensuring the right of each student to receive a full mathematical education);

• publicity (availability of open and complete information about the status of teaching and the effectiveness of teaching mathematics);

• decentralization (the right of regions and schools to choose programs, study guides, to solve problems independently

mathematical education);

• realism (real policy in the field of mathematical education).

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THE CHALLENGES OF CREATING 3D INTERACTIVE E-LEARNING COURSES

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ABSTRACT

The article considers the problems of creating 3D interactive electronic training courses. For IEUK developers, teacher opinion is very important and must be taken into account. In the process of developing the IEUK, changes are made based on proposals and recommendations. Secondly, in the real educational conditions of the educational process, IEUK s are being tested. Such methods help to easily solve the problem of creating a complex of interactive electronic training courses. When creating a 3D interactive electronic training course on the subject "Informatics and Information Technologies", a basic software algorithm was developed. During pedagogical practice, the student has a growing interest in obtaining knowledge; interest is seen as an effective means to stimulate the learner.

KEYWORDS: *3D Audio, 3D Video Information, Graphic Information, 3D Interactive Electronic Training Course.*

INTRODUCTION

Recently, the topic of creating electronic textbooks has become discussed and demanded at the state level. The modern education system is increasingly using information technology and computer telecommunications. In modern educational institutions, much attention is paid to the computer support of professional activities. In the educational process, training and testing programs in various disciplines of the educational process are used.

The strategic objectives facing school education today are reflected in a number of state programs and concepts aimed at creating a unified educational information environment. Equipping schools with personal computers, connecting them to the Internet, creating a system of educational portals, retraining personnel in the field of information and communication technologies, developing electronic educational publications and resources - all these measures are designed to accelerate the transition of the education system to a qualitatively new substantial and technological level.

Many educators are inclined to expect an increase in the intensification of the educational process through the use of multimedia teaching aids, which can affect:

- increased focus;

- increased motivation;

- increasing the informative capacity of educational content;

- intensification of educational and cognitive activities of students;

- acceleration of the pace of educational activities.

Interactive e-Learning Courses (IEUK) are a practical, very easy-to-use program. It also has audio, video information, lecture texts created on the basis of multimedia technologies. The program has a simple, easy to use structure. Students can use these courses online or via CD. Some types of IEUK have electronic automation systems aimed at developing creative abilities.

Interactive e-learning courses rely on curricula and use effective methods to study educational material.

Interactive electronic training courses can consist of chapters, information, assignments, practical exercises taken from any textbook. IEUK should be in the form of CDs, where this chapter of the textbook is available, if the textbook has all the information in it, then the floppy disk makes it possible to use various programs.

IEUK should be based on all functions, on the presentation of theoretical materials, on the application of initial knowledge, on the control of the degree of assimilation, on feedback, without the help of paper data. In addition, the IEDCs must fulfill the function of completing tasks, checking acquired knowledge, mathematical and simulation modeling using computer visualization, and also the function of performing interactive feedback and must have a database [1].

IEUKs have such a structure where students not only remember information, but also connect them with life and professional situations. The main criterion for assessing the mastery of a subject is not the bringing of theoretical materials, but the demonstration of the practical use of acquired knowledge.

The didactic aspects of an interactive electronic training course (IEUK) are based on the general regular norms of the educational process, based on a certain order. Of course, one cannot ignore these regulatory aspects. We will consider these aspects in the process of creating IEUK for secondary schools. When creating interactive educational electronic courses, the main task is the choice of software tools. This of course depends on the knowledge and experience of the programmer. In addition, the use of theoretical methods is also of great importance. Such methods help to easily solve the problem of creating a complex of interactive electronic training courses. When creating a 3D interactive electronic training course on the subject “Informatics and Information Technologies”, a basic software algorithm was developed.

IEUKs have such a structure where students not only remember information, but also connect them with life and professional situations. The main criterion for assessing the mastery of a subject is not the bringing of theoretical materials, but the demonstration of the practical use of acquired knowledge. When studying the general structure of the IEUK of creation, it is necessary to take into account its software and their interconnection. When creating an IEUK, it is necessary to ensure strong communications between hardware and software. By hardware we mean interconnected tools that provide audio, video, graphic information, input - output, and information storage. It should be noted that IEUK should provide not only hardware and software, but also pedagogical support. Depending on the computer model and its technical capabilities, the degree of display of educational material (text, graphics, multimedia) is determined.

Undoubtedly, the IEUK in the conduct of the educational process to a certain extent requires software and hardware. In IEUK it is necessary to pay attention to the fact that the user has the opportunity to conduct the educational process in two ways, while determining the degree of completeness of coverage of educational material, taking into account didactic and methodological aspects [2].

The technology model for creating an IEUK consists of the following steps:

1. Defining the goals and objectives of the IEUK.

2. Development of the IEUK structure.

3. Development of content for the IEUK topics.

4. Preparation of individual structural prices for the IEUK.

5. Programming.

6. Testing

7. Improving the content of the IEUK based on the results

8. Preparation of the manual.

The guiding point for creating an IEUK is the definition of goals and objectives using information technology (IT).

IEUK is not only a course, but also a didactic, methodological interactive software system. The goal of creating an IEUK is the widespread use of IT for practical and laboratory work [4].

Interactive e-learning courses have the following types related to the immediate objectives of the training;

- IEUK designed for different fields of science;

- IEUK designed for individual courses;

- IEUK, designed to study individual branches of science;

- IEUK, intended for individual sciences, are conducted using multimedia, virtual stands, electronic simulators, as well as educational materials;

- electronic automated systems aimed at developing creative abilities.

Development of an IEUK system.

Structure - this (lat. Struktura - to build, establish, streamline) - the union of stable relationships that ensure the unity of objects. Building a composite system of IEUK based on a modular system greatly simplifies the achievement of the goal. Training materials are given as separate topics.

IEUK in the system of traditional education are based on the modular structure of textbooks and teaching aids. To create a textbook management system, it is necessary to ensure the interconnectedness of topics on the basis of an analysis of the structure of existing IEMCs, as well as on the basis of the studies conducted, we have developed a comprehensive structure of the IEUK in the discipline “Informatics and Information Technologies”.

Development of content for the IEUK topics. The content of the IEUK means the system of knowledge and skills given in the IEUK. In the school course, an experienced teacher with experience can develop the content of the IEUK. When developing the content of individual topics, it is necessary to streamline the degree of difficulty in mastering and transmitting educational material. When performing this work, the following should be considered:

- the allocation of the core core of educational material;

- the allocation of secondary situations in the study of educational material;

- Establishing a link between other topics and the study phase;

- For each topic, choose different, multivariate practical exercises;

- select illustrations, graphics, presentations, animations and sound comments on concepts, designs.

Creating scenes of individual IEUK programs. During pedagogical practice, the student has a growing interest in obtaining knowledge; interest is seen as an effective means to stimulate the learner. The IEUK scene is the distribution by personnel in the field of program structures of varying degrees and the tasks of its parts and the content of the educational content on the screen monitor, the part consisting of separate processes selects all the processes necessary for the image.

Software structures of varying degrees are components of multimedia technologies: hypertext, animation, sound, graphics. The purpose of using these tools is guiding in nature: activating the student's emotional memory, increasing learning motivation.

Programming is the next step in creating an IEUK. The following experts participate in it: the creator of the scenes, programmers, programmers, designers and a psychologist. It begins with the creation of basic frame templates for future IEUKs.

Approbation. After the creation of the IEUK, users should be able to work with them. IEUK are developed for use in the educational process. Testing of the IEUK, first of all, should be carried out in practical classes. For IEUK developers, teacher opinion is very important and must be taken into account. In the process of developing the IEUK, changes are made based on proposals and recommendations. Secondly, in the real educational conditions of the educational process, IEUK s are being tested. During testing by the developers, inconspicuous at first glance errors, shortcomings that can create inconvenience in the work are revealed.

Work on the result of testing. Based on the results of testing, changes are introduced into the IEUK program. This may concern the structure of the textbook; as well as in work with tasks, it may concern inaccuracies and errors in answers.

Creating a tutorial for the user. If the IEUKs are prepared without the methodological manual, then it will not produce results and will not meet the requirements of the continuing education system. Therefore, the issue of methodological support is important. The process of creating an IEUK ends with the preparation of a training manual.

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ANNUAL USE OF IRRIGATED HECTAR

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ABSTRACT

Our studies have established the high efficiency of mixed crops, consisting of 2, 3 and 4 components, especially when saturated with legumes and repeated sowing of soybeans for grain, which provides not only a high grain yield and green mass, but and improved feed quality. Complex winter crops mid crops are good forebear for soybeans (in repeated crops). All-year use of irrigated hectare in light gray soils conditions of Andijan region by sowing complex 4-component mixtures of winter mid crops and after harvesting by soybeans sowing, which on average from three fields amounted to 29.0 and 28.1 c / ha, and green mass 523, 5 and 541.0 c / ha, feed units were 13350 and 13382, the amount of digestible protein was 2301.2 and 2300 kg / ha.

KEYWORDS: *Fertility; Crop Rotation; Mustard; Barley; Triticale; Rape; Wiki Peas; Oil Radish; Corn; Soybeans; Feed Unit.*

INTRODUCTION

Currently, in world agriculture, winter wheat is sown on 240.4 million hectares area; an average obtained 31.1 centners of grain yield. Repeated legumes are sown on an area of 91.6 million hectares, the average grain yield is 12-13 centners, and the total yield is 206.4 million tons. In world agriculture, soybean is cultivated on more than 122 million hectares of land. In accordance with the decision of the Council of Ministers, in 2017, soybean was planned to be sown in the republic on 27 thousand hectares, of which it was cultivated on of 6333 hectares and as a second crop on 5968 hectares. By 2021, it is planned to expand the sown area of soybeans, where it will be sown on 17,300 hectares as the main crop and 20,000 hectares as the second crop.

Soy is high in high-grade protein. In world practice, it is attached great importance, since it significantly reduces the deficit of fodder protein due to the comprehensive use in the production of high-protein leguminous crops, including soy. That is why soybean production is expanding from year to year in Uzbekistan.

The possibility of obtaining two crops of grain or fodder crop is one year from one area. They recommend intermediate crops for Uzbekistan such as rye, oats, barley, wintering oats, winter vetch, wintering fodder peas, shabdar, bersim, mustard, rapeseed, perko both in clean crops and in the form of mash, as well as fodder triticale Prag-1 and spring “Uzor”. [8; p. 4-8].

In total, for two crops from the mid sowing of triticale and stubble - corn and sugar sorghum, 535 c / ha of green mass was obtained, or more than 9000 feed units per hectare. [5; p. 37-38].On average, for seven years from the same area, they received a crop of barley grain 47 and soybean seeds 15 kg / ha, the total harvest of two crops (including barley straw) amounted to 8990 feed, units and 1117 kg of digestible protein per 1 ha [6; with. 53-56].

In the conditions of the southern forest-steppe of the Omsk region, it is shown that when soybean is cultivated for grain, early sowing periods (May 10-15) have an advantage. The highest dry matter yield of soybean was obtained in the phase of the full loading of beans during sowing on May 20-25.Later sowing of the crop reduces the yield of seeds and green mass [7; 15-19].

MATERIALS AND METHODS

The studies were conducted on the territory of the Andijan branch (UzNIHI).The soils of the experimental plot are light gray earth of long-term irrigation, the average humus content in the arable horizon is 1.261%, total nitrogen is 0.153%, and the mobile form of phosphorus is 0.217%.The total area of the plots is 240 m^2, accounting 120 m^2. The location of the plots is single-tier. Repeat four options. The study was conducted in the field and laboratory conditions, which were carried out according to the methodological guidelines "Methodology of the State variety testing of agricultural crops" [2: p. 71-80]. “Methods of agrophysical soil research” [3: p.132],"Norms and rations of feeding farm animals" [9: p.109-122].,“Methods of agrochemical analysis of soil and plants” [4: p.135]., Mathematical and statistical processing of the data obtained was carried out using the Microsoft Excel program according to the method of B. A. Dospekhov [1: p. 230-240].

The objects of research are light gray earth soils, mustard VNIIMK-162, barley “DEA”, triticale “PRAG-1”, rape “Matador, vetch "Local Turkman", chickpeas "Vostok-55", oilseed radish "Tamaganka"; soybean “Dustlik”, corn “VIR-338TV”.

RESEARCH AND DISCUSSION RESULTS

The research results showed that the combination of crops of different biological characteristics of forage crops does not adversely affect plant growth, which is an important factor affecting both the overall feed yield and its quality.

When sowing pure mustard and barley, barley plants have a significant advantage in plant growth, ahead of mustard plants in this indicator. In triticale + rape double mixtures, the height of plants of both cultures slightly decreases compared to their separate sowing in pure form. Compaction by mixed sowing of three crops (triticale + rapeseed + vetch) and four (triticale + rapeseed + vetch + pea) and (triticale + rapeseed + pea + oil radish) crops does not significantly reduce plant growth compared to sowing in pure form barley. As the number of crops in mixed crops decreases, the standing density of triticale decreases from 1134.3 to 893.6 thousand / ha in double mixtures from 872.3 to 819.6 thousand / ha in crops consisting of four components. The herbage of rapeseed plants decreases from 581.9 to 573.4 thousand / ha in binary mixtures from 411.7 to 406.3 thousand / ha and 406.5; 396.1 thousand / ha in mixed crops, consisting of four components, vetch from 451.3 to 411.4 thousand / ha in ternary mixtures from 401.6 to 398.7

thousand / ha in quadruple mixed crops. A similar pattern was noted in all variants of the experiment.

If mustard plants had a height of 104.7 cm at the time of harvesting, barley 126.7 cm, then in double mixtures the height of triticale was 123.7 cm, in triple mixtures - 119.1 cm and when 118.3 and 115.1 cm compacted with four cultures. A similar pattern was noted in other studied crops (rapeseed, vetch, pea, oil radish).

The smallest yield of feed units and translated protein was with pure crops of winter mustard (var. 3) - 3236.2 kg / ha of feed units and 411.9 kg / ha of translated protein. The cultivation of pure barley sowing (var. 4) was also an effective technique. Compared to pure winter mustard crops (var. 3), when the yield of feed units is up to 7114.2 kg / ha and the transferable protein up to 1185.7 kg / ha.

A slight decrease in the yield of feed units and translated protein is observed when using mixed crops without a bean component (var. 5), where the yield of feed units averaged 7220.4 kg / ha for three years, and the translated protein - 1071.7 kg / ha (table-1).

The results of the study showed further compaction of mixed crops by using a third crop - vetch, it provides not only an increase in the yield of green mass - 445.3 c / ha, but also improves the quality of feed products due to the large collection of digestible protein from 1 ha of the presence of the legume component in feed mixtures. The most effective green crop yields are those where in mixed crops with four crops - winter triticale + rapeseed + vetch + pea (var. 7) and winter crops - triticale + rapeseed + pea + oil radish (var. 8).

TABLE 1 PRODUCTIVITY OF WINTER FEED CROPS, KG / HA.

Option №	Crop	Repetition				The average, c / ha	Yield kg / ha	
		I	II	III	IV		Feed units	Digestible, protein.
1	2	3	4	5	6	7	8	9
3	winter mustard	296,3	293,9	293,6	293,0	294,2	3236,2	411,9
4	Winter barley	393,2	397,6	394,4	395,8	395,2	7114,2	1185,7
5	Winter triticale + rapeseed	434,0	420,4	418,9	428,5	425,3	7220,4	1071,7
6	Winter triticale + rapeseed + vetch	450,6	443,9	439,2	447,8	445,3	7518,4	1216,2
7	Winter triticale + rapeseed + vetch + peas	471,7	480,8	474,1	478,5	456,9	8022,0	1323,9
	Winter triticale + rapeseed + vetch + radish.	490,8	494,1	493,1	498,4	495,3	8207,6	1351,3

HCP $_{(05)}$ - 6,08 c/ha

The yield of green mass in this case amounted to an average of 456.9; 495.3 c / ha for three years.

The inclusion of the bean component in mixed crops contributes to a further increase in the productivity of the food field.

The greatest influence of the components in feed mixtures on product quality is observed when cultivating mixed crops, consisting of cereal-cruciferous and bean bourgeois where the yield of feed units for the three components of mixed crops was 7518.4, with four components - 8022.0 and 8207.6 kg / ha, the yield of digestible protein - respectively increases to 1216.2 and 1323.9 - 1351.3 kg / ha.

The research results showed that soybean cultivation after intermediate crops had a different effect on the soybean stand density. According to the years of research, the density of soybean standing in the clean sowing of option-2 was 236.6-329.0 thousand / ha, in option -3, when cultivating soybean, cultivating soybean after mustard - 321.9-323.5 thousand / ha, and in the variant - after four component mixtures (triticale + rapeseed + vetch + pea), the density of the crop was 323.9-324 , 3 thousand / ha.

The number of branches on one soybean plant increased by 0.5 in option -7 and 0.4 in option-8.

The number of beans on one plant in option-2 was 52.3 pcs., and in option-7 - 57.1 pcs. The number of grains in one bean on average for three years in option-7 was 0.5 pcs., which is more than option-2.

The mass of grains on one plant is also greater in the variant-7-9.7 g, and in the variant-2 -8.6 g. On average, over three years, the mass of 1000 grains was in option-2 - 163.7., and in option-5 - 167.1 g.

When cultivating soybean (var. 2), the yield of grain and stalks, respectively, amounted to: 25.7 c / ha (table-2).Our studies have established that the best yield indicators provide crops of complex mixtures of feed crops, consisting of winter triticale + rapeseed and soybeans in mowing crops (var. 5), at which grain yield of 26.8 c / ha is ensured.

TABLE 2 SOYBEAN YIELD AFTER FEED CROPS, C / HA

Experience Options	Repetition				Average c / ha
	I	II	III	IV	
2	25.7	25.5	26.4	25.6	25.7
3	24.3	24.5	25.6	24.6	24.7
4	24.8	24.4	25.6	25.7	25.1
5	26.3	27.8	27.1	26.3	26.8
6	26.3	26.8	28.1	27.8	27.4
7	28.6	29.8	28.6	29.1	29.0
8	27.7	27.8	28.6	28.2	28.1

HCP(05)-0,78 c/ha

Such high yields were obtained by combining winter triticale + rapeseed + vetch and re-sowing soybeans (var. 6), in which the grain yield averaged 27.4 c / ha over three years.

The most effective combination was winter triticale + rapeseed + vetch + pea and winter triticale + rapeseed + pea + oil radish followed by sowing soybeans on grain (var. 7; 8), where the maximum grain yield of -29.0 and 28.1 c / ha.

TABLE 3 FODDER PRODUCTIVITY

Options	Type of sowing	Winter feed	Soya (repeated) sowing		Received the sum for two crops			
					Harvest		Output	
		Green mass	corn	saloma	corn	Green mass of saloma	Feed units	Digestible Protein kg / ha
1	Corn for grain	–	62,3	366,1	62,3	366,1	221,3	998,4
2	Soya for grain	–	25,9	47,4	25,9	47,4	4930	899,0
3	Winter mustard Soya for grain	294,2	24,7	43,2	24,7	357,4	78762	1254,1
4	Winter barley Soya for grain	395,2	25,7	44,6	25,7	439,8	11854	2043,5
5	Winter triticale + rapeseed soybeans for grain	425,3	26,8	46,1	26,8	471,4	11306	1984,2
6	Winter triticale + rapeseed + vetch Soya for grain	445,3	27,4	45,6	27,4	490,9	12592	2144,0
7	Winter triticale + rapeseed + vetch + pea soybeans for grain	476,9	29,0	46,6	29,0	523,5	13350	2301,2
8	Winter triticale + rapeseed + vetch + pea soybeans for grain	495,3	28,1	45,7	28,1	541,0	13382	2300,0

Note: After harvesting the green mass of winter crops, soybean is cultivated for grain.

Mid crops as ferebears influenced not only the crop, but also the chemical composition of soybean. The largest amount of nitrogen in soybean grain was noted in option 4, where soybean was grown after winter barley - 5.00 and in var. 5-4.93%.Soybean cultivation after four component crops (triticale + rapeseed + vetch + peas, triticale + rapeseed + peas + oil radish) increased the nitrogen content in soybeans by 0.15%. During the research period, we revealed the effect of various intermediate cultures on the content of digestible protein and protein in grains. In addition, intermediate crops also contributed to the improvement of protein content in soybean grain. Studies have shown that the amount of protein in soybean grain increased by 0.9% (var. 4) compared to var. 2, where soy was sown in the spring. The highest protein content in soybean grain was noted in option 7 - 34.7%,where soybean was cultivated on grain after winter four component mixtures (triticale + rapeseed + peas + vetch).

The fat content in soybean grains increased as the number of feed crops in previous soybean crops increased. A slight increase in the fiber content in soybean grain was noted in option-5 - 9.70% and in the eighth option -9.89%.

From the above studies it is seen that the highest yield of soybean grain, as well as the collection of hectare of protein and fat provides soybean cultivation after mixed 4-component crops of intermediate crops. The cultivated zoned hybrid of VIR - 338 TB corn by its biological characteristics belongs to late-ripening varieties. The average yield of corn grain and silage (var. 1) amounted to an average of 62.3 and 366.1 c / ha for three years. When cultivating soybean (var. 2), the yield of grain and stalks, respectively, amounted to: 25.9 and 47.4 c / ha. The yield of feed products (on average over three years) was obtained - 4930 feed units and 889.0 kg / ha of digested protein.

Our studies have established that the best yield indicators provide crops of complex mixtures of feed crops, consisting of winter triticale + rapeseed and soybeans in mowing crops (var. 5), at which grain yield is ensured for an average of three years 26.8 c / ha (in total for two crops) and green mass - straw 471.4 c / ha.

Such high yields were obtained by combining winter triticale + rapeseed + vetch and re-sowing soybeans (var. 6), at which the grain yield averaged over three years 27.4 t / ha of green mass (stems) 490.9 t / ha.

In total, for two crops, the most effective combination was winter triticale + rapeseed + vetch + pea and winter triticale + rapeseed + pea + oil radish followed by sowing of soybeans on grain (var. 7; 8),where the maximum grain yield is provided - 29.0 and 28.1 c / ha (on average over the years of research) and green mass straw - 523.5 and 541.0 c / ha. The yield of feed units in this case was 13350-13382, respectively, of digestible protein - 2302.2 and 2300.0 kg / g (table-3).

CONCLUSION

In light gray soils of the Andijan region as a result of soybean sowing after three, four combined components of the intermediate cultures of triticale + rapeseed + chickpeas + radish in the schemes 1: 2; 2: 1; 1: 1 crop rotation achieved an increase in productivity of 2.0-2.5 times.

To preserve and increase the fertility of light gray soils of the Andijan region, attention should be paid to the need for introduction into agricultural selection crops leaving organic residues in large numbers restoring soil fertility with a short rotation pattern (1: 1)sowing cotton - grain when sowing soybeans for grain after new types of combined crops autumn triticale + rapeseed + vetch + peas and also triticale + rapeseed + peas + radish of the introduced regular sowing patterns, a high grain yield was obtained, which, on average, from three fields amounted to 29.0 and 28.1 c / ha, and the green mass of 523.5 and 541.0 c / ha, feed units amounted to 13350 and 13382, the amount of digestible protein 2301.2 and 2300 kg / ha.

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ACADEMICIA

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ELECTRONIC INFORMATION-EDUCATIONAL RESOURCES AIMED AT DEVELOPING STUDENTS' ARTISTIC AND CULTURAL COMPETENCIES

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ABSTRACT

A modern competent teacher (educator) is a creator of the future, author, producer, researcher, user and promoter of new pedagogical technologies, theories, concepts. The basic information and teaching material in the course content should be provided by a modern competent teacher in a way that facilitates the student's visual perception. After all, the teacher is the chief executor of educational reform.

KEYWORDS: *Competence, Electronic Information, Electronic Textbook, Structure, Consistency, Consistency, Integrity, Multimedia Technologies.*

INTRODUCTION

In the process of globalization, it is important to achieve speed and quality in the organization of education. Indeed, in a situation where the flow of information is becoming more intense, the development of artistic and cultural competencies of secondary school students, the ability to equip them with the necessary knowledge is one of the main criteria for determining the professional competence of every teacher. Looking at the prospects for further development of the education system in Uzbekistan, it should be noted that the rational use of modern information and communication technologies in the educational process will be an important factor in further improving the quality of education.

The advent of modern information and communication technologies is developing the field of activity related to the introduction of electronic information educational resources, video and audio lessons, tests, virtual laboratory work and small educational resources, ie teacherless learning technology and their daily development.

Classes with the help of audio, video, animated art and cultural materials, information and communication tools increase students' interest in art and culture. The e-learning resource (EATR) is a resource for in-depth study of teaching materials and scientific information through the use of modern information and communication technologies, effective methods of independent learning.

It develops students' independent learning, creative thinking skills, and knowledge of art and culture [136]. At present, the country has some experience in organizing independent education, but there is a need to further enrich it. Another way to effectively meet this need is to create an e-learning resource. Electronic information-educational resource is a set of electronic publications on computer technology or Internet information network (separately), formed on the basis of systematization, consistency, coherence and integrity of educational disciplines (modules) and covering all or part of the training materials [59].

An e-textbook is a training course organized in a specific sequence and based on non-paper media (CD, DVD, etc.) or Internet technologies. An e-learning resource has more potential than ordinary (paper) textbooks because the computer can perform some aspects that are difficult for the teacher, showing the material in place and on time, accurately determining the level of knowledge, and so on.

There are differences between e-learning resources and printed textbooks. A textbook is usually understood as material that provides students with knowledge dedicated to a specific area of science. Naturally, both the e - learning resource and the printed textbook have common features:

According to NA Muslimov, one of the scientists of the Republic conducting research in this area, electronic textbooks must meet the following requirements:

1) be able to meet the requirements for the publication of the curriculum and teaching materials (approved by the Scientific and Methodological Council). The textbook is prepared as an electronic version of the first or previously published methodical manual in a particular field, and the content is relevant to the general, special or optional course;

2) disclosure of the content of a particular course (or part of it) and its volume to the extent that it allows to achieve educational and methodological goals;

3) possession of visual elements (maximum ability to use the possibilities of multicultural and cultural potential of the computer) that help to achieve educational and methodological goals;

4) development of the material taking into account the feature of viewing on the monitor screen and placement across the network;

5) the presence of hyperlinks in the text, if necessary, the indication of WEB sources and other information resources;

6) the presence of control questions that allow the student to independently assess the level of mastering the material;

7) work in many languages, as well as the creation of special conditions for students with disabilities [101].

At present, there is a need to create an electronic information and educational resource to improve the quality and effectiveness of education in the Republic, there is a need to place them on special sites as well as use them effectively in educational practice. Taking into account this need, the preparatory phase for the creation and implementation of an electronic information and educational resource on the development of students' competence in art and culture in the teaching of "Art and Culture" and "Technology of Art and Culture" in secondary schools has been completed.

As a result of our research, using pedagogical technology and interactive methods in teaching the subjects "Fundamentals of Informatics" and "Arts and Culture Technologies" and "Multimedia Technologies and Arts and Culture Education", which serve to develop the competence of art and culture in secondary school students. electronic information and educational resources on art and culture have been developed, which reflect the teaching process. The resource is issued by the Intellectual Property Agency of the Republic of Uzbekistan (Certificate № DGU 03785, № DGU 04778, № DGU 05021).

These developed resources are available through the information and educational portal of the Ministry of Public Education of the Republic of Uzbekistan (www.eduportal.uz). Electronic information-educational resources (EIER) of art and culture "Multimedia technologies and education of art and culture" are posted on the information-educational portal. The portal is designed for a wide range of users. Due to the fact that the portal is located on the TAS-IX[1] platform, EIER can be downloaded and used free of charge.

It is possible to use all educational resources posted on the portal in the educational process by downloading or directly demonstrating.

Inconclusion, as a result of effective use of electronic information educational resources in the educational process, the student has the opportunity to master the learning material in a quick and convenient way, that is, through deep vision and hearing.

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MUSHROOM OF FERGANA VALLEY

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ABSTRACT

This article contains information about the powdery мучнисторосяных mushroom of higher plants of Ferghana Valley, in which micromycetes belonging to 7 genera, 37 species, 40 forms and 2 variations are identified, and also the patterns of their seasonal development are studied.

KEYWORDS: *Obligate, Fungus, Taxonomy, Micromycete, Xerophyll, Hygrophil, Erysiphe Cichoracearum, Blumeria Graminis, Lepidolopha Komarowii, Ranunculus Baldschuanicus.*

INTRODUCTION

The increase in the number of abiotic and anthropogenic factors in the world also has a negative impact on the state of mycobiots, an important component of biodiversity. In particular, natural zones are distinguished not only by the diversity of higher plants and the presence of unique objects, but also by the wealth of mushroom species. These types of mushrooms, in turn, affect the formation, developmental features of the plant flora of this region, and some types of mushrooms have the ability to cause serious diseases in plants, so studying their distribution, biological properties and ecology serves as an important theoretical and practical resource for protecting plants from diseases. Therefore, we are aimed at studying the flora of powdery мучнисторосяных mushroom of higher plants of the Ferghana Valley мучнисторосяных mushroom belong to the group of obligate parasite mushroom and cause powdery mildew disease, which is dangerous for plants. Powdery mildews belong to the Erysiphales order of Ascomycota, which has the ability to infect leaves, stems and fruits of plants and adversely affect the quantity and quality of raw materials obtained from plants. The disease leads to the formation of a reticular mycelium on the surface of the affected organ of the plant. Later, the fruiting bodies of the mushrooms (ascocarp) develop in the form of tiny black dots. They play an important role in the wintering and reproduction of mushrooms.

RESEARCH METHODOLOGY

Observations made in the Ferghana Valley during 2017–2019 and herbarium samples collected in this region served as a source of scientific work. Herbarium samples were collected seasonally on planned routes.

The collected herbarium samples were mycological analyzed at the Laboratory of Mycology and Algological Institute of Botany of the Academy of Sciences of the Republic of Uzbekistan.

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Universal microscopes NU 2E and Motic-1 were used to determine the species composition of micromycetes and study their morphological characteristics.

Plant samples with signs of damage were analyzed in the laboratory based on techniques developed by N.A. Naumov (1937), N.A. Naumov, V.E. Kozlev (1954) and others. Mycological determinants and monographs were used to determine the species composition of mushrooms (A. A. Yachevsky, 1927; H. M. Kirgizbaeva etc., 1983; N.P. Pidoplichko, 1977; 1977a; 1978).

Результаты исследований и их анализ.

During the study, 7 genera, 37 species, 40 forms and 2 varieties of powdery мучнисторосяных mushrooms were identified in higher plants of the Ferghana Valley (Table 1). It was revealed that the identified mushroom affect 28 families, 62 genera, and 76 species of higher plants.

If you pay attention to the seasonal development of мучнисторосяных mushroom, identified during the research, they are isolated from the genus Erysiphe in accordance with the modern systematic of representatives of the genus Blumeria. From this genus Blumeria graminis (DC.) Speer, mainly develops in plants belonging to the genus Poa L. from April to May. This species is hydrophilic and is reported to develop during the year from spring to late fall, when conditions are suitable.

TABLE 1 TAXONOMIC ANALYSIS OF МУЧНИСТОРОСЯНЫХ MUSHROOM FOUND IN HIGHER PLANTS OF FERGHANA VALLEY.

Class	Order	Family	Kind	Type (variation form)
Leotio-mycetes	Erysiphales	Erysiphaceae	Erysiphe	10 (18-1)
			Leveillula	11 (15)
			Sphaerotheca	8 (3-1)
			Phyllactinia	2 (3)
			Podosphaera	3 (1)
			Uncinula	2
			Golovinomyces	1

Representatives of the genus Erysiphe begin to develop in the lower and upper hills in March, April and May, some species being hygrophilic and others xerophilic. For example, the fungus Erysiphe aquilegiae. ranunculi (Grev.) R.Y. Zheng & G.Q. Chen develops in Ranunculus baldschuanicus Regel ex Kom. in extremely high humidity. Species with a xerophilic character and their forms are more adapted to development in mountainous regions on the mountain slopes.

The development of the genus Erysiphe, widespread in Ferghana Valley, can be divided into two periods: spring-summer and summer-autumn, and the period of development of spring-summer takes place mainly in the lower part of the lower and upper hills. The species, which began to develop in the lower hills in the second half of March, develops rapidly in early May-June, ending the growing season with an increase in temperature. In connection with a decrease in temperature and an increase in relative humidity in autumn, representatives of this group again develop and form ascocarp .This is due not only to climatic factors, but also to the fact that мучнисторосяных mushroom repeatedly form conidia during the growing season. Examples of mushrooms that develop in the first period *Erysiphe graminis f. hordei-spontanei* Jacz., *E.*

cruciferarum Opiz ex L., *E. cichoracearum f. althaeae* Jacz., *E. cichoracearum f. cichorii* S. Blumer, *E. cichoracearum f. verbenae* Jacz., *E. horridula f. asperuginis* S. Blumer, *E. horridula f. solenanthi* Jacz., *E. convolvuli var. convolvuli*, *E. urticae* (Wallr.) S. Blumer, *E. polygoni var. rumicis* Y.S. Paul & V.K.

The second summer-autumn period a fall on the highlands and mountainous regions of the high hill, and begins in the second half and early July. Species of the genus Erysiphe that develop during this period are more xerophilic in nature, to which we can lead the following mushrooms: E. *E. umbelliferarum f. ferulae* Golovin, *E. labiatarum f. phlomidis*Jacz., *E. labiatarum f. leonur* Jacz., *E. horridula f. Lindelofiae*Golovin, *E. communis f. dianthi* Jacz. and etc.

Representatives of the genus Leveillula differ in that they are the most xerophilous species among mushroom. Among the powdery mildew bogs identified in the valley, the genus Leveillula is the leader in the number of species, and its prevalence is explained by the xeromorphic nature of the region's climate. The development of representatives of the genus Leveillula mainly lasts from July to late autumn. They almost do not exist in the spring because of their ability to grow and develop at much higher temperatures. One of the distinguishing features of representatives of this genus, unlike other mushrooms, is that they require high temperatures and grow well in places exposed to direct sunlight.

Accordingly, they have a development period only in summer and autumn. On the lower hill, they begin to develop from the end of June to July, while on the upper hill and in the mountainous region, they continue from mid-July to autumn. Representatives of the genus Sphaerotheca begin to develop from late April to early May. Scientific sources report that some members of this genus are adapted to certain cold conditions and are also located on the northern slopes at an altitude of 3000 m (Golovin, 1949).

It was noted that they occur in early spring (March-April) not only on the lower, but also on the upper hill, despite the low temperatures. Examples may include the following types: Sphaerotheca fugaxPenz. & Sacc., Sphaerotheca pannosa. Nevertheless, the development of representatives of this category occurs mainly in the spring-summer period on the lower and upper hills, and in the mountainous region coincides with the summer-autumn period. Phyllactinia suffulta from the genus Phyllactinia has been developing mainly since July. Although scientific sources claim that this species is mainly found in trees growing near a water edge, it is mesophilic, but also found on mountain slopes with some arid conditions in the valley.

Representatives of the genus Podosphaera are hygrophilic and have been reported only in areas with very high humidity. Accordingly, representatives of this group were found mainly in the spring on the embankment, but no development was observed on the mountain slopes. Representatives of the genus Uncinula are hygrophilous and have been found to develop in summer and autumn. Uncinula necator (Schwein.)Burrill was found on the lower hill mainly in June, while Uncinula ulmi M.N. Kusnezowa was observed only in September and October in the fall. Representatives of the genus Trichocladia are xerophilic in nature and have been discovered on open mountain slopes since July. From this genus, the species Trichocladia atraphaxidis Golovin is often found in the plant Atraphaxis pyrifolia Bunge, which begins to develop mainly in late June - early July. Golovinomyces salviae (Jacz.) M. Scholler, a representative of the genus Golovinomyces, occurs only in autumn.

Due to the relief of Ferghana Valley and the specific climatic conditions arising in them, powdery мучнисторосяных mushroom develop throughout the year, that is, from March to late autumn, which obeys the patterns of mycobiota formation in the mountainous regions of Central Asia.

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

1. Micromycetes belonging to 7 genera, 37 species, 40 forms and 2 species of powdery мучнисторосяных mushroom were found in higher plants of the Ferghana Valley.

2. The development of representatives of the genus Erysiphe, common in valley conditions, can be divided into two periods: spring-summer and summer-autumn, the spring-summer period occurs mainly in the lower part of the hill and some lower parts of the upper hill.

3. Among the identified мучнисторосяных mushroom, representatives of the genus Leveillula are leaders in the number of species, and their prevalence is explained by the xeromorphic nature of the region's climate.

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INDEPENDENT WORK IN EDUCATION CREATES AN ENVIRONMENT FOR SCIENTIFIC RESEARCH

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ABSTRACT

Further development of the teaching system for teachers, information technology and mathematical modeling of processes will allow us to continue in-depth study, identify the potential and determine the strategy of the information-didactic environment. Independent work on information technology and mathematical modeling of processes poses new creative tasks, stimulates students to research.

KEYWORDS: *Education, Information Technology, Methodology, Didactics, Computer, Scientific Research.*

INTRODUCTION

One of the aspects of improving the quality of higher education is the structural solution of the problem of developing students' creative activity, the formation of the ability to independently acquire and apply knowledge, as well as structurally meaningful reform of higher education based on the development of information technology. The formation of the effectiveness of independent work to develop students 'knowledge helps to successfully study academic subjects. Going to university through self-education The issue of developing students' independent work is very traditional for higher education didactics, but its actualization responds to changes in secondary and higher education. stems from the need to train students capable of creating and implementing new innovative developments. Educational technology is a leader in learning and research activity at the student age, as part of which the development of the individual as a person and a colleague takes place. The effectiveness of this process depends on the content of the training and the conditions of the learning process. The search for new knowledge in independent work is especially important for future professionals. because the pedagogical activity itself requires a high level of it. The development of research in the independent work of future information technology and mathematical modeling teachers of processes can be significantly improved, if possible.

Developed and implemented content for technological support of the development process of research in independent work for teachers of mathematical modeling of future information technologies and processes;

An information-didactic environment has been created, defined by a system of methods that takes into account the specifics of the training of teachers of information technology and mathematical modeling of processes;

In the training of teachers of information technology and mathematical modeling of processes, the resources of the information and didactic environment of the pedagogical university are effectively implemented, ensuring the development of their independent work in research.

Modernization of teacher education requires the search for new approaches to the organization of professional training of future teachers, as a result of which the student becomes a subject of educational activity, ie a person who is able to independently determine their field of study and choose the field of professional pedagogical activity. Actualization of directions of development of education through independent work of the future teacher

Mathematical modeling of future information technologies and processes should form an information component of independent learning activities for teachers, including knowledge of the possibilities of information technology and their use for purpose and motivation, selection of appropriate teaching aids, obtaining and analyzing the results of their activities. comprehension of such activities, the ability to form and compile information presented in different forms, the ability to work with different data, setting goals and sequence of actions necessary to solve educational problems using information sources, modern computer and communication technologies, solving educational problems organization of data retrieval required for, analysis and adjustment of data-based monitoring activities

The following components of the professional activity of a teacher of mathematical modeling of information technologies and processes are identified: information and orientation, modeling, mobilization, translation, monitoring and evaluation. confirms. Knowledge of information technology in the professional activity of the teacher of mathematical modeling of future information technologies and processes, the formation of these types of activities we organize the independent work of students organized in accordance with the methods that determine the direction of educational activities. In this regard, a review of the content of teaching disciplines, as well as teaching aids, forms and methods of professional training of teachers of mathematical modeling of information technology and processes.

An objective assessment of the effectiveness of the development of independent work should be carried out on the basis of defined criteria. Criteria for the development of independent work are objective and subjective indicators that give a qualitative description of its state.

professional and methodological criteria, professional and methodological criteria characterized by the following indicators: the formation of psychological and pedagogical skills, including organizational, communicative, constructive, special knowledge, methodological skills, technological diversity, ensuring effective development of self-confidence in students; motivational - a motivational criterion consisting of cognitive activity, broad cognitive interests, motives of students and new knowledge and goals of the student's personality, self-education motives, attitude to learning as a value, understanding of the importance of developing independent work in learning.

evaluation and control criteria, skills, adequacy of self-awareness, reflective criteria, assessment and reflexive criteria (goals, including personal qualities and the desire to learn new knowledge in learning and independent work, the ability to change oneself to succeed in activities); analyze and correct the relationship between the means and the consequences of actions)

Based on the criteria described above, the level of development of independent work among teachers of mathematical modeling of future information technologies and processes is taken as a basis;

• Repetition of independent work - this is characterized by the fact that the student has a basic knowledge of computer science, the student can not reproduce the acquired knowledge independently, the ability to transfer the acquired knowledge and methods of activity only to similar conditions of students' knowledge. The object of study is distinguished by the most general ideas about its most common features. At this stage, the student is well aware of the low level of academic performance, the simplest learning. analyzes, compares, compares activities, has difficulty finding knowledge and declaration in terms of changes in one or two parameters (as a rule, can only rely on the program algorithm) the teacher leads the formation of direct cognitive independence partially.

• Independent work search - it is characterized by the presence of basic knowledge of information technology and mathematical modeling of processes, which the student is able to independently repeat and transfer the acquired knowledge and methods of work to new conditions. At this level, the student's knowledge allows him to work on the basis of evidence obtained on the basis of logical thinking. Learned data for problem solving and subjectively obtaining new information This level of independent work is characterized by the acquisition of new knowledge by these methods. Based on them, the student can divide a complex whole into parts, distinguish the properties of parts, connections, relationships, primary and secondary features of objects and events. Student independence is manifested at all stages of skill formation, teacher participation as a consultant is reduced to a minimum.

Creativity of independent work - it is characterized by the presence of a wider and deeper range of basic knowledge of information technology and mathematical modeling of processes, which the student can selectively activate and the ability to find and implement a new approach to problem solving. This level includes knowledge that the student will have the ability to convert. the initial information is so large that it will be possible for him to perform any task .. The student's activity at this level will have the character of a research, which will be reflected in the ability to ask questions. finding an answer to it, seeing the problem, and looking for the most sensible way to solve it as the best counselor

The most important features of the information and educational environment are openness, integrity to other media, flexibility-transformational ability, dynamism, ability to design by all disciplines, professional and pedagogical orientation, high motivation and perspective of students. and the direction of its development

As a result of studying the nature of the information-educational environment, its components were identified, electronic-communicative textbooks, scientific-methodical, including a system of educational standards, material-technical, computer programs considered as a combination of subjective and material conditions of the educational process , educational-methodical literature and educational-administrative, normative materials defining the content of computer-based independent activity

In designing the information-educational environment, the specific features of the activities of the subjects of the educational process were taken into account, the content of the student's activities was determined to see the models, taking into account the goals and objectives.

The effectiveness of the process of developing the specificity of the acquisition of new knowledge by students of future information technology and mathematical modeling of processes is provided by the following organizational and pedagogical conditions.

- Informatization of the educational area of the pedagogical university through the creation of a special information and didactic environment;

- Explain the components of independent work in the system of pedagogical objectives of professional pedagogical training of teachers of mathematical modeling of future information technologies and processes;

- Technological support for future teachers of information technology and mathematical modeling of processes for the development of independent work, including this process model, modular pedagogical technology and methods of designing the information and didactic environment of the pedagogical university and the development of independent work;

- pedagogical monitoring of the development of students' knowledge independence and the readiness of teachers to provide pedagogical support to this process;

-creation of opportunities for teachers and students to express themselves professionally and creatively in the information and didactic environment.

The results of experimental work on testing and practical application of the developed models and pedagogical technologies will allow future mathematical modeling of information technology and processes to identify positive statistical changes compared with controls in positive experimental groups occurring in independent work components. Further development of the teaching system for teachers of mathematical modeling of information technologies and processes will provide an opportunity to continue the in-depth study, identify the potential and strategy of the information and didactic environment. Independent work on the subject of mathematical modeling of information technology and processes, giving new tasks to creative tasks, calls the student to research.

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TYPES OF SIMULTANEOUS TRANSLATION

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ABSTRACT

The purpose of this article is to denote the types of simultaneous translation, identify their characteristics and determine their role in simultaneous translation system.There are following types of simultaneous translation: actual simultaneous translation, whispering, translation from the sheet, simultaneous reading of pre-translated text, synchronization of video text, and a new hybrid type of translation - simultaneous-consecutive.

KEYWORDS: *Actual Simultaneous Translation, Whispering, Translation From The Sheet, Pre-Translated Text, Video Text Synchronization, Simconsec, Lip-Sync.*

INTRODUCTION

Simultaneous interpretation is a type of oral translation, which is characterized by simultaneously presentation of the speaker and the translation of his speech by a synchronist [Commissarov, 1990, p. 98]. This kind of translation is sometimescalled actual simultaneous translation. It is held at mass international events with a large number of foreign guests. As a rule, these are lengthy events, the duration of which would be doubled using sequential translation. A prerequisite is the availability of special equipment - a booth with headphones and a microphone for the interpreter, headphones and language switching channels for translation recipients - which ensures good sound quality for all listeners.

“The main feature of simultaneous translation is the parallel perception of the speaker’s speech and generating it in the target language” [Shiryaev, 1979, p. 6]. This is achieved due to the small lag of the translator from the speaker. According to the results of numerous observations, it varies within 2-10 seconds. Simultaneous translation is also distinguished by other features: an increased conversion rate of the speech message, a dependence of the translation rate on the speaker’s speech rate, and synchronization of various activities — listening and speaking [Shiryaev, 1979, p. 8].

Not every person can do simultaneous translation. It is argued that this type of translation is associated with strong mental activity, because “... a normal person can't listen and speak at the same time — this is a psychophysiological anomaly” [Miram, 1999, p.82]. It requires endurance, quick reaction, and a proper level of speech control. It also requires cross-cultural competence, a broad outlook, and specialization in several areas in order to quickly establish logical connections and skillfully operate with terms. Miramemphasizes,“practice and experience superimposed on innate qualities create a good synchronist” [Miram, 1999, p.90].

A type of simultaneous interpretation, when the translator sits not in the booth, but in the audience among the listeners, most often directly near the recipient, and in an undertone informs the recipient the text of the translation into the microphone or directly, called **whispering**.

Whispering is used when translation is required for one person, or a very small group of people [Komissarov, 1990, p. 98].The translator is required to control the volume of his own voice in order not to interfere with those present in the hall, and, at the same time, to be heard by the recipients of the translation. This happens, for example, at mass events where several foreign guests come and hire an interpreter themselves, or at bilingual negotiations, when consecutive translation is used for communication between representatives of different sides.

Simultaneous translation of the film industry should be considered separately. A distinctive feature of this translation is - visual series. The essence is to translate simultaneously the speech of the actors or narrator. There can be three situations: to have the translation of theedition sheet, to have the original edition sheet (or subtitles), and withoutedition sheet [Zagot].

I.S. Alekseeva identifies a type of simultaneous translation called **video text synchronization**, that is, the pronunciation of the ready translation [Alekseeva, 2004, p. 19]. It should be noted that nowadaysthis type of translation is not relevant for the film translation industry, where the translator only translates the text of the film, and other people are engaged in voice acting and styling.

The person who performs **lip-sync** often does the translation of the edition sheet. This term refers to the process of phonetic form adaptation in the translation language to the movement of the actors' lips in the video [Multimedia translation]. Thecoincidenceof thetext length of the source language and the translation language is also important. It gives the foreign audience theimpression that the actors are speaking their native language, and involves them in the film, without being distracted by subtitles and foreign speech.

Written-oral simultaneous translation, or the so-called **translation from the sheet**, is characterized by mixed modality of perception, i.e. perception by listening is supplemented by visual perception of the text [Chernov, 1987, p. 8]. A.F. Shiryaev writes that this type of translation occupies an intermediate position between the interpretation of oral speech and the interpretation of written materials [Shiryaev, 1979, p. 3]. G.V. Chernov assures that simultaneous translation based on text is secondary and optional, arguing that synchronous translation from a sheet “ceases to be synchronous ... because what constitutes an essential characteristic of simultaneous translation — the continuity of the communication channel — is broken” [Chernov, 1987, p. 8]. In case of simultaneous interpretation, the translation "from the sheet" applies when there is a speech or a document text, which will be read out at the event, but has not been translated yet.

One more type of simultaneous translation is simultaneous reading of a **previously translated text**, which in American culture, according to Lin Visson, is called “Van Doren” [Visson, 1999, p. 23]. The translator adapts to the speaker’s speech so that the translation sounds like a synchronous translation, adjusting the text if necessary [Shiryaev, 1979, p. 3]. As with the translation “from the sheet”, the linearity and continuity of the communication act are violated. Accordingly, simultaneous reading of previously translated text is an optional type of simultaneous translation. This type of translation is used when there are already translated materials that will be read out in the speech. This happens, for example, at UN meetings.

Recently, simultaneous translation received a new round of development and gave rise to a new type of **translation - simultaneous-consecutive** (simconsec). It assumes the availability of technical equipment - headphones and a sound recorder. When the speaker speaks a sectionfrom the text in source language, the translator listens and records. The speaker pauses for the translation; the translator listens to what has been said in the headphones and performs simultaneous translation, relying on notes or an already completed version of the translation that he keeps in mind. This type of translation is consecutivefor the recipient, but for the translator it is mixed,which serves as a kind of security and minimizes the losses. [Technology-assistedinterpreting].

Simconsec can be indispensable in cases where the translator, due to various circumstances, cannot hear the speaker's speech distinctly and quite loudly. For example, if the speaker speaks from the stage, and the interpreter is standing at a distance or behind, and, accordingly, the sound of the voice is directed to the hall, in conditions of increased noise level in the workplace and on the street. To avoid problems with sound quality, with the permission of the speaker, a microphone with a recording device can be attached to his clothes.

Thus, based on the analysis of several types of simultaneous translation, it can be concluded that their diversity is determined by different conditions of its use: the number of foreign guests, the number of languages, the source of the text (oral speech, video materials, a combination of oral and written text), the presence or absence of special equipment, type of event (bilateral conversations, conference, theater performance, etc.).

When the speaker's speech in simultaneous translation is supplemented by written materials translated and untranslated, secondary types of simultaneous translation can be used (translation from the sheet, simultaneous reading of the translated text).

There is alsoa mixed type of simultaneous and consecutive translation, combining their various features to maximize the adequacy of translation and the convenience for the translator.

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ACADEMICIA

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INDIRECT SPEECH ACTS AS A KEY FACTOR IN "FACE SAVING" STRATEGY IN SPANISH REQUEST

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ABSTRACT

This article is devoted to the description of politeness strategy in order to save the addressees reputation in Spanish discourse. The use of direct and indirect speech acts of request expression in communication is illustrated based on the literal text. The relevance of this article is due to the growing interest of scientists in the national specifics of communication, in particular, to the use of politeness strategy in speech acts on the example of request. The speech act is mentioned as a minimal unit of pragmalinguistics which serves as a way of reaching specific goals in conversation according politeness principles.

KEYWORDS: *Politeness Strategy, Face Threatening, Addressee, Recipient, Communication, Pragmalinguistics, Speech Act, Indirect Speech Act, Request.*

INTRODUCTION

Speech act is considered to be a minimal communicative unit of a language, so it stands out first of all, speakers communication goal or target setting for the recipient. In traditional grammar there are three communicative types of sentences: narrative, motivational, and interrogative, which in turn can be positive and negative [Hernández-Flores 2003: 172].

However, in addition to the three main communicative types of sentences, there are a number of structural models of offers with mixed or transitional communication orientation. Transformation of certain communicative features from one communicative type sentences in the other is observed in the correlation of all three basic types, interrogative assertion – motivating to the action – prompting to action by question [Hernández-Flores 2003: 122].

M. Y. Bloch describes a system of six communicative types of sentences, fairly consistently distinguished from each other by the combination of its realization features: interrogative-declarative, motive and narrative, declarative-interrogative, motive-questioning, narrative-driving, interrogative-incentive [Bloch 2000: 79].

It is evident from the source that speakers apt to employ the speech strategy based on their own cultural experiences, which in turn, lead to incorrect interpretation in discourse. Communicants in some cases relatively unconsciously come out discourteous, unfriendly or even rude. Consequently, to communicate effectively across cultures, learners are often advised to be attentive to the differences of their own culture and the Spanish culture and competent with the politeness strategies as used in communication of native speakers. It considered to be a substantial part in all social interactions [Haverkate 2004: 56].

Communicants should be careful in using indirect speech acts in discourse, exactly when the utterance is actualized in interrogative form. So-called indirect questions presented in a narrative form actually express a request for information, for example:
Me pregunto quién rompió mi taza (¿quién rompió mi taza?)[Galdós 2002: 52];

Sí, sí, tiene usted razón: no desvariemos, ilustre joven; pero por de pronto, yo, elmás desgraciado de los nacidos, quiero hacer constarsi anhelo ser su amigo deusted. [Galdós 2002: 52]

Such sentences, which are narrative in form and intermediate in meaning, convey connotations of persistence when requesting information. On the other hand, so-called rhetorical questions on the structural form are interrogative sentences, but express a message with a high degree of emotional intensity, for example:
¿Cómo puedo creerte? (No te doy crédito) [Galdós 2002: 76]
Given speech act does not contain a question, it should be interpreted as a reproach.

Rhetorical questions express an attitude to the statement, confirm the speaker's opinion about a certain problem, and the listener's attention is directed to the problem coming from the communication text. It should be noted that the sequence of rhetorical questions is used in order to encourage the listener to act and show the pronounced emotions of the characters in the works in the direction of the"stream of consciousness". Compare:

El Cuarenton. Pero... como cuarenton comoyo, empezar ahora, otra vez, con los libros? Eso es una exageracion. Ademas, para que necesita el pais a tanta gente estudiando?[Noche 1985: 81]

The author's opinion in relation to the problem is expressed through a rhetorical question and stated through the conclusion made after:
¿Qué puede impedirmelo? ¿Acaso a costa de esfuerzos sobrehumanos y muchas reincidencias no se logra lo que se quiere? Mala cosaseriacreer lo contrario… [Noche 1985: 86]

In addition, the author uses rhetorical questions to direct the attention of the audience listening to him on an interesting topic. In this situation, it is not intended to hear the answer from the listener, since the answer is known to the author, and he seeks to disclose this answer to the audience. For example:
¿Qué decisiones? ¿Qué leyes? ¿Qué estrategias y acciones podemos y debemos impulsar para superar esta coyuntura delicada que afecta la solidez, la permanencia y la estabilidad del sistema democratico en la Region? [Noche 1985: 91]

It should be stated that rhetorical questions are always filled with emotions and their influence on the listener is always strong.

Intermediate in value between messages and incentives are sentences with modal verbs and other lexical means of expressions of motivation to the action [Bloch 2000:64].Thus, when uttering statements, we choose one of the communicative types: assertive, motivation to the action or interrogative, but we do not always put a direct meaning in them.

Just intermediate communicative types of sentences are used to express different types of expressive connotations. It is in this sense that "speech planning" is related to the speech act.

Without any doubt it could be claimed that speech act is a central point of pragmalinguistics. The speech act is a purposeful speech action performed in accordance with the principles and rules of speech behavior adopted in certain society. Basics of speech acts theory foundations were laid by the English philosopher J.Austin in 1955 in his lecture, later published in his article “How to Do Things With Words” [Austin 2004: 67], as well as in the work of another representative of the Oxford logical school J.Searle which was called “Speech Acts”, published in 1969 [Searle 1975: 117].

These authors for the first time noted that realization of an utterance may represent not only the message of information, but also many other actions. Speech act is three-leveled action: a) in relation to the language tools used in speech communication – this is a locutive act, b) in relation to the purpose and conditions of the communication process – this is illocutionary act, C) in relation to the results of communicative interaction – this is perlocutive act [Austin 2004: 18].

Thus, the process of utterance within the theory of speech acts is called locution, use statements to achieve the goal with regard to its implementation of illocution, and the speech acts intention – illocutionary purpose.

Semantic simplicity inherent in a direct speech act, when the speaker, pronouncing a certain utterance means exactly and literally that an utterance directly means is not inherent in all statements in natural language: hints, attacks, irony, metaphor, etc. the meaning of the speaker's utterance and the meaning of the corresponding sentence in many relationship diverges. In this case, we are talking about indirect speech acts, when one speech act is carried out by implementing another [Searle 1986: 175].

Considering models that serve as a speech act of a request and analyzing actual material shows that a request can be expressed directly using inductive sentences (imperative speech acts), or indirectly by means of narrative and interrogative offers to maintain “face saving”.

Here is an example in which the request is expressed as an explicit form of directive speech act and is presented as an imperative sentence:

Ahora déjame escuchar todo sobre eso;
Pásame la sal, por favor[Searle 1986: 134]

In the following examples, the request is expressed by indirect speech acts provided by interrogative and narrative sentences:

¿Puedes decirnos exactamente de lo que hablas con tu tío?
Me gustaría que me dijeras algo de tus métodos de cómo hacerlo;
¿Vendrá usted por favor a la vez, señor?[Galdós 2002: 86]

In Spanish grammar verbs that form indirect speech acts of request expressed by interrogative sentences can be used in conditional and negative forms. Data request modifiers with the meaning of doubt and uncertainty are used to soften the request:

Por favor, Javier, ¿no nos ayudará? Por supuesto;

¿No podría la señorita Conchita venir a consultarme sobre su mala rodilla?[Galdós 2002: 101]

Indirect speech acts of request expressed by narrative sentences with verbs in the subjunctive mood are less categorical than their pairs with verbs in the indicative and, accordingly, make the utterance more polite. Such statements are often found in our card file:

Me gustaría que me dijeras algo de tus métodos.[Galdós 2002: 88]

Lo mejor seráque V. en su ms. la cite, y encargue á Medina que la haga copiarde alguno de los ejemplares que sé hay en Madrid de dicha Gramática. [Licenciado 2019: 119]

(…) *pero creo queen vez de publicarla aislada, será mejorponerla al fin delHoracio en España; y que, entre tanto, para que en Madrid vean como V. Manejala lira, remita á Medina alguna de sus traducciones del griego o del latín, (...).*[Licenciado 2019: 177]

Thus, considering the use of speech acts on the example of models that serve speech act of request, we have concluded that the request in Spanish communication could be expressed directly or indirectly using both, motivational and narrative and interrogative forms. The scope of indirect speech acts in expressing a request in Spanish culture is used broadly, since indirect requests are less categorical and, as a result, they are a more polite form compared to implicitdirective speech acts and avoid the addressees“face threatening”.

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PSYCHOLOGICAL UPBRINGING OF ADOLESCENTS IN THE FAMILY IN SOCIAL LABOR RELATIONS

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ABSTRACT

In this article, Uzbekistan the current state of socio – psychological protection factors in the education of adolescent youth in the process of labor in Uzbekistan, the work carried out, the practical work done in this regard and the problem aimed at scientific justification of them are covered

KEYWORDS: *Implemented, Adolescent, Justification, Guarantees*

INTRODUCTION

The strong social policy of Uzbekistan, which is gradually being implemented, in turn, requires the introduction of new models of assistance to young people and corresponding to the current requirements of the service.

In every developed society, it is necessary to take into account its vital needs and requirements, interest in increasing the creative and social activity of the individual, in the educational and spiritual direction.

The Constitution of the Republic of Uzbekistan, the laws " on protection of health of citizens", "on guarantees of children's rights", "on protection of Labor"were adopted. In the years of independence of our country, social protection of the population, including young people, has become one of the priority directions of the policy in the social, economic and spiritual spheres carried out by our government.

A harmonious generation, capable of achieving our high goals of reforming and renewing our country, being able to literally become a decisive force, a base and a foothold, deciding the fate of our democratic and economic Thrace, first of all, will grow up in the family. In the same family, in the atmosphere of the love, care of the parents, the child comes to the world, becomes a person and a citizen.

One of the most important functions of the family in the current conditions is the expression from the upbringing of children and adolescents in the means of Labor.

Issues of educating young people in the spirit of labour in modern conditions as a result of socio –economic changes in today's labour process and changing attitudes of adolescents to Labour education in the globalisation period, the issues of the threat of distance education in their labour education in relation to national traditions are cross-linked.Because Labor is not only the main form of human activity, the meaning of a person's life, the task of every member of society, but also the source of the socio – economic development of the country, the main conditions for satisfying all material and spiritual needs.

It is worth saying that with the passage of the period, as a result of socio-economic changes in life, the labor process and attitude to Labor Education have changed ever since. Today's globalisation process is reflected in all social relations of national development, which is the realization of the national self, which awakens in the minds of young people and is its practical expression.

In fact, in the “strategy of action on five priority directions of development of Uzbekistan in 2017-2021 ”approved by the decree of the president of the Republic of Uzbekistan dated February 7, 2017 № PF-4749 “among the priority directions of development of the social sphere ” jismonan healthy, spiritually and mentally developed, independent-minded, loyal to the motherland, having a strict life outlook" "Ozb.Resp. collection of law attacks.It's 2017y .13.02. Article 6 ,Article 70 ”

It is known from the experience of our ancestors that Labor is an important factor in the perfection of a person.

And our people, having realized that Labor is a material and spiritual need of man, paid special attention to the preparation of young people for independent life for centuries.

On the one hand, the implementation of the work on the upbringing of the growing younger generation in the spirit of Labor, on the other hand, on the basis of our national pedagogical and psychological values, on the other hand, is considered as a social necessity, taking advantage of the experience of developed countries.

As the folk saying in the sons “the four seasons of the human life are inextricably linked, if the spring of the umur is spent in apathy, the summer season in apathy, the harvest in the autumn is Attang, and the end of his life – the autumn season will consist of sadness. If a person's life turns into a harvest holiday in the autumn of his lifetime of suffering and hard work in the spring, then he is the happiest person The need for labor in a child is brought up in the family in three ways: first, through a conscious, purposeful upbringing, in which the parent forms in the child a love for Labor, useful labor skills and habits. Secondly, this upbringing occurs in the way that the child imitates the parent's occupation, educates him about the conditions of life in the family itself, its kind, traditions, interests and needs, the interaction of parents. In the third, the parent must actively influence the child, feel the interests and inclinations of the child in time, create all the conditions for their development. Parents should give children an easy understanding of the important importance of Labour, the role of labour in the development of personality society, democratic society should show that Labour is transformed from a shameful and heavy burden into a work of glory, courage and heroism, as it was in the Old World.

METHODOLOGY

It is known that in educational institutions in the family, education is given to the younger generation by adult educators, educators-psychologists. He teaches them his work experience, labor skills, the rules of the law of social Labor Relations and the psychological norms of morality, as well as inherits the material and spiritual wealth accumulated in his time.

"Whoever knows from his childhood that Labor is the law of life, it means that he will be able to understand and boldly eat bread for a sweat fever, which he poured from an early age, because in it the necessary day and at the desired hour will also find strength for it . "(French writer Jules Vern).[ ]

At a teenage age, the process of moving from childhood to adulthood occurs. With a sharp change in the psychological processes in the teenager, deviations are also felt in mental activity

The R.Kulen believes that in adolescence there are three main socio-moral principles, which are an expression of emancipation (getting rid of adult influence) and independence, a serious attitude to the choice of a way of life and profession, mastering the necessary socio-moral norms.

Labor activity has a significant impact on the comprehensive, harmonious development of the individual. The work activity of adolescents in the classroom and school land area is complicated by giving the necessary information and information in its essence, adding strength, enthusiasm to their strength, begins to form feelings of enjoyment of the fruit of labor, of the harvest.Adolescents feel a great need for the confidence that adults express in them. The most favorable conditions for an adult to influence, educate a teenager is to engage in general labor. If small children are satisfied with the roles of being an assistant, adolescents, especially older adults, are satisfied with the fact that they operate on an equal footing with adults, are also able to work in their place as needed.

Therefore, educators-psychologists, parents should pay attention to the specific psychological characteristics that are relevant for this period in the educational work carried out with adolescents.

In our republic, great attention is paid to the issues of attracting young people to socially useful work, their employment. Guarantees of employment of adolescents are stated in Article 239 of the Constitution of the Republic of Uzbek

In Abu Ali Ibn Sina talking, such wise words are written "all the time it is necessary to be ready to give the child what he wants and to take away what he does not want. In this there are two minuses. One is for the soul of the child, and he grows up as a good-natured from a young age, and then this becomes an indispensable qualification for him. The second is for his body, because bad behavior is from being a different client. At the age between childhood and adolescence, children should not make rough physical exertion, because only light movements should be done.”

It is also worth noting that some parents very much give yogurt or pamper when giving birth to a child. In this regard, many of our scientists and foreign scientists have argued. To this issue V.A.Sukhomlinsky was on his own side:"I can not agree with the fact that the child should be somehow carefully loved, said that he hides some kind of danger in humanity, sagacity, manipulation, sincerity.....Only humanism, manipulation, kindness is behind it... I'm sure it's possible to educate a real person, " he says.[1]

There are such families that parents instead of controlling their children's participation in schooling, they are involved in economic affairs. In many families, the climate of prosperity, enrichment is not formed using intellektual knowledge. In heavy physical labor, due to excessive energy expenditure in the body of underage children, the growth of height, lack of nutrients to the development of the brain, the spine develops overgrowth. As a result, they become a person who is forced to undergo a lifetime of unhealthy, constant treatment or work hard labor (hard labor) for a lifetime, find low income.**Results.**As a result, he cannot take care of his family at a high level. After all, if you find 5-10 thousand rubles per hour in heavy physical labor (marching), you can earn 5-10 million rubles in manual labor (creating programs) – in the research conducted by scientists from developed countries have already found its proof.

The sets of relations that collide in the process of Labor include both material and rational aspects of the life of society. [2]

One of the most important features of the family is the reproduction of the offspring of humans. With regard to the preparation of children for social life, the family is to some extent in harmony with the development of society with social organizations. The concept of" educational tasks of modern families " is broader than the concept of raising children.

This concept includes the following:

1. Formation of the personality of children :

2. Training the individual, the boy girl, as a parent and a member of society in the family way of life.

Conducted sociological studies emphasize that there are many problems that fall into these tasks. This is especially expressed in the emergence of new aspects of family education and the enrichment of traditional traditions in the content.

When carrying out the upbringing of adolescents in family AV educational institutions, it is desirable to educate them morally, mentally, mentally physically, legally correctly on Labor Relations.

The main emphasis on Bunda:

-To improve the consistency of training of adolescents in labour, teaching and career choice of secondary schools in adolescents;

- To educate on state education standards and to provide theoretical and practical knowledge in bringing them to adulthood as professional owners;

- Formation of an understanding of the essence of Labor Relations to adolescents, social psychological significance, the importance of a person in perfection, spiritual and legal consequences;

In family education, teaching adolescents to love Labor and respect Labor people. Nurture a sense of responsibility and labor discipline to a given task. to carry out the teaching together with the productive labour necessary organizational beneficial for health and age, to carry out the necessary labor consistency for the society.

The organization of pedagogical and psychological well-being with the help of various forms of tools and techniques in the closer acquaintance of adolescents in Labor Relations allows adolescents to perceive labor relations as a vital necessity and spiritual need.

Discussion. Spiritual foundations of social protection of youth in labor;

-To introduce through the art literature with various professions (to make it possible in the formation of concepts of Labor and Labor Relations in adolescents.)

-Round table finding a positive approach to decision-making in the effective organization of Labor Relations in adolescents;

-increase interest in the ratio of Labor Relations to the organization of a divorce with Labor veterans of different spheres;

- Organization of trips to production enterprises, science, education, culture, art institutions;

–Formation of working capacity in adolescents, ability to demonstrate the effectiveness of their activities (organization and production of artistic, scientific-omabop films belonging to different spheres).

It is of great importance to acquaint adolescents with the ongoing efforts to build a democratic society in the preparation for labor and labor.

CONCLUSION

Caring about the future generation, striving to educate and grow a healthy harmonious generation is our national characteristic.

It should not be forgotten that every person who has a certain experience in his activity has gradually learned what he did not know until he reached the same level. E'tibor of those around, who need support. So to teach young people, to be attentive to them is the duty of each of us.[3]

Based on the above, it should be noted that special attention should be paid to the fact that the education of national traditions, which is considered an important tool for the formation of a culture of social work in adolescents, increases interest in labor.It is also worth noting that some parents very much give yogurt or pamper when giving birth to a child. In this regard, many of our scientists and foreign scientists have argued. V this issue.The A.Sukhomlinsky was on his own side:"I can not agree with the fact that the child should be somehow carefully loved, said that he hides some kind of danger in humanity, sagacity, manipulation, sincerity.....Only humanism, manipulation, kindness is behind it... I'm sure it's possible to educate a real person" " he says.

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PSYCHOLOGICAL ANALYSIS OF INTERCULTURAL COMPETENCE

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ABSTRACT

The article describes the intercultural competence of students. The need for the formation of intercultural competence is a unique, interdisciplinary opportunity. It is also regarded as the necessary attributes of the competence of a culturally diverse person, understanding of the actions of the person, the ability to communicate freely in two languages, and emotional stability. Staff develops cognitive and interdepartmental intercultural relationships, professionalism and understanding of other cultures, as well as individual personality typologies and abilities. The article analyzes the intercultural competence of 322 students in higher education, as well as the stages and methods of its formulation.

KEYWORDS: *Interdepartmental, Intercultural, Interdisciplinary*

INTRODUCTION

The need to strengthen the knowledge and skills related to competitiveness, perceptions, empathic skills, adequate cultural censorship, and interdisciplinary effective relationships are gaining momentum in the increasingly intensified integration of humanity, in the widespread expansion of international and cultural relations. The main objective of the Educational system is educating students in accordance with the new modern environment, ensuring free and informed work in all areas of social relations.

For the students, in addition to understanding the language, culture and values of nations, it is important to develop personality traits in complex cognitive processes such as high level of critical thinking, communicative skills, ability to communicate freely in foreign languages, intercultural communication, information retrieval, and the formation and improvement of emotional stability. One of the actual problems of the dissertation is the accumulation of methodological bases for complex formation of these qualities in students.

The issue of intercultural competence is in conformity with the principles of cognitive and human psychology as well as the practical analysis of the essence of socio-psychological, ethnopsychological rules. In cognitive psychology, a practical study of the tendency of the person's thinking, the ability to memorize the foreign language, and the ability to manage complex social relationships are thoroughly and practically researched. One of features of intercultural competence is the ability to communicate freely in foreign language. However, it involves complex cognitive thinking process that requires the mutual consciousness of the individual's thought process and social status. The humanistic psychological aspects of the case require the comprehensive study of the person in social relations, his motivational-beevevoristic aspect. The issue of intercultural competence is in conformity with the principles of cognitive and human psychology as well as the practical analysis of the essence of socio-psychological, ethnopsychological laws. In cognitive psychology, a practical study of the tendency of the person's thinking, the ability to memorize the foreign language, learn and learn, and the ability to manage complex social relationships are practically investigated. One of the manifestations of intercultural competence is the ability to communicate freely in a foreign language involves complex cognitive thinking processes that require the mutual consciousness of the individual's thinking and social status. The humanistic psychological aspect requires the comprehensive study of the person in social relations, including his motivational-behavioristic style.

In the overall form of intercultural communication, we learn from the point of view of the interconnection of individuals, groups and organizations of different cultures. At the same time, the crucial task is to adequately understand the importance of the cultural difference. Because the main purpose and essence of the whole process of communication is the idea of a person's acquaintance. This requires a high degree of accurate and complete information, experience and expertise. The effectiveness of communication depends on the relationship among his/her peers. However, in order to achieve mutual harmony, there is a need for a combination of specific knowledge, experiences, skills, common to all participants of the communication, which are interpreted as intercultural competence. While each participant of the communication process isfeatured as a separate person, he/she is a full member of a socio-cultural group, a clear cultural representative and a representative of the whole humanity. This fact creates individual, social, collective, national and universal knowledge in his mind.

Intercultural communication, like any other social dialogue, has merits or demerits in implementing its goals and objectives. In this case, intercultural competence plays a key role. The term "intercultural competence" has been the focus of many researchers and scholars, and this issue is gradually becoming a scientific one.Because all interconfessional relations in the intercultural relationships are connected with the outside world. As a result of the adaptation process to the outside world, individuals are involved in practical activities.

If we explain the concept of ethnocultural competence from the Triandic interpretation of the 1970s, ethnocultural relations became relevant since the existence of the principal aspect of an independent subject/science. During this period foreign interest in cultural values and attitudes has begun. First of all, it was necessary to overcome the barriers of ethnocentrism. In this context, the competence and interpersonal relationships with other cultures are considered as a complex of individual’s analytical and strategic opportunity.

METHODOLOGY

In the process of studying the intercultural competence of the student, we decided to study its complexity,since we did not have universal learning method. For this purpose, an experimental program which incorporates theoretical and methodological approach to allow students to evaluate the intercultural competence was developed. The experimental program comprises methods, research, scientific and methodological recommendations.

Prior choosing the experimental test methods, the qualifications of the university student were categorized. These qualifications include:

Personal Qualifications - Empathic capabilities; tolerance (ethnic, social); ethnical identity; emotional stability; freedom in relationships; independence.

Professional Qualifications – Logical thinking; speaking skills; organizational skills; responsibility; executive discipline; knowledge of different languages.

Social Attributes - Dialogue; use of language opportunities; conflict prevention.

The diagnostics of the intercultural competence of students was aimed at solving the following issues; the development of a socio-psychological model reflecting the process of intercultural competence development; studying the social qualities of students with their ethnic identity; systematize communication skills based on a specific category;

The research hypothesis was characterized as follows: a lack of understanding of the need for the intercultural competence and the development of intercultural competences in students; the availability of opportunities for students to develop intercultural competence and lack of a program for forming and developing intercultural competences;

The methodology of the research was chosen on the basis of a general and specific methodology, and was determined by the purpose of research, objectives and subject matter. It also depends on the technical capabilities of the methodology.

The research program's objectives can be divided into two main stages:

1. The methodology was aimed at studying the peculiarities of the students' understanding of intercultural relations, researched by G.M.Manuellov, V.V.Kozlov, M.P.Fetiskin in their “The Communicative Social Competency Diagnosis" test. It consists of eight key elements that focus on explaining the students’ communicative qualities. The first questionnaire will provide sufficient insight into communicative social qualities and communication methods that show freedom, openness and sincerity in interpersonal relationships.

2. The second factor is based on the questions of logical and cognitive thinking.

Logical thinking enables the individual to demonstrate the knowledge and skills of intercultural communication. The third factor is the emotional stability of the student, and in interpersonal relationships, this stability is highly appreciated and helps the individual to communicate efficiently. The fourth factor is the person's resilience, which indicates the enjoyment of life. Students will be able to demonstrate a low level of frustration and interdependence in interpersonal relationships, and this will be positively assessed by the participants in the dialogue. Fifth factor is creativity. Sixth factor refers to the individual's ability to make decisions independently. Independence is assessed as a necessary feature that a person must achieve. The seventh factor determines compliance with the rules in society, and the eighth factor is determined by the appearance of antisocial behavior. This factor explains the existence of negative attributes that are not subject to social norms.

Researchers U. Soldatova, O. Kravtsova, O.E. Khuhlyaev, L. Shaygerova conducted "Tolerance Index" Express survey.

The study demonstrates the following tolerance of the individual:

1. Social Tolerance - the appearance of tolerance towards diverse views, socially, economically vulnerable groups. Students will be able to communicate not only with partners, peers, colleagues in social relationships, but also with people who are in need of social support. The social tolerance of students is part of their personality;

2. Ethnic tolerance - the tolerance of immigrants living in the same area, homeless people, or other nationalities. In such a case, a person respects the cultural values that occur in his area, does not intensify the territory and so on. Includes This view of tolerance is comparable to those of intercultural competence. However, competence is a vast and comprehensive concept.

The third aspect of the "tolerance index" is that the tolerance is inherited. While social and ethnic tolerance is only understood in the disparities, tolerance, created as a personality, is understood in all its individual activities, such as softness, simplicity, and it can also lead to competition. It is very important to set the norm in the interpretation of tolerance. Types of ethnic identity (G. Soldatova, S. Rijova) as the methodology for studying student impact on intercultural competence. Identity and competence are interdependent, as it can be said that a person's ethnic identity is a combination of social skills, understanding other cultural values, and the role of society in understanding other languages.

One of the main aspects about interpersonal, cultural expressions and interpreting is that a person must first realize the significance of his behavior. Ethnic identity gives a sense of nationality, ethnicity, and culture, which means the person feels that he has a certain feeling in all social relationships and acts on the same sense of belonging.

The questionnaire "Perceptual non-verbal competence diagnosis", by G. Y Rosen, was used as auxiliary/assisting method for this study. Understanding the companion, supporting non-verbally, and understanding other cultures of non-verbal methods of communication is considered to be one of the social qualities.

The role of perceptions in interpersonal relationships is a unique feature. The main point in this (dialogue) is that the speaker is addressed through non-verbality and taken over by perception.

Another aspect of good linguistic language - intermediary intercultural dialogue is the degree of awareness in its context.

Results.The relationship between the students' social attitudes (correlation analysis)

	I	*II*	*III*	*IV*	*V*	*VI*	*VII*	*VIII*	*IX*	*X*	*XI*	*XII*
I	1											
II	0.54	1										
III	0.29	0.38	1									
IV	0.29	0.46	0.47	1								
V	0.14	0.21	0.42	0.35	1							
VI	0.58	0.43	0.39	0.46	0.38	1						
VII	0.018	0.14	0.25	0.33	0.32	0.29	1					
VIII	0.05	0.17	0.20	0.24	0.32	0.28	0.44	1				
IX	0.01	0.13	0.22	0.32	0.33	0.32	0.26	0.30	1			

X	0.06	0.03	0.26	0.28	0.33	0.25	0.12	0.28	0.40	1		
XI	0.08	0.05	0.12	0.17	0.25	0.25	0.05	0.21	0.39	0.40	1	
XII	0	0.04	-0.12	-0.11	-0.06	-0.08	-0.03	-0.09	-0.16	-0.20	-0.40	1

I – Bilingualism
II – Ethno identity;
III -Nonverbal-perceptive competence;
IV - Tolerance;
V – Communicative;
VI - Logical thinking;
VII - Emotional stability;
VIII – Less anxiety(low level of anxiety);
IX - Creativity;
X - Independence;
XI - Self-governance, compliance with norms;
XII - Antisocial behavior.

As we can see, there is a significant relationship between personal and social qualities of the students. It can be interpreted as follows: There is a strong link between bilingualism and ethnic identity (54%). The ability to speak in two languages has been proven by the ability to adequately respond to national culture and identity. The relationship between the bilingualism and the non-verbal-perceptive competence showed 29%. The level of knowledge between the bilingualism and communication showed only 14%. However, the relationship between logical thinking and the bilingualism was 58%. There was no correlation between the bilingualism and emotional stability, creativity, independence, internal control, and antisocial behavior.

Ethnic identity has been identified at almost different levels, i.e., 38% in non-verbality; with tolerance 46%; 21% demonstrated correlation, 43% with logical thinking, 17% with emotional stability, 14% in low self-esteem, and creativity in 13%. There was no correlation with independence, internal control and antisocial behavior.

Correlation between non-verbal-perceptive competency and tolerance was 47%; 42% in communication; 39% with logical thinking; 24% with emotional stability; 19% with low level of anxiety; 21% with creativity; 26% of the independence factor; and with internal control at 11%. The 11% of reverse correlation was observed between antisocial behavior and nonverbal perceptive competence. As we have seen, non-verbal perceptive competence has demonstrated its relevance in all cases.Tolerance also affects all attributes. In particular, in 35% communication; 46% with logical thinking; 33% with emotional stability; 23% with low worry; 31% with creativity; 27% of independence 17% with internal control and 10% correlation with antisocial behavior. In the context of socio-communicative competence, almost all the relationships were observed: communication and logical thinking - 38%; Relativity and emotional stability 31%; communication and creativity 33%; communication and internal control correlated with 25%. No correlation was found between communication and antisocial behavior.

Logical thinking and emotional stability are 29%; 27% of logical thinking and betrayal; 31% of logical thinking and creativity; logical thinking and independence, and internal control attained 25% of harmony.The relationship between emotional stability and the following characteristics can be observed: creativity 30%; independence 28%; internal control 20%.Creativity 40% independence; With 30% internal control; 15% have come into contact with antisocial behavior.Independent factor is 40% with independence control; 19% showed negative reaction with antisocial behavior. In 40% of internal control, the contact was reversed.

Discussion. Based on this interpretation of intercultural competence, it can be divided into three parts: affective, cognitive and procedural. Empathic property and tolerance are its affective elements. They rely on specific psychological resources, in addition to mutual confidence in other cultures. Cognitive elements can include cultural-specific information, as they can be considered as the source for assessment of communication processes.

Procedural elements are the continuous process of clear communication methods used in intercultural relations. Processes such as the commonality of culture and the search for reasons for misunderstanding are part of the procedural survey of intercultural competence. One of the most relevant considerations for this research has been studied by O.A. Leontevich. The intercultural competence needs to be divided into three components: communication competence, speech competence, cultural competence. However, the main component of intercultural competence is cultural competence. It regulates the dynamics of relationships that occur under the influence of psychological and social identities.

The process of formation of students' intercultural competence relies on a program based on direct theoretical and comparative analysis. The socio-psychological aspects of the intercultural competence of students formed in the process of social relations have been shaped.

Conclusion.According to the research principle, the intercultural competence was analyzed by the interconnectedness of cultural, ethnical, psychological and social knowledge, which was the main factor determining the main directions and methods within the scope of the research and the criteria for their evaluation. Although intercultural competence is formed in intercultural communication, individual ideas need to be different from them. Therefore, one of the tasks of the program of formation of intercultural competence is to analyze all existing concepts, and the importance of research based on national models.

Throughout the entire study period, students were motivated by a positive outlook on the intellectual imagination of the world, the formation of ideas and the planning and development of their ideas. This, in turn, reflects the goals of the learning process and the development of Intercultural education. The elements, mechanisms and components of intercultural competence in the research study; The process covers students' intercultural knowledge; theoretical, experimental-comparative, correlation analysis; acoustic, sociological, pragmatic, gneseological approaches; motivation, cognitive, behavioral attitudes. The model describes all processes, traits, factors, and trends of intercultural competence.

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COGNITIVE APPROACH IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

In this article are represent new approaches in studying foreign languages, on the example of cognitive linguistics, because language offers a window into cognitive function, providing insights into the nature, structure and organization of thoughts and ideas. The most important way in which cognitive linguistics differs from other approaches to the study of language, then, is that language is assumed to reflect certain fundamental properties and design features of the human mind.

KEYWORDS: *Cognition, Humans, Language Teaching, Idioms, Understanding The World, Concepts, New Approach, Development, Skills, Interaction.*

INTRODUCTION

The development of cognitive linguistics prompted cognitive approach in teaching languages, which has psycho-linguistic basement. Cognitive approach helps to find the key to the humans mind. Language, more than culture and society, gives the key of human's behavior.

A significant amount of work was done in order to develop science in our Republic. Many researches are still being held in different fields of science. In Uzbekistan cognitive linguistics was recognized at the dawn of XXI century. Problems of interaction of thinking and language, the causes of inception of cognitive science, the history of development of cognitive linguistics, its aims and main tasks, its essential provisions and notions (concept, frame, scenario, gestalt, script),different theories and concepts (the theory of prototypes, frame semantics),national-cultural peculiarities of cognitive functioning, methods of cognitive analysis of language units-are at the core.

The notion of the theory of cognition and cognitive linguistics was explained. Cognition is defined as 'the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.' At Cambridge Cognition we look at it as the mental processes relating to the input and storage of information and how that information is then used to guide your behavior. It is in essence, the ability to perceive and react, process and understand, store and retrieve information, make decisions and produce appropriate responses. The modern word 'cognition' actually has its roots back to Latin, the word 'cognoscere' which is to 'get to know'. With that in mind, cognitive functioning is therefore critical for day-to-day life, governing our thoughts and actions. We need cognition to help us understand information about the world around us and interact safely with our environment, as the sensory information we receive is vast and complicated: cognition is needed to distill all this information down to its essentials.

At present time cognitive linguistics is an independent branch of general linguistics which studies the human mind, thinking and those mental processes and conditions that are associated with them etc.

Cognitive Linguistics is a new approach to the study of language which views linguistic knowledge as part of general cognition and thinking; linguistic behaviour is not separated from other general cognitive abilities which allow mental processes of reasoning, memory, attention or learning, but understood as an integral part of it. The ideas of this science are traced back to the fundamental works by famous world linguists E.Kubryakova, V.Maslova.,h.Safarov.,J.Lacoff[1]. There are close links observed between cognitive linguistics and grammar. Many notions of cognitive linguistics, be it repeated, had long been discussed in general linguistics.

The questions of cognitive linguistics are studied by the following Uzbek scholars: A. Abduazizov, Sh.Safarov, D.Ashurova, N.M. Djusupov, N.Panjieva[2] and others.

While teaching English in my classroom I was faced to the different problems dealing with mentality of my students and their world view. Their personal understanding of the world and personal knowledge of native language lead to the problems of interpretation and comprehension of foreign language.

Taking into consideration all above discussed in I and II chapters, I have come to a conclusion that communicative approach in teaching foreign languages, which is widely applied in interactive teaching, is directly related to the cognitive one. Cognitive analyses of the language and the parts of speech will help to find the solution for the problems mentioned above.

Frequently, in English speech you can hear phrases and word expressions confusing any foreigner who is not a native speaker of the language. Those are idioms and phrasal verbs, and polysemanticverbs which are an inseparable part of daily communication of English-speaking people.

Personally, I like idioms, because exploring them gives an opportunity to dig in language and to learn about the culture of the nation which invented this strange phrases and understand the mental peculiarities of their mind and linguistic features of the language as a communicative tool.

Proceeding from my foreign experience of studying in London Metropolitan University, I wish to emphasize that our trainers were surprised that we have passed grammar test more successfully than the vocabulary one, whereas many of their local students, quite the contrary, passed vocabulary test better than we did. The explanation is that we place emphasis on grammar, rather than to the content. Grammar for native speakers is a kind of boring and complicated study. They pass content test successfully because they think in this language. The decision is covered in mentality, national and cultural features of different notions and their cognitive perception of foreign language.

When we study the verb as a part of speech we commonly study the forms, tenses and the structure of verb usage and its position in syntax. This will help us to complete grammatically correct sentences, but does not give us an opportunity to have an imagination and greater appreciation of the foreign language as a tool of thinking in it.

Cognitive analysis of the verb helps to provide more complicated imagination of the verb usage in different context and not to make different mistakes in expressing the language. You can draw your own picture of the words in your mind and broaden your perception about the word and language as a whole.

To my opinion, if we study the language from inside, we will better understand the mental features and ways of thinking of native speakers.

For instance, examine the following sentences:

1.Break one's leg.

-Please, be careful, you will break your leg!

Good bye! Break your leg!

In the first example the verb "to break" is given in its direct meaning - "to separate or become separated into two or more pieces, damage or become damaged so as to be inoperative ", and in the second example, there given a figurative meaning of the verb. There used an English idiom "Break your leg". This idiom means " good luck ". For native speaker there is no difficulty in understanding the meaning, but students studying the language can translate it as " сломайсвоюногу" and misunderstand the speaker. In their mind appears a cognitive picture in which someone has damaged part of his body, in this case, his leg and subsequently followed by ache and disability. Here we can notice negative meaning .

2. To hit a sack/ to hit a hay

-Father is going to hit a sack in the bedroom. The direct translation is – Папасобираетсябитьмешоквспальне, but father is not going to hit a sack in the bedroom, because there is no sack there, he is just going to hit a hay. But to hit a hay means " коситьсено". How could the hay appear in the bedroom? No, father is not going to hit a hay , he just wants to sleep a while. The definition of idioms " to hit a hay, to hit a sack" – to go to bed. In this example we can see a chain of wrong pictures in the mind of learners about what is father is going to do.

3. Go cold turkey

"Shall I get your mom a glass of wine?"

"No, she's stopped drinking."

"Really, why?"

"I don't know. A few months ago, she just announced one day she's quitting drinking."

"She just quit cold turkey?"

"Yes, just like that!"

Sound weird? Well, you're right, it does. How can anyone literally go cold turkey? A person can't transform into the bird we all love to eat for celebrations such as Christmas and Thanksgiving.

The origins of this English idiom are strange and to go cold turkey means to suddenly quit or stop addictive or dangerous behavior such as smoking or drinking alcohol.

This English idiom is said to have originated in the early 20th century and suggests that a person who suddenly quits something addictive—such as drugs or alcohol—suffers from side effects that make them look and feel like a cold, uncooked turkey. This includes pale (very white) skin and goosebumps (little small bumps on the skin when we're cold or sick).

4.Ring a bell

"You've met my friend Amy Adams, right?"

"Hmmm, I'm not sure, but that name rings a bell. Was she the one who went to Paris last year?"If we look at the literal meaning of ring a bell, it's just that: You could be ringing the school bell to tell students it's time to go to class or ringing someone's doorbell[3].

Multiple meaning of words makesdifficulties in translating, as one is to take intoconsideration a position of the verb, that is, whatpreposition is before or after the word, and also time,context and the other factors.

The origin of idioms is closely connected with people's mentality .The present day English can't be considered full of value without idiomatic usage, as the use of idioms is the first sign of a certain language's developing. Idiomatic sentences enrich a language and the knowledge of idioms signal that the speaker knows the language on the level of a native speaker.

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USE OF MODERN INFORMATION TECHNOLOGIES TO INCREASE THE EFFICIENCY OF TEACHING COMPUTER SCIENCE IN SCHOOLS

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ABSTRACT

The main technical tool of modern information technology remains the computer, whose software and software allows to automate many information processes, including telecommunications. One of the important directions of informatization of public life is informatization of education. The effectiveness of their teaching and the readiness of students for the life of modern society depends on the mastery of generalized methods of activity of students using information technology.

KEYWORDS: *New Technologies, Virtual And Real Objects, Technology In Education, Computer Science, Information Management.*

INTRODUCTION

At present, the formation of educational content aimed at preparing students to use not only "today's" technologies, but also emerging technologies in the future is an urgent issue. This will allow the educational process, the introduction of new technologies in the daily lives of students, increase the effectiveness of education in various disciplines, including computer science. Among the next generation of information technologies can be distinguished technologies that interact with multimedia resources. First and foremost, these are new ways of interacting with virtual objects using technology such as augmented reality.

One of the existing approaches defines augmented reality in an environment with a world of extended physics, directly or indirectly, with digital data in real time with the help of appropriate hardware and software. The use of augmented reality technology allows to achieve a high level of integration of the virtual world with the real world. This technology allows information to rise to a new level of visualization.

Google Glass, MSHoloLens, GoogleARCore, AppleARKitva etc. to work with augmented reality technology. Such as computer platforms are used. The main feature of this technology is the connection to the real world, which is lacking in virtual reality, which is gradually being introduced into the education system.

Enhanced reality technology allows a person to see and hear virtual and real objects in the world around them at the same time. Basic definitions of augmented reality technology, as well as some features and possibilities of its application R.Azuma, F.Kisino, T. Kodel, A.S. Konushin, P. Milgram, S.K.Ong, V.R.Roganov, M.Sairio, B.Chen, M.L.Yuanva h. Considered in his work.

Advantages of using augmented reality technology include the ability to "push" a layer of information related to the environment in real time to material objects using computer technology, as well as the ability to control virtual objects in real space.

The problematic aspects of the application of this technology were found to be the complexity of the integration of the virtual and real worlds, in particular the issues of comprehension, definition and inference of information, as well as the unreasonableness of replacing real objects with virtual ones in some cases.

Level of study of the problem: to date, the amount of research conducted in the field of application of augmented reality technology in education is quite large. Among the scholars dealing with this problem are S. Djokhim, H. Kaufmann, L.L. Lopez, B. Meyer, T. Nosloni can be distinguished.

Their research describes the advantages of using augmented reality tools in education, as well as the educational tasks associated with the application of this technology in the educational process. Aurasma, MITAR and Augmented environments can be identified within the visual means of informatization of education based on augmented reality technology.

The theoretical issues of the application of augmented reality technology in the teaching of computer science at school have not yet been studied. The need to study and apply augmented reality technology in computer science classes in general schools is based on two main reasons.

First, the use of augmented reality technology can significantly increase the effectiveness of computer science teaching, as this technology has a number of unique features, such as increasing the level of integration of information technology education process as a result of previously impossible laboratory work, as well as reducing the level of modern computer interfaces. have advantages.

Second, augmented reality technology is being applied to the daily life and professional activities of modern man, which means that it is necessary to study the application of such technology in the general education course of computer science. Unfortunately, despite the importance of augmented reality technology in the educational process, the modern methodological system of teaching computer science in general education schools does not have such information technology, both as an object of study and as a means of education.

Thus, the important scientific potential of modern information technology, such as augmented reality technology, on the one hand, and the lack of a method of learning and applying augmented reality technology in a school informatics course, on the other hand, with the use of information technology tools to increase the effectiveness of computer science teaching

Can be highlighted. The resolution of this inconsistency emphasizes the relevance of the research and identifies its issues.

It is also important that the information arrives on time and is sent to the executors in a timely manner. It facilitates the continuity of the management process and, consequently, production, as well as the easy change of the initial information management for various purposes, it can be used at all levels of management, the integrated processing of information, its use without further processing is also of great importance. Information can be received, processed and transmitted through various means. The combination of all kinds of tools also creates new technology.

Improving the methodology of teaching computer science in school through the inclusion of components related to augmented reality technology in the content of computer science courses, as well as revealing the impact of such technology on the effectiveness of teaching computer science.

Object of research:

information technology education process and their application in school informatics courses.
Scientific novelty consists of: 1. Substantiation of the feasibility and appropriateness of the study and application of augmented reality technology in the school computer science course on the basis of the interaction "object of study - a means of education";
2. Definition and adaptation of the concepts of "augmented reality technology" and "augmented reality tools" for inclusion in the content of teaching computer science at school, taking into account the age-specific psychological characteristics of students;
3. To create a model of the methodological system of school informatics education, taking into account the specifics of the preparation of schoolchildren, the features and advantages of augmented reality technology, the traditional and specially developed requirements for the use of appropriate information technology, using augmented reality technology;
4. Development of methods for creating and applying a visual system of augmented reality technology based on the exchange of information layers, statistical and dynamic markers, virtual objects of virtual objects and virtual objects;
5. Defining criteria for the selection, development and systematization of tasks for computer science in school with the use of augmented reality technology, as an object of study and educational tool, taking into account the specifics, advantages and disadvantages of this technology.

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THE ACTIVITIES OF BRITISH REPRESENTATIVES WHO CAME TO THE CENTRAL ASIAN KHANATES IN THE 19TH CENTURY, AND THEIR MANUSCRIPTS AS AN IMPORTANT SOURCE

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ABSTRACT

This article discusses the British ambassadors who came to Central Asia in the 19th century and their memoirs and writings. It is written that these memoirs and works are important sources in the study of the history of our country and what they provide information about.

KEYWORDS: *Central Asia, Khanate, Trade, Empire, Dominanace, Delegate, Bokhara, Khiva, Kokand, Geographical Information, Manuscript, Convinenet.*

1. INTRODUCTION

In the middle of the 19 century. Central Asia became the object of not only economic, but also military-political expansion of the British Empire. The British ruling circles sought to expand colonial possessions - important sources of cash receipts, markets for English products and suppliers of valuable agricultural raw materials. The success of the British expansion was favored by the backwardness of the countries of the East, which had developed due to historical reasons, economically, sociopolitically and militarily.

In the first half of the 19 century. England waged colonial wars with a number of Asian states. In 1836-1837 taking advantage of the Iranian Shah's attempt to seize the Herat oasis, England sent troops against Iran. Under British military-political pressure, the Iranian government in 1841 was forced to sign an agreement that opened up the country's markets for products of the British factory industry[1].

In the 19th century, British and Russian objectives collided in the Central Asian region. Both countries began sending their agents and spies to expand their influence in Central Asia. Although the British delegates failed to achieve their goals, they left important information about Central Asia in their works and memories. From this point of view, the study of these memorials is one of the most important tasks facing modern historians.

In particular, the study of the works and memorials of English representatives of the 19th century Central Asian khanates enriches the history of the country with new facts.

Thus, during the reign, the British had already consolidated their positions in India and had already begun to fight for Afghanistan and Central Asia. The British needed accurate information about the political situation, geographical location, population and army of Central Asia.

2. Great Britain representatives to the Central Asian khanates are important making history of the country.

The British missions sent to Central Asia in the 1920s were mainly sent by the British bourgeoisie, and by the 30s the British government would be in charge of this work. The event was a sign that the British were in earnest in Central Asia to carry out their secret plans. One of the main reasons for this was the crisis that began in England in 1825, which covered almost all of England's industry. As a result, the entire economy will suffer greatly. It's heavyto get rid of the situation, the British government began its diplomatic missions in the 1930s under the guise of a large-scale trade to influence the whole of the Middle East and Central Asia.

William Murcroft and Georg Trebek expedition from India to Bukhara in 1819-1825 with special assignments from the British government. The official purpose of the expedition was to "search for breed horses" for the cavalry of the East India Company. In fact, it was an expedition to determine if the British could enter the Amur River. The English representatives were not interested in any of the "horse breeds" of Central Asia, but rather to establish absolute British dominance in its markets. For example, we can read about it in the following work: Moorcrroft and G. Trebeak. Travels is the Himalayan provinces of Hindustan and the Punjab; in Ladakh and Kashmir; in Peshawar, Kabul, Kunduz and Bokhara from 1819 to 1825. "[2]. Volume 5 of the second volume of this important source provides information on the main population of Central Asia, Uzbeks, Tajiks, Kazakhs and the largest cities of Bukhara, Urgench and Karshi.

In 1831-1833 Alexander Byorns was sent from India to Kabul and Bukhara. A. Burns is tasked with collecting military and geographical information and maintaining trade and diplomatic ties with the governorates of Kabul and Bukhara. Lieutenant Alexander Burns of East India travels from India to Afghanistan as a tourist to Bukhara. The evidence and personal observations that led to this trip formed the basis of a three-volume book called Travels into Bukhara [3] The first chapter of the second volume gives a general and geographical description of Central Asia. City views, mountains, rivers, animals, plants, populations, and the second section provides information about the Ox and the Aral Sea. Chapter six discusses China's relationship with Bukhara and Kokand. Chapter Eight gives information about Turkestan tribes, Chigatay and Uzbeks.

The second section provides a brief history of Bukhara in chapter eight, chapter 9 gives an overview of the military and political power of Bukhara, and the tenth chapter provides information about Khiva or Urgench. This book is also valuable in comparative analysis of the commodity prices and commodity prices of ancient Greeks, Iran and rulers, especially Afghanistan, Iran, Bukhara, Khiva, China, Russia, and the United Kingdom.

Between 1838 and 1840, the British Empire took advantage of the tense diplomatic ties between Russia and the Khiva khanate and sent spies like Abbot, Shakespeare, Stoddart and Conolly to the Central Asian khanates.

A new expedition to Khiva will be led by Captain James Abbot. The expedition arrived in Khiva in 1840, and Abbot soon met the khan. Abbot's attempt to introduce Britain's influence in the Khiva khan's attempt failed. Abbot failed to fulfill his purpose and was captured by the Russian authorities in May 1840 at the Novoaleksandrovsk fort. James Abbot recorded his visit and work in his work "James Abbot Narrative of a Mission to Khiva, Moscow and St.Petersburg" [4].

Colonel Stoddart, one of the most prominent of the English military, entered the Bukhara Khanate in 1838 under the command of the British Foreign Secretary Palmerson. Stoddart's main task was to enter into an agreement with Bukhara's governors to jointly fight Russia. Like James Abbot, Stoddart fails. In 1841, the Emir of Bukhara was imprisoned by Nasrullahan. Arthur Conolly arrives at the Khiva Khan with the pretext of rescuing Colonel Stoddart. Although Konolli meets the Khiva khan in the Khiva khanate, his activities also fail.

Konolli was also imprisoned by the Emir, and in 1842 they were executed by the Emir of Bukhara Nasrullahan. Konoli gives us information about Central Asia through his work, "Conoly A. Journet to the North of India over England from Russia, Persia and Afghanistan." [5]

In 1843, the British sent Joseph Wolff to Central Asia to determine the fate of Stoddart and Connolly. Joseph Wolf wrote in his work "Wolf J. Narrative of Bokhara in the years 1843-1845 to ascertain the fate of Colonel Stoddart and Captain Connolly" [6] about his work and Central Asia.

3. CONCLUSION.

The sources cited for the period under review play an important role in Central Asian historiography and source studies. By studying these sources, we can learn about the socio-political and economic life of Central Asian peoples. Finding and studying such sources will encourage today's historians to open new pages in the history of Uzbekistan. After all, the foreigners who provide information on Central Asia did not accidentally study the country. The history of Central Asia is an important part of world civilization.

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ACADEMICIA

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TEACHING SEGMENTAL FEATURES TO EFL LEARNERS

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ABSTRACT

English Pronunciation is very important in the learning of English and has equally attracted the attention of teachers and researchers. In this respects, the aim of this paper is to provide EFL teachers with some methodological guidelines that may help them facilitate the teaching of segmental features. The study shows that pronunciation is important for oral communication and is also closely linked with other aspects of language such as grammar, vocabulary, listening comprehension, etc. As for the teaching of segmental features, the author suggests that the teacher present the sound feature in words put in a context, using the teaching aid, insisting on the production of the sound, and asking learners to interact as they do in a vocabulary or grammar lesson.

KEYWORDS: *Fact, Pronunciation, Skill, Learner, Important, Competence, Level, Fluency, Inappropriate, Essential, Intelligibility, Impair, Impede, Acquire.*

INTRODUCTION

Teaching pronunciation is well-thought-out as a conundrum for most EFL teachers and pronunciation has turned out to be the most challenging skill or subskill to be taught to EFL learners.Furthermore,the inability of many adult second language learners to achieve proficiency in pronunciation has often intrigued linguists. In this paper, we would like to give some methodological guidelines one may take into account while teaching English segmental features. We are then going to highlight the importance of correct pronunciation in teaching EFL learners, justify the choice of the model of pronunciation to be taught before dealing with some implications for teaching pronunciation to EFL learners and eventually present how an English teacher may proceed to teach English segmental features.

Main part:

1. The importance of Correct Pronunciation in English Language Learning

In fact, pronunciation is a compulsory skill for any English learner and as put by inglesconprofepablo.com (2018), good pronunciation is important for perceived competence, that is, many native speakers will think a second language English speaker has a low level of fluency if his/her pronunciation is inappropriate. **Pronunciation is also**essential for clarity and intelligibility, this means, one should speak with a correct pronunciation for his/her mistakes may impair intelligibility and impede him from being understood.**Furthermore, good**

pronunciation helps the learner acquire English faster. Indeed, the earlier you master the basics of English pronunciation, the faster you'll become fluent. Unquestionably, pronunciation is an integral part of language learning and teaching and as Wennestrong (1992)put it, "pronunciation broadly includes both segments of a language, and suprasegmental features of which stress, rhythm, intonation and linking are organizing structures". Of course, the organization of sounds plays a greater role in communication than the sounds themselves. Thus pronunciation is important for oral communication. It is also linked with other skills and sub skills such as listening comprehension, spelling, grammar and reading. Consequently, pronunciation bears important information that can support these skills. In fact, the understanding of the connotation between pronunciation with greater significance and therefore shows as it has been put by Katsuva (1987:232) that "pronunciation is the primary medium through which we bring our use of language to the attention of other people". Stevick, quoted by Katsuva (1987:232) assumes that pronunciation "is potentially useful in many situations indispensable". As a matter of facts, pronunciation is closely linked with other aspects of language. Simo Bobda (1993) goes along with the preceding assumption when she argues that, the spread of English throughout the world gave birth to new Englishes which have brought about innumerable deviant forms at the level of grammar, vocabulary and pronunciation displays the highest number of deviation ...too much tolerance in the teaching of pronunciation in non-mother tongue environment has a greater effect on intelligibility, spelling and literary understanding.

On the other hand, listening comprehension is really important in order to interpret speech accurately. Therefore, listeners or learners of a given language need to know how speech is organized and what or which patterns of intonation speakers need to employ.

These suprasegmental aspects such as stress and intonation may alter largely or considerably the temperamental impact of what we hear. They also make the difference subtle between a polite request and an abrupt demand, that is, for instance, a question may be interpreted as a statement of fact if pronounced with incorrect pronunciation and as a resulta communication breakdown occurs. As for the learners' spelling of English, it may also be affected by pronunciation in that novice learners expect to have a one-to-one correspondence between a sound and its spelling and their difficulty with the pronunciation originates from a misinterpretation of the spelling system rather than difficulty with the pronunciation of a sound. It should be pointed out that pronunciation can also convey grammatical information and this may be shown through these two groups of words given by Rita Wong (1993):

(1) I'm sorry. You can't come with me.

(2) I'm sorry you can't come with me.

In writing, the difference between the two groups of words is obvious in that punctuation and capitalization make it clear. But in speech, the difference is made thanks to rhythm and intonation, that is to say, in the first group of words, there is a rise and fall pitch on sorry followed by a pause that plays the same role as a period and consequently the two parts of this group of words make two different ideas and therefore presuppose a refusal or rejection on the part of the speaker. Whereas in the second group of words, there is only rise and fall on come that indicates that there is only one idea presupposing a regret on the part of the speaker. This example shows how rhythm and intonation can perform grammatical function. As for reading, a lack of knowledge of pronunciation can affect it simply because the mispronunciation of a word may lead to misidentification of it and as Rivers (1981:36) put it, "facility in reading could not be developed unless the students were trained in correct pronunciation..., and the use of simple speech patterns". Indeed, as suggested by Wong (1993), to ignore pronunciation it to ignore important information that can support these other skills and sub skills.

Unquestionably, "a language is what its native speakers say and not what someone thinks they ought to say" (Rivers, 1981:42), it is better to have the correct pronunciation, that is, the one accepted by native speakers. In fact, correct pronunciation has become an important subject since a language, if it is to be understood, must be uttered and expressed as by its native speakers or in a way that is understandable by the native speakers; the speakers ought to have a near native pronunciation of the target language.

It should be noted, however, that each language has its own set of sounds which are different from those of other languages, it is what we call the sound system. Thus, when we utter words, they are meaningful with regard to their pronunciation and consequently the mispronunciation of certain words may lead to unacceptability and unintelligibility and therefore distort the meaning of the word. Mention should be made also of the fact that "it is quite common to communicate with someone who has a noticeable accent" (Chastain, 1976:338) for the speaker's venerability depends on the judgment the listener makes of him and great prestige is still attached to this.

To sum up, correct or good pronunciation should be the ideal of both learners and teachers of English as a foreign language. They should therefore fight to have a good pronunciation to have their speech acceptable and intelligible to their interlocutors. Thus, much emphasis should be put upon correct pronunciation and intonation since "language is speech and not writing" (Rivers, 1981:141). This assumption goes along with the order of presentation, that is, listening and speaking before reading and writing and as O'Connor (1980:1) argues "language starts with ear". Eskenazi (1999: 66-67), in his turn, argues that below a certain level, even if grammar and vocabulary are completely correct, effective communication cannot take place without correct pronunciation because poor phonetics and prosody can distract the listener and impede comprehension of the message.

2.The choice of Models of Pronunciation in English Language Learning

The spread of English all over the world has given birth to new Englishes which, unquestionably, have brought into existence many shifts especially in pronunciation. This prevalent use of the English language, has brought forth distinctive accents. Thus, as asserted by Donald (1978: VII), when one wishes to write a manual on pronunciation for a language to be studied in a classroom and especially when that language is English, one of the unavoidable problems he has to meet is that of the choice of the dialect to be taught for English is a language that is largely spoken over vast areas of the world. Not only does this phenomenon occur in countries where English is spoken as a second or foreign language but also even in Britain itself where it is spoken as the mother tongue of most of the inhabitants. That is to say, be it in Britain, or elsewhere, English occurs in various dialect forms and is greatly diversified in accordance with regional areas where it is spoken. Thus as suggested by O'Connor (1980) and Brown (1974, 1977) cited by Katsuva (1987:234), the most sensible thing to do when being faced to such a problem is to choose as a model the sort of English that the learner is likely to hear most often. From what precedes comes out the question "what form of pronunciation is to be taken into account as a model for both Congolese learners and teachers of English?"

This question seems crucial since English is learned in the Democratic Republic of Congo as a foreign language and therefore is not used for everyday communication. To answer this question, Gimson (1981:301) gives decisive criteria upon which the choice of any teaching model must be based. Hestatesthatthisbasicmodelshould:

- haveworkcurrency
- be widely and readily understood,
- be adequately described in textbooks and have ample recorded materials available for learners.

These criteria being accounted for, the choice is effectively between Received Pronunciation (RP), the accepted social standard of pronunciation in Britain and General American (GA), "the type of pronunciation that has the best claim in American as asserted by Kuryatnikova et al (1993. Although GA is now completely accepted in Britain (Gimson, 1981), most Congolese learners and teachers of English still stick to the long-standing tradition of learning or teaching English that is based on the Received Pronunciation for not only does it reflect international intelligibility but also as Brown (1977) cited by Katsuva (1987:234) argues,RP is the only accent of which several segmented and international descriptions are readily available, it is the accent which is most usually taken as a model for foreign students and finally, it is the accent towards which many educated speakers of other accents tend to. And therefore, most of the available materials, in DRC, are presented on the basis of RP.

In brief, within the scope of our research, the RP model is chosen rather than GA for it takes into account both aspects of oral communication, i.e., understanding what you are listening and making understood, which Brown says, should be aimed at in teaching pronunciation. Furthermore, in DRC, most available materials in English Language teaching are presented in RP although GA is the most powerful and widespread around the world.

3. Prerequisites for Teaching Pronunciation to EFL Learners

To begin with, some prerequisites in the teaching of pronunciation should be taken into account before speaking of the actual teaching of pronunciation.

a. Teachers must be well trained

In fact, to teach pronunciation, teachers should possess, a good knowledge of phonetics and phonology. They have to know how the sounds are formed and produced, how the speech organs behave and how the voice pitch is utilized to convey meanings and feelings. Not only do they need to be quite knowledgeable in the area of speech production but also in the area of speech perception. In speech perception, we focus on how we perceive or hear the sounds, which basically affect the manner in which you produce these sounds. Indeed, to cope successfully with the teaching of English pronunciation, it is required that the teacher be well trained. The teacher should have an ear trained to recognize the distinction between speech sounds if he is going to correct pronunciation, to detect or perceive and discriminate the sound of the new language. In addition, he should be trained to control the organs of speech, that is, he should be able to recognize the correct or wrong sound when he hears it and make it as well. As stated by Hycraft (1982), a precise knowledge of where and how sounds are formed in the mouth enables the teacher to diagnose the reason for the fault even though it may be the usual one. Furthermore, the teacher must be able to see the mistake as well as he hears it or the correction will be in vain. Once you determine the cause of error, which is often attributed to the influence of the students' L1, then you're able to diagnose and instruct accurately and effectively.

To sum up, the teacher should have the knowledge of articulatory phonetics. Mention should also be made of knowing what kinds of errors should be corrected and when they should be corrected. Of course, in language education, we suggest that errors that impair intelligibility of a message should have top priority for correction. To the question of when and how these pronunciation errors should be corrected, Holly and King provide the answer according to which teachers should allow the learner to complete his statement although it is incorrect. They should be patient, tolerant and flexible as well. In other words, the teacher should ignore errors in pronunciation while the learner is engaged in oral communicative language work. The learner should not be interrupted for correction will inhibit his fluency in speaking. Thus correction of pronunciation should be done in a general way some minutes after the language activity.

b. Teachers must use appropriate teaching aids

Another precondition in teaching pronunciation is the didactic material. Unquestionably, like vocabulary or grammar lessons, a pronunciation lesson needs didactic materials among which drawings, pronouncing dictionary, tapes, records, films, CD, video and language laboratory. Drawings of the speech organs can help learners to see which organ is used to produce such sounds. The pronouncing dictionary, as well, can help learners to learn the correct pronunciation unless they have been trained to use it. On the other hand, tapes, records, films videoandlanguage laboratory offer the learners an opportunity to be brought directly into contact with the authentic native pronunciation and hence compare their own pronunciation with that of the native speaker.

c. SL learners must hear different sources of input.

Celce-Murcia et al (1996: 18) suggested that the optimal situation would be to learn from many different native teachers, thus exposure to different kinds of input. As for Cook (1996: 130), all types of input are beneficial: teacher's language,conversation CDs, advertisements from television and magazines, DVDs, other students' interlanguage, train time-tables,etc. Thus, language may come first from the teacher providing students with authentic language, defined as "language constructed to fulfill some social purpose in the language community" (Cook, 1996: 123). Exercises and courses had then to turn away from specially constructed classroom language (non-authentic language) to pieces of language that had been really used by native speakers (authentic language).

Furthermore, an English environment should be created to allow learners overcome some of their pronunciation difficulties. Thus, apart from the classroom where learners are exposed to the target language, the exposure to English pronunciation can be achieved by creating English clubs of which teachers, learners and any speaker of English are members. Thus learners will be exposed to the target language through different English club activities such as debates, parties, conferences, films, theatre, etc.

d. SL learners must produce large quantities of output.

In fact, producing language serves second language acquisition in several ways. For instance, it enhances accuracy and fluency. According to research, learners need opportunities to practice language at their level of English language competency**.** This practice with English-speaking peers is called *Comprehensible Output***.** Many researchers feel that comprehensible output is nearly as important as input. Cooperative learning groups are one way for new learners of English to receive plenty of understandable input and output.

e. SL learners must receive good feedback

Indeed, SL learners should feel at ease in the SL classroom. According to Eskenazi (1999: 73), student's confidence can be increased by correcting them only when necessary**,** reinforcing good pronunciation, and avoiding negative feedback. Therefore, one to one instruction is beneficial as it allows students to practice in front of the teacher alone, until they are comfortable with the newly-acquired sounds. Adapting feedback to the amount of interruption that each student can tolerate is another way to avoid discouraging active production and to obtain better results from correction. When learners are forced to produce sounds that do not exist in their native language in front of their peers, they tend to lose self-confidence (Eskenazi, 1999:73). As a result, they may stop trying to acquire SL pronunciation relying on FL sounds. Adult learners need to feel self-confident and motivated in order to produce new sounds without inhibition. Learners who are ill at ease have a higher risk of performing poorly, or even abandoning the phonological component completely.

4. The Teaching of English Segmental Features

One of the first issues that must be taken into account when trying to teach pronunciation in the classroom is that there is not just one method for teaching languages. The teacher has to adapt his methods and techniques according to several elements, such as the age of the students, the goals of the class, the material available for activities, etc. In the case of oral skills reinforcement or pronunciation classes, the teacher should have a special effective way to show the students the symbols and their corresponding sounds, together with recordings of native speakers, spelling exercises and modulation techniques, among othersGimson (1981) argues that the teaching of pronunciation presents particular difficulties for pronunciation does not permit a progressive treatment since all phonetic or phonological features are potentially present from the very first lesson. However apart from occasional teaching pronunciation through lessons such as vocabulary and grammar, the teacher should present and practice systematically points of pronunciation as he introduces other aspects of the language.

Herein, we are going to attempt to provide some general considerations and techniques that may be useful while teaching features of the English sound system.Before teaching learners to produce a difficult sound, Rivers and Temperley (1978:10) advise to begin by considering sources of difficulty in the learners' native language. The teacher should be aware of these sources and be able to help his learners with specific habits.As to the presentation of the sounds, the teacher must select the sounds and present them in context, which sounds must be included in sentences or dialogues.Lewis and Hill (1985:67) in their turn provide the way in which sounds must be taught. As for them, the teacher should make us of choral pronunciation for it serves to bring the class together. They suggest that the ideal solution is what they call "choral and individual pronunciation" (c.i.p.). That is to say the class repeats in chorus the model pronunciation provided by the teacher and thereafter the teacher asks learners to reproduce it individually.

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MATERIAL METHOD:

On the other hand, Oliva (1969:100-109) suggests that repetition of sounds is one of the techniques a teacher will use in teaching pronunciation. Indeed, repetition is not the sole sufficient technique. He supplements it by additional techniques stated as follows in seven steps:

1. The teacher identifies all the sounds of the foreign language he is to teach (sounds that are distinctive), that is, the phonemes of the language. He should quickly point out that letters of the alphabet are not identical with the sounds of a language;
2. Identify the sounds of the language that are most difficult for the learner;
3. The teacher can supply a near English equivalent sound if there is one;
4. The teacher should tell the learner where he will frequently encounter the sound in the language;
5. He describes how the sound is made with the speech organs;
6. He proceeds to provide adequate practice in the" formation of sounds;
7. He uses the phonetic symbols to indicate a particular sound.

As can be seen, from the above different views on the teaching of sounds, the process lies in presenting the sound in context, having it repeated by the learners after the teacher had provided the model pronunciation. In addition, follow up discrimination exercises and minimal pair exercises should be provided.

In brief, in presenting and practicing all the features of the sound system, mention should be made of three basic steps:

1. The teacher presents a sound feature in a context and pronounces it, he repeats if three or four times while learners are listening;
2. Learners produce the same sound feature after having listened to the teacher's model (tape, cassette recording or CD);
3. The teacher provides pronunciation exercises and feedback.

In other words, the teacher presents the sound feature in words put in a context, using the teaching aid, insisting on the production of the sound, asking learners to interact as they do in a vocabulary or grammar lesson. The summary is built up as in all other lessons. During the practice stages (controlled and free practice), apart from reading the summary and building sentences containing the learned feature, minimal pair exercises should be used to allow learners to discriminate the sound from other similar sounds such as for the case the sound

/æ /e.g. up/athut/hat bud/baddrunk/drank cut/cat

luck/lackrun/ranbut/batbun/bancup/cap

lump/lampmuch/match

Discrimination exercises are very important since they help to avoid confusion such as in the following cases:

1. I'll get you a big cap vs. cup.

2. That cat needs attention vs. That cut needs attention.

3. The cupboard was full of old rags vs. rugs.

Discrimination may also be done in repeating sentences containing both the target sound and the one confused with after the teacher chorally and then individually:

1. My young brother is married.

2. There was nothing much the matter.

3. I wonder if the judge was mad.

4. A monkey took my uncle's hat.

5. He cut his hand on a rusty lamp.

Eventually, after the free practice stage comes the feedback which is the last one.

CONCLUSION

Of course, pronunciation is a very difficult domain for a foreign language to acquire for each language has its characteristics and interrelated mouth position. From this viewpoint, the problems or difficulties are related to the nonexistence of features that do not have counterparts in the source language. To teach segmental futures, the sound feature should be presented in words put in a context. The teacher insists on the production of the sound and uses the teaching aid. He asks learners to interact and then builds the summary as in all other lessons.During the controlled and free practices, apart from reading the summary and building sentences containing the learned feature, minimal pair and discrimination drills exercises should be used Indeed, pronunciation teaching techniques are numerous and diversified. Those we have singled out are but some of them. But we believe that if they are used with tact and with didactic materials, they may be helpful in teaching all the features of the sound system.

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THE PROBLEM OF SYSTEMIC-STRUCTURAL ANALYSIS OF UZBEK CINEMA

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ABSTRACT

The main issue of the research is to carry out scientific studies and justification of the place and the importance of systemic-structural approach to contemporary Uzbek films. Today almost all subjects are studying and analyzing their object of study as a system. Attention is paid to the usage of symbols as an element of a film system.

KEYWORDS: *Cultural Sphere, Uzbek Cinematography, System, Film, Structure, Element, Symbol.*

INTRODUCTION

After gaining the independence due attention has been given to the cinematography as many other spheres of social, cultural and economic life of the country by the President of the Republic and the government.

In the decree of the President of Republic of Uzbekistan Sh. Mirziyoyev from 28th November 2018 “On approval of the concept of further development of national culture in the Republic of Uzbekistan he pointed out that to bring up and educate young talents, highly qualified staff and to implement the sophisticated system of the training programmes, and efficiently operate a single governmental policy on the cultural sphere, furthermore to supply the cultural needs of the people and to boost the cultural service, to regard the national culture as a part of the world culture, and to develop the national culture in the harmonization with the world culture and to spread widely the national culture and to raise his worldwide position are the main current issues (1).

It is a shear fact that the role of the film art in enhancing cultural level and educational capacitate of the nation, in bringing up strong younger generation is crucial.

We should up bring our youth (2) in standards of the highest moral (3), the highest justice (4) and highest true reality (5). Upbringing of the younger generation is important and relevant issue and this matter acquires the promotion of the best examples of our national culture which are considered as a key factor. Therefore, our President Sh.M.Mirziyoyev in his speech at the IV kurultai (congress) of the public youth movement of Uzbekistan said: “Think for yourself, if our young people did not read our newspapers and magazines, they did not know our national literature and culture how they would become patriots? How will their consciousness, worldview are developed?” (6)

When it comes to youth, more precisely about upbringing and education of the younger generation we should admit that our President Sh.M.Mirziyoyev clearly expressed meaning and essence of the issue, furthermore, explained strategic and conceptual essence of the issue in depth in his speech at the IV kurultai (congress) of the public youth movement of Uzbekistan. Here two principal aspects are explained in synthesis of socio-spiritual, social-philosophical, dialectic-philosophical and logical:

1. to up bring the younger generation as a comprehensively developed person;
2. to upbringing the worthy successors of the great works that have already begun.

The above mentioned two strategic-conceptual issues impose significant obligations to the Uzbek cinematography. And this, in its turn, is a process that requires extensive scientific, theoretical and practical researches in the field.

Whereas the Uzbek national culture is an integral part of the world culture, and should strengthen its position in its further development (7), we need to analyze films on the basis of national values and advanced cultural achievements of the world.

MAIN PART

Indeed, cinema, which is the most popular type of art, has a unique opportunity for affecting feelings and thoughts of people and thus cultivating highly moral personality. Analyses and classification of existing national films play an important role in accomplishment of these opportunities. The success of any future film is determined by requirements of eternal and universal measures. The production of such films can be increased via in-depth, objective analysis.

Today, almost all subjects are studying and analyzing their object of study as a coherent whole system (8). However, this approach has not yet been fully employed into the analysis and classification of feature films proposed by Uzbek film theoritians, filmmakers.

The concept of the system has been described and described sufficiently and in detail in the scientific literatures. For instance, Professor A.Nurmonov gives to the notion the following description: "...system is a unified whole which consist of the relationships of two or more interrelated elements."(9)

Since any existence is functions as a whole system (one single system), then existing system consists of its constituents (units, elements) (10). So it becomes clear that any system has its own structure and its constituent elements. "Element - is a part of interrelated things and phenomena that constitute a whole system. The structure is way of relations of parts that constitute a whole system, the law, and the entire system of relationships all over the whole. The concept of the structure stands for the stability of the system against any external and internal processes (sustainability)"(10).

It is understood from the above mentioned that the system has the following important features:

1. The system is a whole, one single existence.
2. System has structure

3. System is consist of elements that form a unified whole.
4. The units of the system are not assemblage of simple elements, but rather they are depend upon and affect one another interdependent and form relationships with one another.
5. Any element of a system has specific function within the same system and within the same structure.

In fact, it is not a new phenomenon to analyze and classify the studied object on the basis of the concept of system and structure. For example, we can show of the scientific works of D.I.Mendeleyev (1834-1907) in chemistry, A.Einstein (1879-1955) in physics and F. Sossyur (1957-1913) in linguistics as good examples. If we take a closer look at these issues, understanding the phenomena as a whole and part, system and its constituent elements (substantia and acsidentia) has already existed in the Eastern philosophy. The philosophical views of Farabi (873-950) (11), Jaloliddin Rumi (1207-1273) (12) (13) , Alisher Navai (1441-1501) (5) are excellent examples.

For example, in Alisher Navoiy's “Lison ut-tayr” (1498-1499), given a story which describes a group of blind people who have traveled to India and what they have learned about the elephant there. The purpose of this story was to reflect upon the system and its constituent elements, flexible structure of system, the interrelated elements in of the system in the scientific and artistic ways. To prove our thoughts we offer the following lines from the story: A Story Prosaic form or Content: “Listen! Thus incident may serve you as a good example. They say a group of blind people was cither roaming or captive in India. And as fate would have it they somehow returned again to their country. Someone asked them: «Did you see an elephant?» «Yes, we did», they answered. «If you have seen the elephant, tell us about it’, said the person. Actually they did not see an elephant and they did not even really inquire about it either. However, each one of them had touched different parts of the elephant and so had some knowledge about it. Therefore, the one who felt the elephant’s legs said it looked like a pillar, and the one who touched the elephant’s stomach said that it did not look like a pillar, but a mountain. The one who held his trunk said it resembled something of a dragon. The one who was informed of its teeth said that the elephant consisted of two bones. The one who was enlightened about the elephant’s tail compared it to a dancing snake. The one who touched the elephant’s head explained that it was the top of a peak. And the one who felt the elephant’s ears said that it was two wafting fans. All of them spoke like this since they were blind.

Although what they said was correct it had some flaws. It did not have any order. That is why a leading philosopher who was a master in the field of elephants and had Indian ancestors listened and did not reprimand anybody but said: «These blind men all shared what they knew about elephants. Although they each made contradictory statements they can be forgiven. For each spoke from what he knew, however, not one of them saw the elephant. But if you put everything that they said in order you will have a definite picture of what an elephant is» (14)

It is clear that theoretically realistic scientific deductions arise if only the studied object would be considered as a system.

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It is evident that the system-structured, system-functional, structural-semantic analysis and classification of fiction films produced by the Uzbek national cinematography based on the principles of dialectic logic and dialectic philosophy and the criteria of system concept are one of the most important issues facing today's cinema.

Indeed, film is a system which consists of different elements. In films authors try to give their ideas that are mainly shaped by means of motion image and sound. So the whole system of the film art is based on these two main phenomena. With the help of image and sound film narrate story. When we read a literature work we get information by means of words, in painting we do it by seeing and studying an art work, in music we listen to it, in film information is provided in all the above mentioned ways. So, in our days film has a great power of influence on human mind than other types of art; with its advantages it can involve and attract more people too. Film as kind of mass media should serve to the mass. Every shot, every scene needs to serve to the main idea and be laconic. For this reason, film directors use different devices of visualization. We know that usage of symbols is one of the best ways to convey an idea.

Film, in most times, depicts life with the help of symbols. With symbols this type of the art illustrates the complications of life, concerns, wishes, intentions, way of thinking, worldview, national peculiarities, beliefs of people. Due attention has been given to the study of the symbols in the national cinema, but comparative analysis of interpretation of symbols in accordance with the last achievements in the system of the Uzbek and world cinema is almost in the beginning stages. So, approaching to the interpretation of symbols based on contemporary cinema achievements, stating that any film is a coherent system, to determine the level of position of symbols in the system of forming parts of the film in accordance with laws and categories of dialectical philosophy and dialectical logic is crucial.

In this sense, system structural, system-functional, system-semantic approaches to description of the concept of symbol, as well as analysis and classification in accordance with these criteria would be one of the most correct ways from the methodological point of view.

So, by implementing the systemic-structural approaches to analyzing national films we can achieve the results which will have a positive impact on the quality and quantity effectiveness of the Uzbek cinema system.

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REVIEWS ABOUT THE ECONOMICAL LIFE OF THE EARLY NOMADIC TRIBES OF CENTRAL ASIA

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ABSTRACT

The article discusses economic factors in the unification of the oldest nomadic tribes living in Central Asia during the Early Iron Age into a political alliance. Also, information of ancient authors about the geographical living conditions of the first nomadic tribes, economic factors in the process of transition to a sedentary lifestyle, nomadic lifestyle, animal husbandry and agriculture, handicrafts are analyzed.

KEYWORDS: *Avesta, Herodotus, Strabo, Nomadic Tribes, Animal Husbandry, Saks, Massagets, Nomadism, Product Exchange, Khorezm, The Early Iron Age.*

INTRODUCTION

The economic history of the peoples of Central Asia is based on two systems, each of which is sedentary and nomadic, forming an integrated ecosystem based on its own laws. If we pay attention to the important aspects of the archeological connection of the regions of arable and nomadic pastoralists, we can see the emergence of settlements and their subsequent transformation into cities. The periodic boundary of this process continued in the period we are studying, before and after the Middle Ages.

It is important to study the political settlement of nomads in the region, the economic orientation of these relations in ancient times, and the boundaries between nomadic settlements and cities.

THE MAIN PART

If we pay attention to the ancient written sources about the nomadic tribes in Central Asia, we will see that in many cases they have different names and spread throughout the Eurasian steppes. The first written information about Central Asia appears in “Avesta”, the sacred book of Zoroastrianism. The Videvdat book of the “Avesta” gives information about the sixteen perfect lands created by Ahura Mazda. In particular, Ahura Mazda said: "The sixteenth of the lands which I created with pure intention was Rengha, full of horseman who did not have a ruler and did not submit to anyone". [1, pp. 14.]

Among the six-seven different hypotheses of Rengha, two apply to our territory: Rengha - Yaksart and massagets. In contrast to these differences of opinion, if we look at the region and the period in which the Avesto was created, this information gives us reason to believe that it is related to the land of cattle-breeders, nomads.

Concerning the nomadic tribes of Central Asia, Herodotus said: “The Massagets are a large and warlike people living in the east, on the other side of Araks. Araks has many islands equal to Lesbos. The inhabitants of the islands eat a variety of roots. They eat them in summer and survive on some tree fruits in winter. These fruits are also harvested in the summer"[2, pp. 257-258.].

According to the ancient Greek historian Strabo: "Some of the Massagets live in the mountains, some in the steppes, a third in the swamps around the rivers, a fourth in the swampy islands. .... they have no silver, they are rich in iron, copper and gold. The massagets living on the islands eat roots and fruits because they have no crops, squeeze them and drink their juice. Those who live in the swamps are fish, those who live in the mountains are wild fruit trees and meat, those who live in the steppes do not work on their land, and they feed on livestock and fish". [3, pp.259, 351]

We find a lot of similar information about Central Asian nomads in the works of other historians of antiquity. Such data provide information on the geographical location, nature and bordering countries of the nomadic tribes. These data refer to certain geographical units in the east, such as invisible latitudes, riverbanks, deltas or islands, mountains, foothills and valleys, swamps. The fact that the nomads lived in these areas suggests that the conditions of the natural-geographical area and climate change played a very important role in their way of life.

Given the ecosystems of Central Asia over the last 50-100 years, such drastic changes have continued on a regular basis in the period under study and beyond. Such constant climate change has had an impact on the lifestyles of the peoples living in these areas.

In the oldest Gatha parts of the "Avesta", it is noted that the majority of the population was mainly engaged in cattle-breeding and farming, but was more engaged in cattle-breeding than farming.[4, pp. 54-55.] It is acknowledged that nomadic pastoralists lived in the borderlands of the agricultural oases where the "Avesta" was formed. The world of nomads is inseparable from the settled agricultural oases. In particular, the "Avesta" mentions nomads along with sedentary farming.

The nomadic peoples were engaged in farming, mainly cattle-breeding, and sometimes agriculture, in accordance with the territory in which they lived. Strabo wrote about the massagets: "...... the inhabitants of the plain do not work, but they have land". And he wrote similar information about the Sak tribes. "There are no villages or towns. They live in carts, they are only engaged in cattle breeding".[3, pp. 159-163] However, Ctesias wrote that the Saks were engaged in farming and had a few towns.[5, pp. 84-85.]

The observations cited are different because they refer to different tribes of nomads. First of all, the habitat of these tribes depends on their natural conditions. The nomadic tribes, who followed in the footsteps of the herdsmen and lived in areas suitable for farming, gradually engaged in farming and settled down.

According to research, the development of nomadic animal husbandry was slow and the process of formation was not the same, the development of the nomadic world depended on geographical conditions, social factors, environmental situation.

The nomadic peoples were engaged in farming, mainly cattle-breeding, and sometimes agriculture, in accordance with the territory in which they lived. Strabo wrote of the massagets: "...... those who live in the plains do not work it while they are husbands". [3, pp. 163-165] There is similar information about the Sak tribes: "They have no villages or towns. They live in carts, they are only engaged in cattle breeding". Ctesias wrote that the Saks were engaged in farming and had at least a few cities.[5, pp. 89-91], The biologist A.V.Gursky who studied Pamir agriculture, found traces of ancient farming at an altitude of 4,300 meters in the Red Rabot district. They were in the form of flattened fields, canals, and irrigated ditches.[6, pp. 63-64.]

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According to S.A. Pletneva, "nomadic herders were partially dependent on settlements in the settlements, they came from the settlements, engaged in handicrafts, trade and general social relations[6, pp. 83]." There is a struggle of different ideas in science about the development of the nomadic world. A.I.Pershits and A.M. The Khazanovs said that "the nomads will grow to the level of first-class relations on their own, and the next development will develop only under the influence of the neighboring peasant and city community".[8, pp. 3-23.] Pavlenko argues that "the world of nomads would not have reached the level of first-class relations if it had developed on its own, that is, outside of civilized neighboring communities". [9, pp. 275]

These ideas arose as a result of a misunderstanding of the material culture created by nomadic peoples and their way of life. The basis of production is land in peasant communities, handicrafts in the city, and cattle-breeding in nomadic tribes. Of course, livestock is private property. In this sense, there are sources that the Sak ruler had 30,000 head of cattle.[5, pp. 95] There is a need for large pastures to feed this number of cattle. Pastures grazing livestock were common in the early stages of community development. But as a result of the increase in the number of livestock, the pastures became divided among the tribes or allies of the tribes. Reservoirs are one of the main factors for feeding and breeding cattle. A group of armed guards or fighters was formed to guard the pastures, cattle, and the water basin.

Figure 1. Economic factors in the political unification of nomadic tribes of Cental Asia.

According to researchers, the tribes that settled in the Aral Sea region in the Late Bronze Age had a large economic system, which included cattle breeding, partly large-scale livestock, semi-farming in the form of barley and other crops.

Based on the above information, we can see that the nomads also have signs of farming in a specific form. It is known that the nomads had a strong desire to establish trade relations with their neighbors, who were constantly engaged in farming. We can say that the trade relations between the settlers and the settlers were first in the form of exchanges and later these relations grew.

Mutual economic and cultural contacts were carried out by road, with the participation of trade caravans. During the annual seasonal migration from the southern Urals to the west-south Aral Sea, this road was formed by the route taken by nomadic cattle-breeding tribes. [10, pp. 291] The settlements of nomadic tribes found in Ustyurt date back to the V-III centuries BC and are located in a long strip. They started from the Ustyurt Plateau and headed to the centers of sedentary agricultural culture of ancient Khorezm, according to which the migration directions of the Sarmatians ranged from the Southern Urals to the South-Western Aral Sea.

B.A. Litvinsky noted that in his researches on the economy of the Pamirs the use of well-directed roads as a means of communication. According to S.P. Tolstov, "The Khorezm state was formed under the leadership of the Khorasans in the Union of Massaget Tribes. [11, pp. 194] " Other researchers agree, but there is a lack of concrete research. G.E. Markov also noted that the accumulation of livestock in the hands of a minority, the relationship between the classes formed as a result of property stratification. it is concluded that a tribal alliance was formed as a result. [12, pp. 304]

Certain studies have been conducted on the socio-economic life of nomadic tribes in the eastern regions of Central Asia. In the coming years, large groups of nomads will live along the banks of the Vakhsh River, where 5,000 heads of sheep and goats will graze in the spring and 30,000 heads of livestock in the winter. Similarly, the area suitable for small livestock is close to the banks of the Red River. Nomadic tribes treated livestock separately, which was the basis of their economy. Because while the core of the product is livestock, increasing its number is a topical issue. In 1935, I.A. Raykova developed a scheme of migration of East Pamir cattle breeders in pastures. [13, pp. 74] According to him, the migration radius of cattle breeders in this region, depending on the seasons, reaches an average of 10-40 kilograms. Livestock feeding varies depending on the seasons. In winter, the herd is selected in the massifs adjacent to the village (at a distance of 1-4 km), during the winter around large rivers and lakes, and in snowy places, where it is blown away by the wind. In the spring, the animals are grazed on sun-heated (snow-melting) lands, and from July they are driven to summer pastures.

CONCLUSION

While the economy of nomadic pastoral tribes is based on livestock and livestock products, it has become a system that is carried out with special attention in the form of a specific program for each season.

Therefore, the nomads are a people with their own economy, and we can mention the following economic factors in the formation of political associations that formed in them:

1. First of all, in nomadic pastoral tribes it is strong to get to places that are convenient for livestock - fertile pastures.

2. Nomadic pastoralists needed permanent water sources (springs, lakes, river valleys, etc.) along with pastures.

3. As a result of the favorable climate, the number of livestock, which is the main wealth, has increased and the desire to own it (the process of transition from collective to private property) has increased.

4. As a result of property stratification, classes have emerged in society.

5. Maintaining regular contact with other tribes and settled peoples.

6. Interactions are made through fixed-route permanent routes.

7. The presence of natural resources (iron, etc.) of the region in the settlements of nomadic tribes helped them in interaction.

It can also be explained by the constant existence of trade relations through caravan routes:

- Lack of daily consumption products for domestic needs as a result of nomadic lifestyle and certain dependence on sedentary oases in this regard;

- In the economy of nomadic pastoralists, the basis of production is livestock and livestock products, the export of a certain amount of products to settled neighbors.

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ACADEMICIA

Special Issue

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THE PLACE OF "HOT" AND "COLD" FOOD IN THE FOOD CULTURE OF THE UZBEK PEOPLE

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ABSTRACT

The article examines the traditional customs of cooking, consumption and related which are one of the components of material culture, analyzes the national valuesthat reflect the wisdom of our people, and considers food as a healing gift.

KEYWORDS: *Abu Ali Ibn Sina, "Heat", "Cold", Healing, Food, Food, Sweets, Drink, Diet, Customer.*

INTRODUCTION

Traditional food, which is one of the components of the material culture of the Uzbek people, is the source of livelihood and means of subsistence, which determines the physical, mental and spiritual development of people. When it comes to traditional cuisine, it should be noted that Uzbek cuisine is very rich and diverse, their preparation and consumption patterns are diverse, which indicates that our ancestors have extensive practical experience in this area.

MAIN BODY

It is known that our ancestors as a result of the interaction of the four elements in the human body (soil, water, fire and air) with their own forces knowing that food affects the emerging client (mood), they divided them into "hot" and "cold" foods. It is worthwhile to cite the following description of Abu Ali ibn Sina. "When we talk about something that is ingested or rubbed on the surface and we call it hot or cold, we mean that it is not in practice and reality, but in energy, that is, it is hotter or colder in energy than our body.From this energy we understand the energy that is affected by the temperature in our body, so that when the carrier of that energy is exposed to the innate temperature within us, that energy becomes something practical. " Therefore, all desserts are considered heat. From wet fruits to heat - melons, pears, pomegranates, grapes, figs; to the cold - peaches, apples, apricots, watermelons; from dried fruits to heat - walnuts, pistachios; In the cold - almonds.

This has been strictly adhered to when treating patients, especially when considering which fruit is right for the customer when people consume it. The great poet of the Middle East, Yusuf Khas Hajib, wrote, "If you are cold, know the heat; Also, the division of traditional foods into heat and cold has in some cases affected their distribution areas as well. It is very difficult to imagine a day of the Uzbek people without tea. Breakfast, weddings, receptions and ceremonies are impossible without tea. If a guest comes to a room, a unique custom of the neighbors, such as "telling the guest" in turn, has been preserved. Because green tea is "cold," it is consumed mainly in hot climates as a useful beverage in hot weather, while black tea is consumed as a means of protection against cold and humidity in relatively colder climates.The Uzbek people pay special attention to such types of animal husbandry as sheep, goats, cattle, horses, camels. Ancient cattle-breeding peoples considered the meat of domestic animals useful, and divided them into two types: mutton and horse meat "heat", camel, goat, beef "cold". In Surkhandarya, beef is mostly under-consumed. In the village of Machay, Boysun district, beef was not eaten at all until the 1960s. There was a popular belief that "beef is cold", and if beef is eaten, the love between people will "cool down". Our ancestors were well aware that beef strengthens the stomach, but also creates a trade in the body, so adding pepper to food is free from unpleasantness. In fact, cattle, horses, and camels were used for more farming than cattle, and cattle were used for farming on more farms. The rich, who lived on semi-settled farms, had large herds of cattle, which were sold not only on farms, but also as commodities, in markets. The horse was also the greatest servant in the farm, and was a great helper in transporting, threshing, bringing to market, and moving the kash-kashash and juvuz.Indigenous Uzbeks in southern Tajikistan say horse meat is a "heat" that affects the health of people living in tropical countries. In fact, horse meat produces hot blood in the body and can cause hemorrhoids by overheating people living in hot countries.Due to the warm climate of the Surkhandarya oasis, horse meat is not widely consumed. There are large horse farms in the oasis, where they raised horses to sell as a commodity. Therefore, special attention was paid to sheep breeding in the oasis, which was considered as a means of providing the population with meat and the main wealth of the semi-settled population. Every family tried to keep a valuable power sheep and goats, and a house without small (ushok) cattle (sheep and goats) in the house was considered useless. At weddings, sheep and goats are slaughtered, and at circumcision weddings, a special place for guests to spend the night is designated as a “room” and sheep and goats are given as a share (slaughter).

Mutton is very beneficial for a healthy person, but hot customers have recommended cooking with barberry to eliminate the negative effects. Barra meat is equally beneficial for both the healthy and the sick, and is made in rich homes with the addition of medicinal herbs. Because it is so soft and warm, it has increased the hilt in the body, so it is prepared with spices and herbs. Many goats were raised in the Surkhan-Sherabad oasis, and not only milk, wool and skin were used for meat. Goats are slaughtered in large numbers, and there is a saying among the people that "if a goat has a face, it will not fall." Goat meat is quickly digested. Among the goat meats, the most delicious and sweet, as well as the cure for diseases, was the meat of an uncut sarkach goat and a female goat that did not go to the goat. Sarka meat was also included in the list of good meats, especially chori and panji sarka meats were rated as mutton. The most unattractive (unpleasant) was the goat meat, which was a child, that also provoked the disease for forty years. Therefore, when cooked with the addition of turnips and oil, the negative effects are eliminated. However, our ancestors also mentioned that if goat meat is eaten as a kebab, it is possible to get asparagus. Due to the above needs, the population of the oasis had a high demand for mutton and goat meat and it varied according to sex and age. Depending on the age of the lamb: barra (2-5 days old), shirvoz (not weaned), sarayok (weaned), tokhli (one year old), shishak (two years old), chori (four years old), panji (five years old) and monggi (over five years old) divided into mutton. Among them, shirvoz, palace lamb and uncut goat meat were very useful. Mutton is also highly valued. Goat meat also depends on gender: goat, sarka and goat meat; depending on age: ulok, jolpilloq, shishak (shishak sarka, shishak taka), chori (chori sarka, chori taka), panji (panji sarka, panji taka) and kostam (kostam sarka, kostam taka).One of the seven treasures is poultry, which is also very useful, as chicken has the property of multiplying seeds, and those who recommend making more chicken soup. They also knew that rooster soup was an effective remedy for asparagus disease. In general, poultry meat is well absorbed by the body because it is tender, enjoyable, does not irritate the stomach, so especially pigeon meat has the ability to brighten the complexion and fatten, while quail meat is useful in joint pains. our wise people knew better.

Along with meat, dairy products also played an important role in the lives of livestock breeders.Because not all households had the opportunity to eat meat. The population used the milk of cows, sheep, goats, camels and birch. Our ancestors included all dairy products (except butter) in "cold" foods, depending on the effect of food on the human body.However, mixed milk from dairy cattle and cattle was considered the most moderate. It appears that the traditional practices of the people have been assimilated by the sedentary and semi-sedentary populations over the centuries. In particular, the population has mastered the methods of obtaining raw and cooked cream from milk, yogurt, worms, butter and storage, as well as various methods of cooking dairy products. Our distant ancestors were well aware of the processing of food necessary for human life, in addition to its natural use.Both our ancestors and medical science have long tested the fact that milk is a necessary food for human life. People have also learned how to make butter since time immemorial and have traditionally taught it from generation to generation, knowing how important it is for human health. In the beginning, it was almost never consumed as food, but only used to push it on the skin and hair of the body. Butter-burning is typical of the desert areas of the oasis, while in the mountains and foothills, butter is made from yoghurt. These two methods of obtaining butter, namely buttermilk and sour cream, are common to all Asian breeders. Kuvida cooked fat is called belly because it is put in the stomach of a prepared sheep or goat. Also known as belly, butter, brine. The population of the Tajik nation called the oil of kuvi zard yellow, and the oil of kuvu burnt sukhtani. Uzbeks in southern Tajikistan called it Sarijov, and they burned it and took it to the winter.

There is also a procedure for storing kuvi oil, after which the butter is placed on the abdomen, its mouth is tightly sewn, the outside is sprinkled with salted iron syrup, and then wrapped in tanned (scalded) skins. On summer nights, belly fat is spread and cooled. Abdominal fat was also stored in cool belts (underground caves). Because the belts were in the mountains, cold water was always dripping from them. Butter, which had been eating salt in the stomach for six months, was distinguished by its distinctive pleasant smell, healing, and extreme nutritiousness. Butter is not only preserved in this way, but also its nutritional and healing qualities have increased.Sources also show that the people of Central Asia have long used butter for medicinal purposes. In particular, Abdunazar Bakhshi's epic "Davrkul Polvon", which grew up in the mountainous village of Hamkon in Boysun, contains an episode of the unjust beating of Davrkul's father Eshkurban by the Red Army. It depicts Eshkurban's body being bruised, swollen, and swollen with blood. Uldona tied his wife thinly to her husband's back, and in a month his wounds would heal into black scabs. In fact, even today, the treatment of burns on the wound by adding butter and egg yolk is preserved in the villages of the Surkhandarya oasis. This means that our ancestors used butter not only as food, but also as an ointment. Similar information can also be found in sources devoted to Karakalpak ethnography. In particular, when a newborn baby was seven days old, he was bathed in salt water and rubbed with butter. Even in order for a pregnant woman to recover faster during childbirth, the back and waist of the woman's body

The parts are rubbed with butter. After the baby was born, the mother was given a special meal made of butter called “moy sok” (fried millet with butter). In Karakalpak people, this dish is also considered to have a special magical power, so in addition to birth, it can be observed that it is prepared in weddings and other ceremonies associated with human life. In addition, among our people, the slurry made of butter has long been traditionally prepared specifically for women with cracked eyes, which has the properties of strengthening a woman's waist, as well as giving strength. Also, appetizing delicacies qurtava (qurtoba) are prepared mainly in winter. To prepare this dish, dried willow is soaked in hot water on a plate. It is then crushed with a spoon and poured hot water over it, made into a slurry, and then boiled in a pot. The boiled food was removed from the heat, topped with burnt butter and served.The peoples of Central Asia also prepared food from kurut in the same way. An important aspect of this dish is that while yogurt is “cold”, butter is “warm” These two are well-balanced and well absorbed by the human body, and along with their usefulness, this type of food is nutritious, can be eaten in the morning in the winter, and can be walked comfortably until the evening. In the Uzbek-speaking peoples of the Lakay ethnic group, melons are also prepared by adding melons to the kurtava. So, seeing that milk plays an important role in the life of cattle-breeding peoples, and butter made from it is distinguished by its pleasant aroma, nutritional quality, high nutritional value, as well as healing, we once again remember the forgotten aspects of the wisdom of our people.

CONCLUSION

In conclusion, it is not enough to simply study the rich life experiences and traditions of our ancestors and the knowledge we have inherited, but also to understand the meaning of national values that reflect the history of the wisdom of our people and pass it on to future generations.The following recommendations can be made on the basis of scientific conclusions by studying the traditional customs of cooking, consumption and related, which are one of the components of the material culture of our people. A comprehensive study of the forgotten and disappearing Uzbek traditional cuisine today, the publication of manuals on traditional dishes and related traditions, customs to pass on to future generations, as well as food not only to meet biological needs, but also as a healing and spiritual blessing. -look as a material value. Restoration of confectioners and halvapaz, as well as types of handicrafts, knowledge of the method of preparation of obsolete sweets and juices, support their activities, organization of training courses.

The food is prepared on the basis of people's way of life, economic activity, economy, worldview, beliefs and reflects their material and spiritual culture. need

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TEACHING DEGREES OF ADJECTIVES THROUGH GRAPHIC ORGANIZER

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ABSTRACT

The purpose of this research is to reveal the effectiveness of teaching degrees of adjectives graphic organizer.The primary focus in the class is emphasized on adjectives and language is an instrument, which the students use to complete it. The task is an activity, serving to improve communicative language skills (linguistic, sociolinguistic and strategic competences, in which students use language to achieve specific outcomes degrees of adjectives, authentic sources with multiple possibilities in the graphic activities based on organizer: while lyrics are easily available for everyone nowadays online graphic are popular and easy for downloading, access to other types of authentic texts is unlimited. I also think the key to a successful degrees of adjectives-based lesson is to deal with the text as you would with any other type of short text, whether written or oral, to practice a variety of comprehension skills, work on specific grammar and vocabulary, or introduce a topic for discussion.

KEYWORDS: *Teaching Degrees, Education, Vocabulary, Grammar Teaching, Linguistic Competence.*

INTRODUCTION

The legislation of the Republic of Uzbekistan supports the educational development in the Republic by affirming the educational system as a priority in the sphere of social development: reformation of the schools and of professional and higher education, the humanization of the educational system and the increase of creative activity in this sphere. There have been adopted many laws in the sphere of education, especially in higher education. Since the adoption of law on December 12, 2014 on foreign languages the number of people who want to learn a foreign language, particularly, English has risen.

In order to radically improve the system of higher education, radical revision of the content of training in accordance with the priorities of socio-economic development of the country, providing the necessary conditions for the training of specialists with higher education at the level of international standards:

To consider the most important tasks of further improvement and integrated development of the higher education system: the establishment of each higher educational institution of the country close to promising partnerships with leading specialized foreign scientific and educational institutions, the widespread introduction in educational process of advanced educational technologies, curricula and teaching materials based on international educational standards, active involvement in scientific and educational activities, conducting workshops, training courses highly qualified teachers and scientists from foreign educational institutions-partners, the organization on a systematic basis on their basis of training of undergraduates, young teachers and scientific personnel, retraining and professional development of teaching staff of domestic higher educational institutions; formation of target parameters of training of personnel with higher education, optimization of directions and specialties of training in higher educational institutions taking into account prospects of complex development of regions and branches of economy, requirements of the realized territorial and branch programs.

The students will be using their knowledge about linguistic skills (grammar structures and vocabulary) to rearrange the letters of the words whenever communication is interrupted as they read. Word categories and collocations will prove useful in some cases, spelling will be decisive in a few others, yet a good number of anagrams will be solved by focusing on meaning and thinking of words with similar letters (and which belong to the right category and with the right spelling) that might be the most appropriate for that context.

I'm planning to have the students write a one-sentence personal response to the rool and the topic in general, read a few and discuss them, and then use them again at the end of the lesson in a plenary discussion. The students will be asked to make any changes they want and to write a few more lines with the new information and personal thoughts which will hopefully demonstrate their critical thinking skills and help them to take a stance on the issue.

The graduation project paper is devoted to the issue of teaching English vocabulary activities in preschool education teaching process through graphic organizer. There have been considered competences, approaches and techniques in teaching ESP vocabulary, as well as my own personal view of these issues. Students' task now is to find adjective words in the poem belongs to. Depending on the level of the students, this can be done by having them read the songs, fill in the missing lines independently or in small groups, and then check by listening to the songs, but you can also provide extra help by playing a few lines or providing extra oral prompts as needed. In all cases, although the students will be mainly using context clues to decide which line best fits each gap, they should also be asked to focus on rhyme schemes as a valuable aid in completing the task. Model the procedure and the type of thinking behind with one or two songs before having the students start working by themselves.

The songs in the worksheets can be filled inwith omitted adjectives, and compare it with the official list, and discuss after having finished the tasks differences. Alternatively, after playing a song for checking and correction purposes you can have the students start guessing which adjectives to use instead of dots so that it will be the next one and create further interest. No matter how you approach it, this process of reconstruction will surely get the students working on a variety of complex language skills: developing reading, writing, abilities in an engaging and meaningful way by learning songs.

The actuality of the research is caused by the way of selection of materials functioning as motivating to training to the English vocabulary using interactive methods.

The aim of the project paperis to develop communicative competence of ESP students in teaching vocabulary with the help of different songs. To study, analyze and sum up the most effective integrative approaches and strategies to help learners to improve their communicative skills, language proficiency, and also implementing them into real-life situations.

To achieve the aim, we have set several **tasks** to the graduation project paper:

- consider principles of communicative competences in teaching English for ESP students through songs;
- define approaches and methods of grammar in context teachingEnglish for ESP students through songs;

1.1. Principles of communicative competence and its practical reflection from your own experience

1.1.1. Homework Task One

Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework tasks in this book. This class could be one you feel has been very successful, mediocre, or not successful. When you choose an English language class, please write a short description about it (e.g., who are the students, language levels, content area, etc.) and explain the challenges you have in making this class communicative. Then, please choose one lesson from your English language class you described above. Please give a brief overview (1 paragraph) of the lesson. You will use this lesson throughout the book and you will have different versions of the same plan with different foci.

I have been teaching classes to ESP students of the first and second year over ten years. First years it was difficult to find suitable information and to make appropriate activities based on vocabulary, grammar teaching (linguistic competence) information, because we were taught differently. Nowadays we have learnt many communicative methods, activities and techniques. From my experience, I can say that we've been succeeding in improving students' communicative skills. This class is intended to boost students' speaking skills who are studying second year, by using methods that encourages them to speak.

For example, I had to make special effort to make few of my students overcome their speech anxiety, shyness and fear, by involving them more to communicative activities, as singing a song, reading song aloud in class. In one of my lessons I tried to use more creative methods which aims to enhance students' response to given topic, fastens reaction their way of thinking to choose any kinds of communicative tasks to remember and use them in speech. I gave them one statement as the beginning of a particular song and asked them to continue next lines of it. This practice required spontaneous thinking response and composition from students. I formed groups to establish group work about the given song. They interacted with each other respond and react to each other's point of views and gave their own lines of the song. By organizing this activity, I encouraged them to think, to listen to each other's lines. In that way I was improving their thinking skill. Also, they listened to a song. I successfully established my lesson by providing more real listening and speaking environment among students, by doing various activities in learning a song by heart. All in all, this lesson was interesting and lively.

1.1.2. Homework Task Two

Please refer to the lesson you chose for Homework Task One. In a one-page report please do the following:

First, explain how you understand linguistic competence in general (i.e., what does linguistic competence mean to you);

Second, explain how the lesson you chose for Homework Task One can be transformed to have linguistic competence as the focus.

As Wittgenstein (1974, p162) states "…The harmony between thought and reality is to be found in the grammar of the language". The purpose of this task is to discuss how people share common linguistic rules (grammar, syntax, semantics, phonetics and stylistics) with the help of which they can recognize meaningful structures (form), and signs, (semantics) could only be employed to understand recognizable in within a community words, phrases, sentences and texts, utterances at the level of form/structure and meanings/semantics. As for me, linguistic competence is the knowledge or ability to understand particular language's grammar, vocabulary and features. Linguistic competence- is knowing how to use the grammar, syntax and vocabulary of a language.

Competence is the state of being adequately qualified to do well something. Competence is what you know. And when we refer competence with a language that means to be able to understand the structure of it and qualified enough to apply it in practice and be able to analyze its linguistic construction.

The aim should be concentrated on training, students qualified enough to immerse themselves in a real communication using their linguistic competence.Our educational system preferred Linguistic Competence in Language Teaching. And we were taught to be able to apply grammatical, lexical, syntactical, stylistic rules. We had a traditional method of teaching. Our main question was What words do I use? How do I put them into phrases and sentences? Students with an excellent mark couldn't use their knowledge in practice. That time an accuracy was very important.

1.1.3. Homework Task Three

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand pragmatic competence (i.e., what does pragmatic competence mean to you); Second, explain how the lesson you chose for Homework Task One (A) can be organized so that pragmatic competence is the focus.

Pragmatic competence is the ability to understand spoken and written language in context so that the learners have an opinion about what's being said or written and as a result, they can have inference about the given topic of discuss. For my part of view, pragmatic competence mainly focuses on the meaning of words within different contexts since many words can come with literary or figurative meanings, or develop different contexts.

As for applying pragmatic competence for speaking classes, I can say from my experience that this approach helped me and my students to interact and communicate with others with a clear view of the meanings in social, real-life situations.

In linguistics, *pragmatic competence* is the ability to use language effectively in a contextually appropriate situation. Pragmatic competence is a fundamental aspect of a more general communicative competence. Pragmatic competence is understood as the knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and finally, knowledge of the appropriate contextual use of the particular language's linguistic resources. *Pragmatic competence* as "the ability to use language effectively in order to achieve a specific purpose and to understand a language in context." "A speaker's 'linguistic competence' would be made up of grammatical competence ('abstract' or decontextualized knowledge of intonation, phonology, syntax, semantics) and pragmatic competence (the ability to use language effectively in order to achieve a specific purpose and to understand language in context)[1].

As a teacher I do not wish my students to appear impolite, uncaring or unfriendly, pragmatic instruction has to become an integral part of the lessons in all educational establishments. In the classroom I want my students to learn how to interpret language in the same way they have learnt to render the rules of their mother tongue.

Sometimes second language learners as well as native speakers tend to underestimate pragmatic learning. To reveal the rules of human communication, pedagogic intervention is necessary not with the purpose of providing learners with new information but to make them aware of what they know already and encourage them to use their universal or transferable pragmatic knowledge in language two contexts. At the same time, I have to consider the existence of certain culturally specific expressions which vary from culture to culture and also certain communicative acts which are known in some cultures but unknown in others.

To sum up pragmatics has been defined in various ways. I consider that pragmatics as the study of *speaker meaning*: the focus is upon the interpretation of what people mean by their utterances rather than what the phrases in the utterances mean by themselves. Speaker meaning is necessarily bound to *contextual meaning* and how the particular context influences what is uttered. The context comprises the addressee, the place, the time and other circumstances.

In that way, I form a clear picture of pragmatic competence in my students minds every speaking lesson so as to set it as a priority, to reach an objective. I also can arrange some activities, presentations which get students to observe meanings, coherence and cohesion, relevance, structure, conditions of a given statement.

1.1.4. Homework Task Four

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand sociolinguistic competence (i.e., what does sociolinguistic competence mean to you); second, explain how the lesson you chose for Homework Task One can be organized so that sociolinguistic competence is the focus.

Sociolinguistic competence means to understand cultural and traditional variables. For me sociolinguistic competence is the process when the speaker’s utterance is understandable for the hearers. Culture and attitude may impact on hearers’ acquisition. For example, the same phrase can be interpreted differently. Not all of teachers are able to connect culture with language. In Uzbek culture the power is in assessments, source of knowledge is a teacher, the distance between student and teacher is high. In European culture the power is in criteria’s, the teacher is a guide, and the distance between teacher and student is low. Because of sociolinguistic competence it is normal that not all the words have the same meaning within cultures, or represent different meanings and notions in various situations. Based on my speaking classes, I would apply sociolinguistic competence by getting my students to read or listen to jokes on target language, do storytelling. So that they recognize sociocultural words differentiate between experiences and practices. I choose words that will help my students to develop their skills, ability to recognize different words with different meaning in different culture. That's why we should teach students that the speaker has to pay attention on context while uttering some speech, whether his speech is understandable for the listener (if the listener has another culture and traditions).

1.1.5. Homework Task Five

Please refer to the lesson you choose for your Homework Task One. In a one – page report or less, please do the following: First explain briefly how you understand strategic competence (i. e., what does strategic competence mean to you); Second, explain how you can include strategic competence in the lesson for Homework Task One.

Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. Attention is paid to such factors as the age, status, and sex of the participants and the formality of the setting. When onetravels to a different culture country, these situational factors may call for different speech reactions then they were in the native culture. According to some scientists showed social context refers to culture specific contexts that include the norms, values, beliefs, social rules, practices, ideologies and behavioral patterns of a culture. For example, thanking a friend in a formal speech is different from how it's done over a meal.[2]

Sociolinguistic competence is concerned with higher thinking competencies through which students demonstrate how they can use language in and outside the classroom, and to prove how they can manage information in the target language. Most importantly, sociolinguistic competence also has a strong role in the way learners use the language they are learning to enrich the knowledge they possess. We can see that learners may not be able to improve socio-pragmatic knowledge of language as much as grammatical knowledge of the language being learned. Informed by this critical inconsistency and learning challenge this study reports the perceptions about as well as the non-native teachers (of foreign languages) knowledge of socio-linguistic competence in their classroom practice.

In my lessons my students know the basic grammar for their level and perform well appropriate class activities but outside the class however our students often find themselves stuck as they do not know what to say or how to respond in specific situations. They cannot use the appropriate vocabulary when somebody ask them questions. For this reason, language teachers should consider the language classroom as a forum that can be enriched through the fundamentals of sociolinguistics so that students obtain the opportunity to use their linguistic knowledge and put it to the test in situations that will enrich a great number of competencies.We have to develop their socio-linguistic competence. Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions and attitude towards a specific topic.

This retraining course has been very helpful for me in this sphere. Having finished this training course, I will try to enlarge my students' sociolinguistic competence by using special activities based on real life situations.

1.2. Approaches and methods of language teaching

1.2.1. Homework Task Six

The goal of this homework task is for you to compose your own language teaching statement and use one or more of the 12 principles to support what you do in your language classroom. Look at your Homework Task One lesson plan and then discern your teaching principles from that lesson.

To accomplish this task, you may do the following two steps:

***Step 1**: Read the teaching statement by Dr. David L. Chiesa below as an example, which is located after the References.*

***Step 2:** Please write your own teaching statement (2 pages maximum). You may take your answers from the 3 action tasks above as a guiding framework.*

My own language teaching statement mainly comprise of principles such as meaningful learning, communicative competence and intrinsic motivation.

My teaching philosophy is mostly based these three core values, because I think, I need these three objectives most during the lessons in order to achieve my students' proficiency and fluency in speaking classes. I will describe these three principles below and explain my own way of teaching more broadly.

For me, the purpose of teaching is to give the meaning (rather than description or definition). So, students should grasp the meaning, purpose and intention of what they are studying so as to be successful at it. I've seen that in many cases, traditional principle that is based on learning by memorization did not provide better results and academic performance since students don't usually get the meaning in depth and easily forget words of songs they learnt by heart, if don't revise it from time to time. Meaningful teaching, on the contrary, helps to deal with these drawbacks.

Communicative competence. Since my course is speaking, communication and developing communicative competence is always the top priority in my teaching practices. I try to urge my students to speak and communicate with each other by reminding them that fluency is more important than accuracy. The language is best learnt when it is in practice in action and in use. It is also of great importance to get students to apply their knowledge in real-life situations, as I think, the theory in the books is different from the situations in real life. So, I am at developing their competence on communication by exposing them to a more speaking environment, asking them to listen more authentic songs. Also, I give them different speech exercises taken from real conversation tasks (authentic material) to develop their response and reaction.In that way, I also help them to deal with difficulties when they lack knowledge by using communicative teaching techniques and strategies. In brief communication competence is the ability to use the language with other people in a real spoken environment.

Intrinsic motivation. My next largest objective is developing passions within students towards learning different authentic songs. I think, motivation comes from inside and if students do not have this power within themselves, the helps to develop it, because any kind of inspiration, encouragement and incentive given by the teacher can have massive success in students learning process. One thing should be mentioned, is that we cannot teach someone who does not feel that they really need it or teach them completely against their will as on obligation.

We should understand that we can make the best of it, when we are able to keep our students in interest, when we can develop something like “driving force” within themselves to study. By that, I try to reward every big and little effort of students to encourage them to go further…And above all, I believe that motivation serves as the stimuli that can occur naturally in everybody’s way of thinking.

1.3. Using different types of assessment in language teaching

1.3.1. Homework Task Eleven

Based on what you have learned in this section, develop or choose an available diagnostic assessment tool that will measure the concepts you want to teach in the lesson plan that you chose in Homework Task. Thus, explain the brief diagnostic assessment you will use to measure the constructs before the class. Finally, explain how you will use the information to make informed decisions about your lesson plan (2 pages total).

As for me assessment is certainly a disputable topic in teaching process. Teachers are rightfully concerned that we’ve become overly preoccupied with assessing student knowledge. Instead, we should be flipping the switch and refocus on what really matters: student learning. This can be done when we learn to use the types of assessment as a tool to help our students.Student learning and assessment go hand in hand when done naturally.When we assess learning, it becomes a natural part of the teaching and learning cycle. This idea of assessing for learning allows teachers to use assessments as feedback and guidance for next steps.Where we’ve gone astray has been in a laser-like focus with assessment of learning.That’s when we use assessments to tell us the sum total of knowledge on a topic. When used sparingly, these can give us a single measurement among a broad profile of what a child knows and can do. But it’s when we put the emphasis on these kinds of assessments that we begin to unravel the true learning experience.So, what can we do to re-shift our assessment priorities? First, we need to understand what types of assessment are available of learning. These are tools that we can use to help us get a better overall picture of student learning.There are three main types of assessment that can be used during the teaching and learning cycle:

- Diagnostic
- Formative
- Summative

During my lessons I use diagnostic assessment tool that helps me to measure the concepts I want to teach. I use diagnostic assessment at the beginning of my course. Diagnostic assessment can be sets of written questions, multiple choice, shortquestionsthat assess the students' current knowledge base or current views on a topic to be studied in the course. In my point of view, every teacher develops their own assessments or choose the most suitable ones from those available.

More specifically, these tools focus on comprehensive understanding of the spoken word, and cover oral, language retell, comprehension retell and oral language conversation. For example, I use oral language conversation to assess the knowledge of the students about things I have

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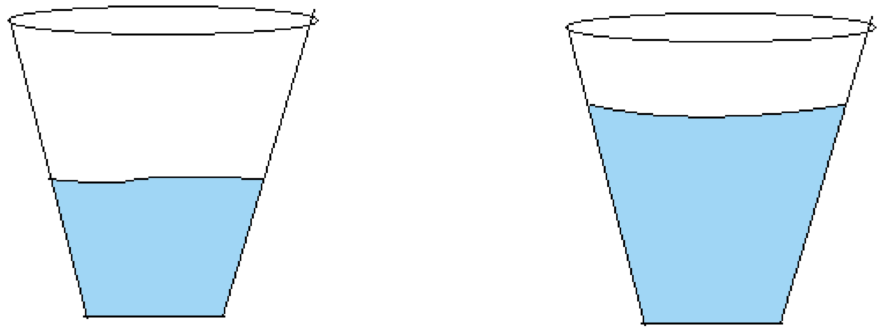
taught. We may have a small conversation with the students where students are participants and I am the conversationalist. This assessment can be completed by an individual or a group and takes between 10 to 20 minutes to administer. In an individual conversation, other students participate as an audience or an observer of a discussion. Also, in listening classes I use audio tracks and texts to monitor students' progress in their listening skills. After playing the audio tracks I can check the exercises with the help of the students themselves, they work in pairs and one pair shares their work to another pair, then they have to check the work of other students together.

OBJECTS CAN BE COMPARED USING THE DEGREES OF COMPARISON OF ADJECTIVES....

There is much water in this glass than in that one



Next, we have a small discussion about the track to elicit how well the students understood the listening track. Although simple and direct, these tools also reflect the importance of interacting with print in meaningful contexts. Meaningful interaction and discussion require an approach to literacy and fluency. Both these diagnostic tools are designed in response to the identified need for early intervention and diagnosis in both low and high achieving students. Hence, the role of assessing should be essential to the practice of effective teaching of literacy and fluency. The tools which is used by me for the assessment are simple and direct and are very accurate and convenient for me to make judgements and make informed decisions about evaluation process and my lesson plan. In this case, I use gathered information from the assessment with regards to my classes to improve the students' knowledge and address the problems they have. If they make mistakes on more advanced listening exercises, I try to teach them more sophisticated listening tracks. Or if they have challenge in fluency during the discussion, it means I should focus on building fluency of my students. In summary, diagnostic assessment tools help both teachers and students to improve their knowledge, to find out the areas to work on and to progress further afield.

1.3.2. Homework Task Twelve

Please refer to the Diagnostic Assessment Tool you chose for Homework Task Eleven. In a page,please explain how you will use the information you learn to make informed decisions about your lesson plan DURING the lesson. For instance, are there key areas you are interested in that might cause some confusion for your students?

In my listening and speaking classes, I use conversations and audio tracks as diagnostic tools. After the conversations (whether it is individual or group conversations) I will note and make a list of things that I need to do to help students to get over the problems they have. After I gathered all of these notes, I use this information to make changes in my approach so that it will suit the needs and necessities of students or modify the teaching materials and specify my plans. For example, it my students make mistakes more on the use of Past Simple and Present Perfect Tenses, then I try to do activities based on the difference and usage of these two tenses with students during the class. Or in my listening class I mostly use Activity based Assessment, that is, I use audio tracks and exercises on this listening task. After checking the exercises that have been done by students, I make judgements and inferences as to where students have difficulties. These can be adjusting to different accents or inability to be comfortable with the pace of the speaker's speech. In this case, I try to have more activities with fast track audio tracks with a variety of accents and use dynamic assessment method in my next Assessment check to see how my students made progress so far or how well they have improved. But there can be some problems with the applications of diagnostic tools I use for instance, I don't have time to interview all the students individually so I conduct interviews with the few students who require most curriculum tailoring. For other students, group discussion can be used. This can cause some confusions among students. Another difficulty is with the addressing steps that take to improve the overall knowledge of my students. These steps sometimes do not suite or relate to the needs of my high achieving students. Or the needs of my higher achieving students cannot be addressed together with the needs of my low achieving students. As a result, there can be a confusion between students. To avoid this, I try to facilitate general and practical teaching methods that can be used for all levels. Other major difficulty is that the diagnostic assessment tool that I use does not always match with the standardized assessment tools. In this situation, I try to combine my method and standardized together and to progress further afield.

1.3.4. Homework Task Thirteen

Imagine you have completed (i.e., taught) the lesson you chose for Homework Task One (A) and you want to make a short quiz (10 min) that will measure what you taught in the class. For this homework task, please write the answers to the seven questions that will help you make test specifications for the test. We have pasted the questions again here:

Please make an answer the seven questions

1. What is the purpose of the test – the objectives that put forward to test is to assess student's overall awareness on how they use it.

2. What sort of learners will we taking the test – I think all learners are taken the test.

3. What language skills should be tested (reading, writing, listening, speaking) - All language skills should be tested, because student could not be measured by his or her one exact competence. The sequences must be provided according to their four skills. Only in that case they become complete language learners.

4. What language elements should be tested – (grammar, vocabulary, pronunciation, speech act) – language elements should be tested according to the input target . For example, they are generated by sequences and can be realized mutually.

5. What target language situation is envisaged for the test and is this to be stimulated in some way in the test content and method. the needs of assessing of outcome learning had led to the development and elaboration of different test format. Testing language has traditional taken the form of testing knowledge about language.

7. What text types should be chosen as stimulus material written or spoken – A classroom test is authentic. If it was originally written for a non-classroomactivity. A newspaper article or pop songs are authentic.

8. What sort of tasks are required – Within language testing, that has been arisen over the time at least two major viewpoints on assessing. The arranging language demands discreteaptitude.

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In my speaking classes, explaining new topics to check how well students understood the topic adjective -words. In one of my lessons, the topic was “Plastic surgery” and after I completed the lesson. I decided to make a short quiz to measure what I taught in the class the quiz took 10 minutes for us. But before that I divided the students into 2 groups, I gave them “Picture- cued story telling” task which required students to describe a story based on series of pictures that they saw during the lesson: the step by step plastic surgery application procedure. The pictures depicted before and after photos of the women and some other pictures that slowed the operation process. The purpose of this task is to urge students to practice extensive speaking skills and to think and to make up narrative story based on what they learned in the lesson. The task also aims to boost students’ critical thinking and logical story telling development. The task is suited for both intermediate and advanced learners. During the task, student’s ability to speak and their capacity to keep their speech flowing and fluency are checked. Along with speaking skills, I also check their grammar, vocabulary, pronunciation, speech acts, intonation, stress, cohesion and coherence. This task stimulates students to be prepared For Mid-term and final course assessment and the task content is also envisaged for IELTS task 1 for process diagram, where students are asked to describe numerous procedures as a process Written content and pictures help as stimulus materials for spoken performance. The task which I assigned requires integrative approach since two groups are given two set of different pictures and each member of the Group should try to participate by describing one particular procedure and the other one should continue to talk the steps looking at the pictures.

Name ______________________ Date ______________________

Using Comparative and Superlative Adjectives

A comparative adjective is used to compare two nouns. The suffix -er is often found at the end of a comparative adjective.

Example: My book is <u>longer</u> than hers.
That dog runs <u>faster</u> than Spot.

A superlative adjective is used to compare three or more nouns. It describes the noun that is the most extreme. The suffix -est is often found at the end of a superlative adjective.

Example: My book is the <u>longest</u> in the whole library.
Of all the dogs at the park, that dog is the <u>fastest</u>.

Here are some rules for changing an adjective to its comparative and superlative forms:

If a word...	Rule	Adjective	Comparative	Superlative
Ends in y	Change the y to i, and add -er or -est	Happy	Happier	Happiest
Has a CVC (consonant + vowel + consonant) pattern	Double the last letter, and add -er or -est	Hot	Hotter	Hottest
Ends with an e	Drop the e, and add -er or -est	Large	Larger	Largest
With more than 2 syllables	Use the word **more/most** or **less/least** in front of the adjective	Interesting	More interesting Least interesting	Most interesting Least interesting
Is irregular	Memorize it!	Good Bad	Better Worse	Best Worst

Part 1
Directions: Circle the comparative adjective in each sentence.

1. His bike is smaller than my bike.
2. My puppy is cuter than that one.
3. My book is shorter than yours.
4. Our shoes are dirtier than yours.

Part 2
Directions: Circle the superlative adjective in each sentence.

1. He has the smallest bike of all.
2. I think my puppy is the cutest puppy of all.
3. My book is the shortest book I have ever read.
4. Our shoes are the dirtiest of all.

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1.3.5. Homework task fourteen

*You now have gone through five sections in the chapter and learnt the salient aspects in language assessment and testing. By this time, you should have developed ideas regarding what changes you can make in your teaching and assessment practices. Based on what you have learnt in this chapter and discussions at classes, write an action plan (minimum 1 page) describing the problematic areas which you are planning to address after you complete this in-service education course, provide details of***:**

- *Why you think it is a significant issue;*
- *How you are going to address it; and,*
- *What is the expected result?*

Based on my experience as a teacher and what I have learnt in this chapter and discussions at classes, I have come to realize that I have some certain problematic areas in my which assessment I need to work on once I will finish this in-service education course.

The first challenge for me has been my focus on accountability, that is, what tracked data tells me about student progress when I knew of no largescale study that demonstrates the positive impact of data tracking systems on learning. What I mean by this is that, by putting so much emphases on collected data, I risk losing sight of the actual results about how much students understand and where they are struggling. By changing certain elements of my assessment and make it more meaningful as well as taking extra workload burden of me, I will be able to adjust my focus on more important areas. As a result, I will have more time to work on the things which my students are having difficulty and make my assessment more efficient. And my next problem which I want to change is to alter some elements of my analytical assessment approaches by adding some constituents of holistic scoring so that I will not end up losing my time on developing judgement using various criteria for individuals work. At some point I think I can grand my higher achieving students or the ones whose progress is clear and obvious to me with positive general score using holistic approach. However, when I need to give useful diagnostic feedback, imply on important differences across individual assignment for some of my students who are in need of these directions, I can use analytical scoring. The point is, as most other teachers do, I also have on excellent knowledge about my students' progress and their struggle. And using my time effectively by allocating it to more urgent and important areas in assessment, would bring benefits for me and for my students.

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ACADEMICIA

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LAPIS LAZULI SOURCES AND ITS DISTRIBUTION GEOGRAPHY

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ABSTRACT

The study of the ancient sources of the lapis lazuli stone is one of the most important scientific directions in the history of the relations of the ancient oases of Central Asia with the Ancient Eastern civilizations. According to researches, The Badakhshan deposits in Afghanistan are commonly considered as the main source of lapis lazuli in ancient times. However, other quarries could have possibly been exploited since antiquity. In this article, through the analysis of lazurite finds which was found from the monuments of Ancient Eastern civilization (IVmillennium BC) and Sopolli culture(III-II millennium BC), It is provided information about the earliest and still existing deposits of lapis lazuli sources, as well as that the geography of distribution of lazurite which was mined from these deposits.

KEYWORDS: *Lapis Lazuli, Afghanistan, Sar-E-Sang, Badakhshan, Lyadzhuar Dara, Chagai Hills, Shahdad, Shahr-I Sokhta, Sapalli Culture.*

INTRODUCTION

Most of researchers have repeatedly emphasized that the lapis lazuli is the main source in the determining the historical geography of the countries of The Ancient East, in the issue of localization of cities, in the determining of the directions of the ancient lazurite. Until recently, the Badakhshan deposits in Afghanistan had been illuminated as the main source of lapis lazuli in ancient times in the scientific literature. However, in recent years, the lapis lazuli which was found from the monuments of The Ancient East is being chemically analyzed. For example, It is known that the chemical composition of the lapis lazuli stones which was found from Shahr-i Sokhta have three types. It follows that the lapis lazuli stone was brought here from at least three mines. According to the latest information which was identified in the science of mineralogy, the lapis lazuli deposits are located in Afghanistan (Sar-e Sang, Badakhshan), in Lyadzhuar Dara (Pamir Mountains in present-day Tajikistan), in Swat Valley (present-day Pakistan), Malobistr, Slyudyan (Russia), Lake Harbor (Canada), Karen (Chile) (Солодова, Андреенко, Гранадчиково, 1985. С. 89), as well as that in Irkutsk (near Lake Baikal, present-day Siberia) and in Mogok (Mandalay Region, present-day Myanmar). Chagai Hills is the closest situated to Shahr-i Sokhta. This means that the lapis lazuli deposit was not only located in Badakhshan. After that, it is necessary to think about the directions of the lazurite roads that starting from Badakhshan, as well as that It woud be more effective to talk about the directions and the roads only after the chemical composition of the lapis lazuli has been determined. These informations are not underestimated the importance of the ancient Lazurite roads, which was begin in Bactria, apparently, it helps to determine of the correct directions of the ancient roads.

MAIN BODY.

Lapis lazuli is often described as a contact-altered limestone or calcareous rock having quite variable compositions, formed in very rare geological conditions[29, Pp. 43-56] and is one of the most attractive semi-precious stones. Due to its peculiar blue colour and its rareness, It has been used since the Neolithic Era for the manufacturing of precious objects and jewels (beads, gems, seals, small decorative artworks, etc.)[25, P. 637-638; 6, S. 290]. The first jewels which was made out of lapis lazuli which belongs to the Neolithic Period (VII-VI millennia BC) was found from Mehrgarh (Pakistan, VII-III millennia BC)[23, P. 137; 22, P. 34]. One of the great features of the lapis lazuli is that the makeup polishes on its edges is quickly effaced and created a roughness[6, S. 105].

Due to the relative rarity of geological conditions in which it can be formed, only few sources of lapis lazuli exist in the world[38]. In his works, Beruni mentioned that there are the sources of lapis lazuli in Ceylon, Burma, Siam, the Pamirs, Badakhshan and Shughnan, due to the fact that Shugnan is located in Badakhshan, the lapis lazuli of this place is called "Lali Badakhshan" [6, S. 251]. In many other foreign scientific researches, It was cited that the main deposits of this gemstone are located in Afghanistan (Sar-e Sang, Badakhshan), in Lyadzhuar Dara (Pamir Mountains in present-day Tajikistan), in Swat Valley (present-day Pakistan), Malobistr, Slyudyan (Russia), Lake Harbor (Canada), Karen (Chile) [17, S. 89), as well as that in Irkutsk (near Lake Baikal, present-day Siberia) and in Mogok (Mandalay Region, present-day Myanmar)[25, P.638; 24, P. 2196; 38].

The Badakhshan source is one of the most important deposits of the lapis lazuli, the distance from Mesopotamia is more than 2414 km (1500 mile). It includes the following lapis lazuli mine locations: Sar-e -Sang, Chilmak, Shaga-Darra-i -Robat-i -Paskaran and Stromby. The first of these mines, at Sar-e -Sang, have been the most extensively explored, particularly because it is the only one that is still mined today[28, P. 7, 30, P.161]. The most widely studied of these is the Sar-e Sang deposit which is one of the lazurite sources that is still existed today. Sar-e Sang, Badakhshan lapis lazuli deposits are cited as the main sources of lazurite artifacts which was found from the Bronze Age monuments of The Ancient Near East. Investigations using various modern technologies have shown that the lazurite in Shahr-i Sokhta and Tepe *Hissar* is structurally similar to the lazurite from the Sar-e Sang deposit. It is indicated that there had been the lapis-lazuli workshop areas in South Asia as early as the Bronze Age.

The lapis lazuli from Sar-e Sang, Badakshan appeared as the source of a long-standing, organized trade that immediately branched out in several directions: South, towards the sea, Dilmun and the Sumerian ports via Harappa and Mohenjo-Daro; South-West, towards the centers o f the Helmand Civilization, the margins of the Lut, Tepe Yahya, Anshan and Susa; westward, towards the northern route of the Iranian Plateau Tepe Hissar, Sialk, northern Mesopotamia and Anatolia); North-West, to the urban center of southern Turkmenia[30, P.19].

Thirty miles from Badakhshan exists another lapis lazuli mines in Afghanistan, it is considered the Pamirs. The stones from these two sources are the same warm blue colour. The lapis lazuli deposit in the Pamirs has long been considered a legend. This is because that the lapis lazuli sources is located at an altitude of 16,500 feet, so it has not been used much. Liadjuar-Dara, one of the rivers in front of this mountain, which means “River of Lazurite” [40, P. 680].

The lapis lazuli deposits in in Irkutsk (near Lake Baikal, present-day Siberia) and in Mogok (Mandalay Region, present-day Myanmar) are not widely used because they are situated about 6,000 km (3,000 miles) from Mesopotamia and almost 7,000 km from Egypt and they has not been included in the ancient sources of the lapis lazuli by some researchers[28, P. 10; 25, P.638; 27].

In the Expedition paper, M. Tosi and M. Piperno described the role of these simple but powerful causative factors in the wide framework of the interaction between the western cities of Mesopotamia and the East. They notoriously identify an eastern “producing area” including, from North to South, north western Hindukush and Bactria, the mountain districts of Afghanistan and Baluchistan; an “intermediary area” including Southern Turkmenia, Gorgan, and the core of the eastern Iranian Plateau, from Sistan to the Lut and Kerman; and a western “market area” extending from the Zagros to Mesopotamia, Syria, the western Gulf, the Mediterranean coast and ending in Egypt[30, P. 49].

The earliest lapis lazuli finds in Central Asia were found from the settlement monuments of The Southern Turkmenistan which belongs to the IV millennium BC (Altyndepe) and they consist mainly of seals, beads and pendants[11, S. 64-65, Tabl. XX, XXI,XXII].

In Iran, the lapis lazuli products were found from the monuments which belongs to the second half of the IV millennium BC(Sialk III). At the end of the IV-III millennium BC, the settlement of Sialk was destroyed with the expansion of the Elamite tribes, they “ play an important role in the trade route with the north for the managing of the trade in the lapis lazuli”. The Lapis lazuli artifacts which were found from Elam (Susa) and Mesopotamia (Uruk, Ur, *Jemdet Nasr*) also belong to this period. However, the lapis lazuli artifacts which belong to the Ubaid culture (6500-3800 BC) cause to the assumption that this gemstone was taken to Mesopotamia even earlier. When excavating ancient royal Sumerian tombs of Ur monument which is one of the ancient cities of Mesopotamia, They were found more than 6000 beautifully executed lapis lazuli statuettes of birds, deer, and rodents as well as dishes, beads, and cylinder seals from this tomb. When the components of these items were chemically analyzed, it was discovered that the lapis lazuli which was used in the manufacture of these items was undoubtedly came from material mined in northern Afghanistan[21; 10, S. 52]. As well as that more than 108 items of the lapis lazuli were found from the Qatna cemetery in Ur. There are cylindrical and barrel-shaped beads in these finds[39, P. 242]**.**

The lapis lazuli jewelry which was found in the Bronze Age monuments of the Iranian region is important role in terms of number and type than other regions. The main reason for this is that in the Bronze Age, there had been separate workshop areas for making beads from lapis lazuli, turquoise, chalcedony and other precious stones in *Tepe Hissar* and Shahr-i Sokhta in the territory of Iran [30, P.86; 37]. In the ancient East, the inhabitants of the *Iranian Plateau* had played two main roles. The first one is mediation role played a mediating role in the spread of the Badakhshan lazurite artifacts to Mesopotamia(Shahr-i Sokhta), the second one was an exporter of metal ingots and chlorite products (Teppe Yahya)[18, Б. 74; 30, P. 49].

In their works, Massimo Vidale and Alessandra Lazzari [30] have given information about new excavations in Shahr-i Sokhta which Bronze Age monument of the Iranian Plateau, many tombs with lapis lazuli beads and indicators of handicraft in making of beads, the technology of bead making, as well as that technology and typology of the total 765 lapis lazuli beads which was found from Shahr-i Sokhta and is being housed in Centro Scavi e Ricerche Archeologiche of IsLAO, on the shelves and in the showcases of the National Museum of Oriental Art (MNAO). According to the form of making, these beads were designed types by researchers A. Lazzari and M. Vidale[30, P. 46]:

№	THE TYPES OF THE LAPIS LAZULI BEADS	AMOUNT	PERCENTAGE
1	Cylindrical	531	69.2%
2	Barrel-shaped	30	3.9%
3	Lozenge-shaped	18	2.3%
4	Disk-shaped	9	1.3%
5	Rectangular	8	1.1%
6	Biconical	5	0.7%
7	Cross-shaped	3	0.4%
8	Pendants	3	0.4%
9	Crescent-shaped	1	0.1%
10	Shape not described	157	20.5%
Total:		**765**	**99.9%**

I.1. Table. The types of the lapis lazuli beads in Shahr-i Sokhta and their amount.

The researchers are highlighted that the range of bead types produced in Mundigak, similarly limited to disk and cylinder-like shapes, is likewise restricted, and the focus on simple shapes may be considered a trait of the Helmand Civilization[30, P. 184].

Another the monument of Iran, Shahdad, also many types of lapis lazuli beads were found. Ali Hakemi explained that the similarity of the artifacts which was found in Shahdad to the artifacts of Bactria and Margiana were not only in terms of trade, but also in terms of economic, social and religious integration [26, P.123]. On top of that The Dashti Lut Valley where the Shahdad is located, is considered a geographical area that connects the western regions and Eastern Iran, Central Asia. That is way, Shahdad was recognized as the main border point of trade between Elam and *Balochistan*, Margiyana and Bactria, as well as that It was the center of distribution of exported goods to other regions in the developed interregional system [26, P. 659-660; 30, P. 49; 18, Б. 74].

In his work, M. Casanova gave information about the lapis lazuli beads which were found in Susa and are being kept in *the Louvre Museum* in Paris. A total of 276 beads and pieces of pendant which were found from Susa were devided 21 types depending on the bead making by this author and cited analogies with Shahr-i Sokhta, Mundigak, Sarazm and Altindepe[23, P. 137-145]

Comparing the types of the lapis lazuli jewelry which were found from the monuments in Mesopotami and Iran, ready-made jewelry which was made of this gemstone were rare in monuments of Iran. In particular, 45 types of lazurite jewelry are known in the monument of Ur, while only 3 types have been identified in monuments of Iran[31, P. 56].

Many of the oldest lapis lazuli artifacts which belong to the Harappa culture (second half of III millennium BC and first half of II millennium BC) have also been found in the *Indus Valley and Balochistan*[15, S. 3].

In Ancient Egypt, lapis lazuli has been used for scarabs, pendants, beads and inlaid jewels since IV millennium BC, in particular, many artefacts were found in Hierakonpolis and Abydos necropolis[25, P. 638].

Numerous examples of the lapis lazuli jewelry have been found from the monuments of the Sopolli culture in the part of the ancient Eastern civilization, the studying of them is important to study of jewelry art and cultural connections. Especially light blue lazurite has been widely used in the making of bead and pendants[2, S. 94].

The inhabitants of the Sapalli culture used lapis lazuli for mainly bead making [4, S. 74]. In the early Sapalli and Djarkutan stages of the Sopolli culture, most of the cylindr, rhomb, disk, barrel-shaped, oval, rectangular, biconical, and cross-shaped beads and pendants were made of the color of light blue lazurite. [2, C. 94; 4, C.76; 3, C. 20-21]. The analogies of these types of beads were also found from Dashli I, III[2, S. 103; 4, C. 132], Namazgah V, Namazgah VI [12; 13; 33, P. 118; 9, C. 274], Gonur [33, P. 115, fig. 207, 209-210; P. 118, fig. 222; P.120, fig. 227; P. 123, fig. 240; P. 151, fig. 29; 32, P. 203. fig. 112; 16; 34]. In the grave № 2900 of Gonur, on the neck of a buried warrior were found two strings of beads out of which 15 were made of carnelian, 31- of lazurite, 11 - of turquoise and 14 - of gypsum[33, P. 118]. As well as that a total of 200 different forms of lazurite and carnelian beads were found in № 3200 tombs of Northern Gonur [9, S. 274, fig. 33].

According to the form of production, in addition to the forms of the bead making in the early period (Sapalli and Djarkutan), large-scale drop-shaped beads were appeared in the Kuzali, Mulali, Buston stages of the Sopolli culture. [3, S. 25. Table. XLV, 3,5,6,7,11; 20, P. 48. Plate 19]. In particular, Total 34 (27 from Buston VI[20] and 7 from Molali [4, p. 88. Table. LXVII]) drop-shaped beads were found. The emergence of relatively large drop-shaped beads at these stages are directly related to the influence of the Srub and Andronovo cultures, which are nomadic steppe tribes. [20]. The analogies of these types of beads were also found from Shahdad [26], *Hissar* III [35, Plate LXIX], Darnaychi [7, S. 77. Fig. 66,2] and Nurek [5, S. 46].

A host of the lapis lazuli beads which are typical of Sapalli culture, have been found from the Bronze Age monuments of the Zarafshan valley such as *Zaman Baba* [8], Siyab, Zarcha Khalifa, Jam, Sazagansay, Aksai, Tasinsai, Tugay [1].

CONCLUSION

At the beginning of the last century, the only Badakhshan lazurite deposit was known in Central Asia. It is acknowledged in scientific articles that the oldest lazurite roads were also originated from this deposit. As noted in this article, Nowdays a lot of the lapis lazuli sources have been identified. As well as that We emphasize that all of these deposits have been known since ancient times, however the diversity of colors and chemical composition of the lapis lazuli artifacts which were found in archeological monuments of the Ancient East and BMAC are suggest that they were come from material mined in different deposits. Methods of archeological excavations, scientific approach to material resources, methods of obtaining information are developing day by day. Therefore, each chemical analysis of archaeological artifacts which were made of the lapis lazuli must be carried out and comparisons must be made with the lazurite deposits. As a result we can get new ideas and feedback on lazurite roads and their directions, otherwise, it is only natural that our researches on the lazurite roads would become a myth.

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REVIEWS ABOUT THE HISTORY OF IRRIGATION IN CENTRAL ASIA

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ABSTRACT

This article discusses the emergence of ancient agricultural culture in the Surkhandarya oasis in the south of Uzbekistan, which is closely linked with the construction of irrigation networks, as well as the construction of waterworks and irrigation.

KEYWORDS: *Irrigation Regions, Central Asia, Mirshodi, Kyzyltepa, Northern Bactria, Sherabad, Chingiztepa, Karasuv-Shurob, Akkurgan Canal, Kulmoqsho Village*

INTRODUCTION

The issues of the history of irrigation in Central Asia are of great practical importance in the study of the rich folk experiences accumulated over the centuries. Irrigation, as in all large and small river basins of the East, has always depended on the central government in Asia for the construction and maintenance of irrigation networks and facilities. The role of the central government in the organization of agriculture and irrigation in Asia is enormous. The study of the history of irrigation in connection with the extraction of water for the development of new lands in Central Asia and the structure of irrigation projects on these lands is gaining both scientific and practical significance every year.

One of the most important tasks is to further increase the practical significance of the study of the history of irrigation in Central Asia, the rich folk experience accumulated over the centuries on irrigation techniques. Undoubtedly, this encourages historians and archaeologists, who are conducting archeological research on the irrigation of the Surkhandarya oasis, irrigation techniques, especially on the irrigated lands identified in its large and small river valleys, to continue to actively participate in the development of new lands. Historian V. V. In his article "The Future of Turkestan and Its Traces of the Past," Barthold described the study of ancient irrigated areas as "... can be solved through detailed on-site inspections, and the involvement of irrigation technicians in such inspections is necessary. The participation of an archaeologist who is well acquainted with the general history of Turkestan and the monuments of the past is just as important. " In studying the history of irrigation in Central Asia, archaeologists D.D. Bukinich, S.P. Tolstov, Ya.G. Gulomov, B.A. Latinin, V.A. Shishkin, B.V. The services of Andrianov, A.Muhammadjanov, A.Askarov and others were especially great.

MAIN BODY

Extensive and systematic study of the history of irrigation in the oasis, along with the socio-economic history of the peoples of Uzbekistan, the emergence of agricultural culture in large and small river basins of Central Asia and the history of the development of irrigation facilities many issues have been clarified. The socio-economic development of the country has been greatly influenced by irrigated agriculture based on artificial irrigation networks. Analyzing the general laws and features of the development of the peoples of Central Asia, all experts noted that irrigation systems based on irrigation and technology are one of the important factors in this development. According to archeological research, the process of formation of historical and cultural lands in Central Asia is the main source of water in the region.

Rivers such as Syrdarya, Zarafshan, Kashkadarya, many mountain rivers, small streams are based. It should be noted that the study of the history of irrigation, which was the basis for the introduction of cultural development and an important factor in the development of all subsequent periods, is very important in the period when the archeology of cultural lands embodied the material, cultural, political and socio-economic life. The study of the history of irrigation of the Termez oasis, one of the cultural oases of our country, is one of the main issues of archeology today. The Surkhandarya oasis is one of the centers of Eastern civilization based on irrigated agriculture.

It has been proved on the basis of rich and excellent sources that it has become and thus made an important contribution to the history of world culture. Natural, geographical, ecological and environmental conditions had also have a positive effect on this development. Based on the study of these sources, it was possible to trace the history of the evolution and development dynamics of the villages in the oasis, the centers of handicrafts, agriculture and, consequently, the foundations of urbanization on their land. The territory of Surkhandarya oasis is divided into the following irrigation districts.

Northern Irrigation District. Irrigation on the basis of mountain streams began in the last Bronze Age (Mirshodi) and further developed in the first Middle Stone (Murodtepa) and in the I millennium BC (Kyzyltepa). From the III-I centuries BC, the cultural center of this irrigation region was Dalvazintepa. It is the second largest city in northern Bactria after Termez.The ancient center of the Jarqurghon irrigation district is Hayitabodtepa fortress.

1. Angor irrigation area. (Zartepa).

2. Sherabad irrigation district. (Jondavlattepa)

A.Askarov found out that in the Bronze Age in South Uzbekistan there were three agricultural oases. They are as follows: The Sherabad oasis, the Bandikhan oasis, and the Shurchi oasis, which formed on the slopes of the foothills of Kokhitang, were fertile, sunny places, and irrigation was convenient for agriculture.

According to A.G.Ananev, the following areas will be irrigated with Surkhandarya water.

1. From the east to the village of Gul-gula to Ayritom, the Babatag Mountains, from the north-west to the borders of Surkhandarya and from the south to the borders of the Amudarya, the territory of the New Arik.

2. The Kattakum Barkans are bounded on the north by the ruins of Taliitagora on the southeast to the village of Pattakesar, on the Surkhandarya, and on the west by the Amudarya from the confluence of the Surkhandarya to Chingiztepa. Termez region.

3. The banks of the river between the Amudarya and Kattakum, which stretches from Chingiztepa to the Pigeon House.

4. Angor region bordering the Amudarya from the Maymun post to the village of Shurob. On the other hand, to the village of Karasuv-Shurob Shar ariq, and more directly from the village of Tania to the ruins of Ordalitepa, from there to the ruins of Zang, and from Zang to the Pigeon House.

5. The territory of Beshkotan, from Shurob in the south to Sassikkol, from Karakurt hill to Karasuv river.

6. Karakamar district from Sassikkol post to Quyikamar post.

One of the main factors in the division of AG Ananev into regions in the above order is the experience of our people accumulated over the centuries. Because the traces of life left over from the past have been preserved in archeological monuments.

A) The ruins of Termez, Chingiztepa, Sultan Saodat Mausoleum, Kokildorota Mausoleum and the ruins of the Kyrgyz Palace.

B) The ruins of Angor, the Dove Tower have been preserved.

C) The ruins of the southern village of Jarqurghon On the left bank of the Surkhandarya near the Amudarya there are several ruins, which are called Yangiariq village.

The works of Arab-Persian authors Jayhani and Istakhri Muqaddas on the history of irrigation of the Termez oasis and the results of large-scale archeological research in the region are also very important. From the IX century in the Termez oasis, as on all fronts, irrigation facilities have developed rapidly. The works of such scholars as al-Istakhri, Jaihuni, al-Muqaddas, Ibn Hawqal, al-Masudi, who are representatives of the Arab geographical literature, play an important role in covering the history of irrigation of the Termez oasis in the 10th century. The Termez oasis was the most densely populated city in the upper reaches of the Amu Darya in the 10th century, according to al-Muqaddas.

It was the commercial center of Khottalon and Sagonia, and was the most important river port in the upper reaches of the Amudarya. Near Termez is the shortest crossing of the Amudarya, two Arab miles long. Abu Abdullah Muhammad ibn Ahmad Jayhuni, who was in Termez, describes the city in his work Ashkal ul-Alam. It is said that drinking water in Termez came from the Amudarya, and water for irrigating crops came from the Saghoniyon River. In terms of population and wealth, Termez was superior to Sagonia. But the area of the city of Sagonian is wider than that of Termez during this period.

According to IbnHawqal, he was one of the best rabbis in Termez, and due to the uninterrupted flow of travelers he made a great profit. According to the comparative analysis of the results of cartography of oasis monuments of archeological and written sources, the IX century is characterized by the emergence of new irrigation facilities in Termez and adjacent areas, the restoration of existing irrigation networks. This process, in turn, had a positive impact on the development of new lands, the improvement of agricultural tools and, consequently, the development of agriculture. In the IX century, as in ancient times, the main water sources of Termez region Chaganrud (Chaghaniyon river) and Turkondarya (Sherabaddarya from the XVIII century). In practice, only the rivers around Khotinrabot and Burdaguy (formerly Pandoki-Pardagvi, located on the right bank of the Shurabsay during its reign at the time of al-Hakim at-Termizi, at the confluence with the Ceyhan) were irrigated from the waters of Jaihun. The Arab-

Persian authors give clear information on this subject. According to al-Muqaddas, the people of Termez use the water of Jaihun as drinking water, and the fields are irrigated from Chaganrud.

Archaeologist T. According to Annaev's research, until the VIII century the main irrigation structure for Termez and the surrounding lands was the Big Lunch Canal.

CONCLUSION

In short The name of this artificial irrigation system, which consists of the Turkish words "Katta" and the Arabic word "Nahrun" (Nahrun - river), is another indication of its antiquity. The main part of this artificial irrigation facility is located 3 km above the Chaganrud (Surkhandarya) upstream from Talitagora Fortress. In the ninth century, Termez and its environs were irrigated by the same river, and its length was more than 20 kilometers Another irrigation facility of Termez region in the VIII-IX centuries was the Zang canal. The term rust is one of the names of one of the ancient Turkic tribes, as well as a large irrigation facility. According to L.I. Albaum, the rust canal was built in the 1st century BC and the main part of this artificial irrigation facility was located 4-5 km above the Hayitabad monument (now Hayitabad village in Jarkurgan oasis) on the banks of the Surkhandarya River. Archaeological excavations at the Hayitabad monument in 1974 and 1994-95 show that the Zang Canal was built in the 6th century BC.

In the Kushan kingdom (I-III centuries BC) and in the early Middle Ages, the right bank of the Jarkurgan oasis along the Surkhandarya River and part of the Angor oasis were irrigated by the Zang Canal. In the VIII and IX centuries, this artificial irrigation system was also used regularly. The formation of the town of Sarmangan, Charmangan or Jarminkon around the present Minor village in the ninth century, and the existence of many medieval villages and castles along the present-day Zang Canal Basin, is proof of our view.

From the 9th century onwards, written sources mention the Roziq canal and the Roziq raboti in the direction of Termez and the Iron Gate. In our opinion, the Roziq channel It is a waterworks excavated from the left bank of the Sherabaddarya, through which the left bank of the river oasis is irrigated. One of the old riverbeds of Sherabaddarya was irrigated by the Talashkan canal (the origin of this canal dates back to the VI-IV centuries BC, according to the date of foundation of the Talashkan-I fortress).

In the 5th century AD, after the collapse of the city-fortress of Talashkan II, a large village called Talashkan III (in some literatures Boqiyato'zbobotepa) was formed to the east, and during the VIII-1X centuries this place had the appearance of a large village - rustok. The Talas river irrigated the same rustic areas in the VIII-1X centuries. The Akkurgan side of the oasis and the Kuluksho part of the oasis were irrigated with the help of water from the Akkurgan canal extracted from Sherabaddarya. Kattatepayoki Khosiyattepa (in archeological literature) In the IX century there was a city of Khushvara around the village of Kulmoqsho From the VIII - IX centuries to the beginning of the XIII century, this city served as the center of the oasis.

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ACADEMICIA

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EXPRESSION OF EARLY RELIGIOUS IMAGES IN MATERIAL SOURCES

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ABSTRACT

According to ethnographic data, religious beliefs have been one of the main beliefs of the tribes, mainly engaged in hunting and herding. Later, as a result of the development of agriculture, the world of land and plants, their renewal, transformation and other properties of nature, the aspects necessary for man, led to the worship of them and led to the development of this condition.

KEYWORDS: *Totemism, Animism, Magic, Fetishism, Ethnographic Religious Views, Agriculture, Sarmishsay.*

INTRODUCTION

The people of the world have had different religious views since primitive times. The diversity of religious beliefs was due to the geographical location of the regions, their nature, the lifestyle of the population and the resulting worldviews. The natural environment played an important role in the emergence and development of early religious views. The first religious ideas appeared in the Late Paleolithic period (40-12 thousand years BC) [1, p. 179]. Such religious views include totemism, animism, magic, and fetishism.

It is natural that many are interested in the question of when religious views arose. Some material evidence suggests that religious views originated in the Neolithic period. Because it is believed that shamans' belief in spirits began at the same time. This is also reflected in the way of life of primitive people. For example, primitive people at one time imagined that there were some special forces that were invisible to the human eye and disobeyed.

MAIN BODY

According to a pamphlet published in Germany in the late twentieth century, a painting painted about twelve thousand years ago in the Frer Cave in Troyes, France, depicts a shaman dancing covered in animal skin [2. p. 3]. In fact, it is closer to the fact that religious views emerged in the last stage of the Stone Age (40-12 thousand years BC). This is because the first religious ideas in the way of primitive people emerged in the Late Paleolithic period. Ethnographic data testify that religious views have been one of the main beliefs of the tribes, mainly engaged in hunting and herding.

Later, during the development of agriculture, the earth and the plant world, their renewal, transformation and other properties of nature, the qualities necessary for man, gave rise to the worship of them. V. According to Basilov, due to the emergence of agriculture, rituals associated with the deification of the forces of nature took center stage, and these traditions deprived religious views of their important place in society and squeezed them out [3, p. 10]. A. P. Okladnikov noted that "the set of ideas of religious views has very ancient roots and goes back to the Paleolithic ideas" [4, p. 32],

As a result of O.Kayumov's expedition observations in Sarmishsay gorge in Navbahor district of Navoi region in 2003-2004, among the paintings carved on Sarmishsay rocks in the Middle Paleolithic period, it was found that there were images of ancient people gathered and mentioned [5, p. 16-18]. In general, these monuments should be studied not as an example of ancient applied art, but as a record of the shamans of primitive times. True, the interpretation of certain rituals has always been controversial. In particular, a characteristic feature of religious beliefs is the belief in spirits, without which religious views cannot be imagined. Belief in spirits shows that animism has an effect on religious views. If the worship of spirits was formed in the Paleolithic period, it also follows that the religious views associated with spirits also originated directly in that period.

There are other views on this as well. Including, V. According to Basilov, “religious ceremonies are more developed in peoples engaged in hunting and animal husbandry. Due to the emergence of agriculture, rituals associated with the deification of the forces of nature became central, and these traditions deprived and suppressed religious views of their important place in society. Considering that agriculture was formed in the Neolithic period, religious views emerged before the Neolithic period and passed their high period to the Neolithic period. People had certain ideas about the Earth, the Sky, and the nature that surrounded them. Later came the shamans, the people who systematized and protected these perceptions.

If Herodotus noted that religious views originated in the XI century BC [6, p. 49], archaeologist R. L. Kyzlasov argues that shamanism originated in the Siberian Turks in the first century BC, based on ancient depictions of shamans in rock paintings found in Lake Tuzkol in Khakassia. Among all the peoples of the world (North and East Asia, East Africa, Australia), religious views existed in one form or another, in different forms.

They were engaged in lying and invisible communication, convincing people that influences exist in nature, convincing people that influences exist in nature or in each other. Belief in the existence of souls, spirits, and ghosts is a characteristic of primitive people. According to their understanding, spirits select and educate shamans, helping them to grow into individuals with divine power who are different from other people and who serve that spirit and those around them. It should be noted that religious views differ from other ancient religious ideas totemism, animism, fetishism. If in totemism they worshiped animals and plants, in animism they worshiped spirits, and in fetishism they worshiped inanimate objects, in religious views they worshiped man - the shaman, the priest of the time. These cases were a great innovation in the evolution of religious ideas. Later, changing the content of religious ideas, people began to worship gods, prophets, various saints.

The question of the origin of shamans is interpreted differently among the people of the world. For example, in rubies it is believed that the spirit of the shaman is born from a sacred tree and enters the body of the shaman in the mother's womb, while the tungus believed that the shaman was born with the help of the devil. In addition, rubies had primitive notions that shaman and blacksmith originated from a spring.

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CONCLUSION

Thus, religious views are one of the earliest forms of religion, formed mainly in the middle-stage peoples of tribal development. Thus, the beliefs and traditions of religious views emerged at a time when the notion of the supernatural in the human mind was fully formed. These perceptions reflected the attitudes of people towards each other, the individual and society to nature.

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THE EARLY FIRE TEMPLES OF CENTRAL ASIA

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ABSTRACT

The article deals with fire temples of the first Bronze Age temples in Central Asia (Altyndepe, Dashli, Sarazm, Togolok-21, Gonur, Jarkutan). The location, structure, functions and types of fire temples in Margiana, Bactria and the Ancient East were studied. The methods of temple construction were described.

KEYWORDS: *Temple, Fire Temple, Religion, Altyndepe, Dashli, Sarazm, Togolok-21, Gonur, Jarkutan, Defensive Wall.*

INTRODUCTION

In the process of studying the history of Central Asian peoples, learning not only their ethnic origin but also their state, language, religion and customs is an important factor. During the Bronze Age, communities in Central Asia, along with religious achievements, paid special attention to the places where religion was spread. In particular, the temples identified in monuments such as Altyndepe, Sapalli, Sarazm, Togolok-21, Gonur and Jarkutan have their own unique structural methods.

Although the religion of people living in these monuments is said to have been the religion of Zoroastrianism, we can see that the archaeological finds categorically deny it.

THE MAIN PART: Archaeological excavations at the cultural monument in Sapalli found 12 fire temples and one hearth. Eight of them are located in the temple of Jarkutan monument, four and two-chamber stoves are located in the "arch" part of the monument. There are two types of fire temples.

A) round fire temples;

B) square fire temples.

Round fire temples have a diameter from 0.90 to 1.6 m, wall thickness of 15-22 cm and height of 8-10 cm. They are made of special, well-baked and fired clay, the walls are finely plastered. The inside of the wall was burning with flames, and there were almost no black marks. They were built on the floor of the room, sometimes on a high platform. Inside all fire temples there was a layer of clean ashes.

The researchers observed a total of four construction periods in the temple complex Jarkutan, the lower layer of which is the aforementioned "white palace" [1]. In his studies, Sh. Shaydullaev admits that the main administration of the city-state of Jarkutan is the "Jarkutan Fire temple" [20]. In our opinion, this majestic structure, located on the 6th hill, was built on the stage of Jarkutan and served as a fortress on the position of "Oqsaroy", and later, after its reconstruction, the temple was located on an empty fire. The building consists of a 7x7m royal palace surrounded by corridors, the room is plastered with white plaster. Presumably, these signs confirm that before the construction of the temple on the site of the temple in Jarkutan there was a special center similar to a public court.

In Central Asian monuments, round fire temples date back to the Eneolithic period and were widespread up to the Bronze Age. In particular, circular fires were studied at the monuments of Ainatepe [18], Changtepa [16], Geoksuur 1 [17], Sarazm [18] and Tulkhar [9] in the south of Turkmenistan.

Similar fire temples can be found in many monuments of the centres of ancient Oriental culture, such as the Kalibangan of ancient Indian civilisation [3], monuments of Kurararax culture covering the whole Caucasus [12], in the complex of the Suz First [2] and monuments of Eastern Anatolia in the 3rd millennium B.C.. [12].

Only two of the second type of fire temples were found in Jarqo'ton and were not as widespread as the first type.

The size of the first fire temple is 90x90 cm, the thickness of the side wall is 18 cm and the height is 11 cm. The fire has one of the largest rooms on the farm west of the temple. Its wall is less burnt than other fire temples, but the layers inside are similar to those of other fire temples.

Only the remains of the side wall of the second fire temple were found, and it was impossible to restore its size.

Square fire temples are observed in layers of the Bronze Age of the Sarazm monument [5], in the Altyndepe monument [10] and in the Tulkhar cemetery [8].

Square-shaped hearths, which are considered to be the hearth of a fire temple, are located in the yard of the round monument Dashli-3. If we continue the side walls on all four sides of this fire temple and take into account that their height does not exceed 10-11 cm, they can be considered a fire worship, i.e. a sacred fire. The construction of this type of fire temple in the temple Jarkutan, i.e. on a large platform, indicates that the main place of worship of the temple may be a fire temple [22]. Another square-shaped fire temple is located in 12 rooms of the temple of Fire of Jarkoton, on the opposite side of the metal workshop. According to T.S. Shirinov, this fire temple could be a room fire temple in a male metal workshop.

A. M. Mandelshtam mentions that the first Tulkhara cemetery in the Bronze Age in southern Tajikistan was surrounded by a round fire temple from the grave of a woman and a rectangular fire temple from the grave of a man. [7] In addition to the two types of fire temples mentioned above, there are also two fire temples. This fire temple with double fire is located on the stairs of Jarkuton, its fire temples are rectangular, one of them has dimensions 83x24 cm and the other 86x33 cm. The walls of the fire temple are made of untreated bricks 14x16 cm thick and 20-22 cm high. The stove has two fire temples separated by a brick wall. Its furnace was once thinned and smoothed by a mixture of straw and dirt. This is the first time a fire of this type has been noticed in Sapalli cultural monument. Twin furnaces were also discovered in the Eneolithic period in the monuments of Yalongochep and Altyndepe of the Geoksuura oasis [15]. Kelleli VI residence in Murghab oasis also has a fire temple fire. He determined that the second millennium belonged to the beginning [9]. In the temple Dashly-3 of a bronze age of ancient Bactria before a wall there are rectangular two-chamber and even three-chamber hearths [14].

V.I. Sarianidi also asserts, that the two-chamber hearth in Yalongochtepe has been constructed for worship of sacred fire. [16] According to the research, the wall found in the eighth room of a house in the southern part of Jarkutan "arch" served as fire for both chambers. This is evidenced by the fact that there was no strong flame in the furnace, the side walls were low, and there was no need to heat the two rooms at the same time.

Of course, there is a natural question why fire temples were exactly in the form of circles and squares. The circle was recognized by many researchers as a symbol of the sun [22]. In the mythology of the peoples of the ancient East the rectangle represented four elements of the world - "Fire - water - earth - air". The origin of the theory and concept of these four elements dates back to Zarathustra in the east and to the philosophers Empedocles and Aristotle in the west. This theory has united mankind into a single system that unites the main elements of the universe. [11] The sacred mystery of rectangular fire temples is hidden in this language and embodied in the temples of Jarkutan.

According to the above information, family fire worship was practiced in the early stages of the Sapallili culture, and in the Jarkutan stage public worship was practiced in a centralized temple. In the last stages of the Sapalli, Kuzali and Mulali cultures, the inhabitants of Jarkuton worshipped publicly in the temples.

Depending on the shape and location of the fire temples and two-chamber hearths, the first stage of the Sapalli culture was worship of the family fire, while the first stage of the Jarkuton was worship of the community in the centralized temple. In the final stages of the Sapalli, Kuzali and Mulali cultures, the Jarkutan Fire Temple is a place where Jarkutan residents worship in mass fires in centralized temples.

Excavations at the monument to Jarkutan found two fire temples and a double furnace in a multi-room arch house. Before the walls of the house were opened, fire temples were opened here. This means that the fire temples were built on the top floor or on a higher level. However, it was found that a platform made of clean earth was built under the fire temples found in the arch. In our opinion, Bronze Age people considered fire to be sacred because they worshiped it, and it is obvious that they built fire temples on a platform 50-60 cm high. The fire temple is a circular device whose walls consist of masses resembling clay bricks and clay bricks. The walls of the fire temples were built of clay mixed with straw. The fire temples were plastered with straw mud 3 cm above the floor.

It is possible to conclude from the above data that the fire cult was deified in Central Asia since the Eneolithic era. Eneolithic settlements are a vivid example of this. Mythological and religious ideas developed and their connection with nature increased. The sun in the sky and fire on earth have their material attributes like fire temples. Fire temples were built in the most sacred places.

Although Central Asian peoples had not practiced their religion since ancient times, it was established that the practice of worship around special structures dates back to the Eneolithic era, and by the Bronze Age the practice had spread over a vast territory.

CONCLUSION: Research has shown that in the early Bronze Age there was a tradition of family fiery worship that dates back to the Middle Bronze Age and was revered as a gathering in a centralized temple.

At the monument to Tugalok – 21 in southern Turkmenistan, the largest fire temple with a diameter of 3 meters confirms that the entire population worshiped fire. While hearths and small fire temples in the rooms were used for daily rituals of family members, large circular-shaped fire temples were intended for the general community and used for large ceremonies.

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ACADEMICIA

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THE ERA OF GLOBALIZATION, MASS MEDIA, YOUTH CULTURE OF ETHICAL, MORAL EFFECTS OF COMPETITION

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ABSTRACT

In this article considered the education of youth in the global information society and conduct a philosophical analysis of the methods and the impact of spiritual changes on the minds of youth. The twentieth century began with a strong sense of crisis and ended with that feeling, writes the Russian philosopher SI Dudnik. Globalization, in fact, has a significant impact not only on the material way of life, but also on the spiritual world. The fact that more than a million information resources appear in the virtual space every day shows that its productivity is growing by the minute. Thus, in the process of globalization, in the context of growing inter-civilization dialogue, ensuring the harmony of modernity and history in raising the morale of young people, that is, enriching the minds of young people on the basis of technical, technological, information and communication achievements.

KEYWORDS: *Globalization. Urgency Of The Problem, Spiritual Activity, Catastrophe. Virtual Space.*

INTRODUCTION

Globalization is a necessary result of human civilization, scientific and technological revolutions, interethnic dialogue as a result of great changes in the development of science. is a general correlation phenomenon of effects. "Just as every social phenomenon has its pros and cons," I A Karimov said, "the process of globalization is no exception." can feel"

In the context of globalization, the urgency of the problem of raising the moral culture of young people is inextricably linked with the specifics of our time. Due to the Internet, any new information [information] is spreading anywhere in the world at lightning speed. We are living in a time when globalization has begun to speak of the establishment of a single civilization on earth, and in the words of A. Toynbee, humanity is beginning to live with a common home, a common destiny, and common concerns. Therefore, the issue of raising moral culture is now not only national but also global.

However, as N. Juraev rightly points out, the process of globalization is characterized not only by some abstract positive aspects, but also by the creation of "global problems of our time". Many thinkers even refer to this period as the period of the global crisis. The twentieth century began with a strong sense of crisis and ended with that feeling, writes the Russian philosopher SI Dudnik. Globalization, in fact, has a significant impact not only on the material way of life, but also on the spiritual world. The fact that more than a million information resources appear in the virtual space every day shows that its productivity is growing by the minute. Without denying the benefits of the global network, we have to talk about the threats it poses to human culture.

These unfortunate inhumane situations are directed against the dirty ideas and interests that certain forces are promoting by misleading the public opinion by using the opportunities of high-quality and fast transmission and dissemination of information on the global network. related to their efforts to provide information to them. Undoubtedly, the most active part of the Internet audience is young people who have not yet reached the age of maturity.

Unfortunately, not enough attention is paid to a thorough and systematic study of such a serious problem. The impact of globalization on our national spirituality, traditions and ceremonies, and the upbringing of our youth has not yet been explored. Conclusions in this area, Serials negative influence on the upbringing of the youth ", beyond the general position is that way. If we look at the history of globalization, we can see that economic and spiritual influences have coexisted since ancient times.For example, in the Middle Ages, our country was under the influence of both the West and the East because it was at the center of the Great Silk Road. Merchants from West to East and from East to West also passed through our country. Along with trade goods, customs, traditions and rituals of the West and the East began to enter our country. This is how the trend of globalization came about.

As we study the processes of spiritual globalization, we come to the conclusion that an important condition for spiritual influence is spiritual activity. Thus, in the process of globalization, in the context of growing inter-civilization dialogue, ensuring the harmony of modernity and history in raising the morale of young people, that is, enriching the minds of young people on the basis of technical, technological, information and communication achievements. it is necessary to develop in them the skills of using the blessings of rosi in interdependence. It is well known that man cannot exist without spirituality, and spirituality cannot exist without man, the spiritual realm is an integral and integral part of the life of society, a social phenomenon that determines its essence. The "catastrophe of the West" [Patrick Buchanan], which revealed the universal values inherent in it, and which eventually reached material heights and became impoverished in content, found itself in this enlightened world. it is spirituality that is formed as a result of actions aimed at preservation. Society is a social whole, a set of different institutions and structures, different classes, classes, strata, their own system of life. It is social relations, that is, the stable relations and interactions of people that have a mass and collective character, that determine the essence of the content of society.

The spiritual life of a society can at the same time be considered as one of its components and social features. Spirituality is based on the interrelation of three basic qualities in the form of a set of human qualities and attributes. That is, first of all, it acts as a set of social qualities that occur in the formation of human beings as adults and in the educational process. These qualities are manifested in the material and spiritual activity of man, in communication with others, in society and in relations with others. It was noted that the formation of a free civil spirit, a free person is the most urgent task before us. In other words, a free person who recognizes his rights, relies on his own strength and capabilities, has an independent approach to the events around him, and at the same time sees his personal interests in line with the interests of the country and the people. the need to bring up a harmoniously developed, healthy generation is emphasized.

This is evidenced by the fact that today the issue of educating a harmoniously developed generation in our country has become an integral part of public policy. Thanks to independence, various socio-political reforms are being carried out in our country to bring up a healthy, spiritually harmoniously developed generation. plays an important role in human development. Today's worldview shows that it is more important than ever to strengthen the spiritual immunity of our youth, to spend their free time meaningfully. Therefore, the 5 important initiatives put forward by our President are also important. earns. As the master of literary said in one of his books, the first miracle created by human beings is a book. The third initiative is aimed at organizing the effective use of computer technology and the Internet among the population and youth. The fourth initiative is to raise the morale of young people, to organize systematic work to promote reading among them. naltized.

Conclusion: Globalization refers to integration between people, companies, and governments. Most noteworthy, this integration occurs on a global scale. Furthermore, it is the process of expanding the business all over the world. In Globalization, many businesses expand globally and assume an international image. Consequently, there is a requirement for huge investment to develop international companies.As the master of literary criticism said in one of his books, the first miracle created by human beings is a book. We are living in a time when globalization has begun to speak of the establishment of a single civilization on earth, and in the words of A. Toynbee, humanity is beginning to live with a common home, a common destiny and common concerns. Therefore, the issue of raising moral culture is now not only national but also global, rightly points out, the process of globalization is characterized not only by some abstract positive aspects, but also by the creation of "global problems of our time".As long as our young people read a lot of books, they will live in another world for a while. Young people who love books will never go astray. All these social policies implemented in our country have become the key to the effective use of leisure time by the younger generation and the development of existing talents. The quality of products improves due to Globalization. This is because manufacturers try to make products of high-quality. This is due to the pressure of intense competition. If the product is inferior, people can easily switch to another high-quality product.

To sum it up, Globalization is a very visible phenomenon currently. Most noteworthy, it is continuously increasing. Above all, it is a great blessing to trade. This is because it brings a lot of economic and social benefits to it.

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HELLENISTIC MONUMENTS OF BACTRIA HISTORY OF STUDY

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ABSTRACT

Hellenistic monuments of Bactria history of study. A large-scale archaeological study of the Hellenistic monuments of Bactria has a little more than 50 years. During this time, more than twenty settlements were discovered and studied. In the course of studies of each of them, ceramic complexes were obtained that differ in the number and composition of the materials included in them.

KEYWORDS: *Kobadian Oasis, Kafirnigan Valley, Takhti-Sangin, Vakhsh Valley, Gissar Valley, Kampyrtepa, Surkhandarya, Darband, Northern Bactria.*

INTRODUCTION

Baysun district. It is located on the northern border of Ancient Bactria. Due to its geographical location, most of the monuments discovered in this area are fortifications that protect the state on its northern borders. Here, in particular, it was discovered and studied under the direction of L.M. Sverchkova in 2003-2010 Kurganzol fortress. Its uniqueness lies in the fact that it existed only in Hellenistic times.

One of the most powerful defensive structures of Northern Bactria was the fortress wall at the Iron Gate A detailed study of the monument was carried out by the Uzbek art critic expedition under the leadership of E.V. Rtveladze in 1986. In 1989-1990, 1996.the wall at the Iron Gate was studied by the Darband archaeological unit of the Institute of Archeology of the Academy of Sciences of the Republic of Uzbekistan. Paenkurgan, studied since 2000 by K. Abdullaev, not only strengthened the defense capability of the northern borders of Bactria, but also was located at the crossroads of caravan routes connecting it with the Sogd.

MAIN BODY

Surkhandarysh valley. In the Surkhandarya Valley of Uzbekistan, two key monuments of Northern Bactria are being excavated - the city and fortress of Old Termez, a systematic study of which began in 1980 under the leadership of Sh. Pidaeva and continued by the Uzbek-French expedition led by Sh.R. Pidaev and P. Lerish, and Kampyrtepa, studied by the international Toharistan expedition since 1984, headed by E.V. Rtveladze. In the study of Kampyrtep, S.B. Bolelov (State Museum of the East), N.D. Dvurechenskaya (Institute of Archeology RAS), D.Ya. Ilyasov (Institute of Art Studies of the Academy of Sciences of the Republic of Uzbekistan), A.N. Gorin (Institute of Art Studies of the Academy of Sciences of

the Republic of Uzbekistan), K.A. Sheiko (International Caravanserai of Culture).

The role of the above settlements in the system of settlements of Bactria was that they controlled important crossings through the Oka. Among the urban centers, undoubtedly, is Kampyrtepa, which was studied under the direction of G.A., Pugachenkova in 1959-1973. and B.A. Turgunova and K. Tanabe in 1996-1999. It included the citadel and the city itself, with powerful fortifications, well-developed residential buildings, subdivided into houses of ordinary and wealthy citizens, as well as religious buildings. The only example of a residential estate of the Hellenistic Bactria is Gisteppa. However, it was not possible to fully identify its planning structure, since archaeological research conducted in 2004-2006. under the guidance of V.V. Mokroborodova were insignificant in volume.

Hissarstya Valley. In the Gissar Valley of Tajikistan, the Dushanbinsk ancient settlement, studied since 1983 by A.L. Abdullaev. The settlement owes its origin to the trade route passing through the Gissar. In the course of his research, a significant complex of ceramics and materials indicating cultural contacts were obtained region with the countries of the Mediterranean, India, China. In addition, the remains of monumental two-story buildings, identified with the economic part of the ruler's palace, were uncovered on the citadel. The Hellenistic layers of the Hissar fortress include the remains of buildings (dugouts) and objects of material culture (ceramics). Unfortunately, it was not possible to identify a more clear stratigraphy of the monument, since archaeological research conducted in 1980-1981. under the leadership of E.V. Seymal were insignificant. Another city center of Gissar, apparently, was to be the Shakhrinauskoe settlement, studied in 1976-1981. employees of the Hissar unit of UTAE, headed by E.V. Seimalm

Its size is evidenced by powerful defensive walls with a length of 7 km and a height of more than 6 m. However, after the construction of this fortification system, all construction work was stopped there and only in the Kushan era attempts were made to repair the fortifications.

Vakhsh valley. Valuable information characterizing the Hellenistic culture of Bactria was obtained in the course of research on the settlements of the Vakhsh valley. To understand the transition period from Achaemenid to early Hellenistic in pottery, the materials of the ancient agricultural settlement Boldaipa obtained by T.I. Zeymal during excavations of 1962

One of the largest cities of not only this region, but of Bactria as a whole is the Takhti-Sangin hillfort, with an area of about 85 hectares. Here in 1975-1991. under the guidance of B.A. Litvinsky and I.R. Pichikyan excavated the temple of Oks, whose materials clearly demonstrate the process of interaction between the Bactrian and Greek cultures. In 1998, work on Takhti-Sangin was resumed by A.P. Druzhinina, and since 2004 employees of the Miho Museum (X. Inagaki, A. Hori) have been taking part in the study of the monument. Their main attention was paid to the study of the city itself, where it was possible to identify residential buildings. The earliest dwellings of the semi-earth type were found on the site of Tamoshotep, where for the most part only ceramics testifies to the Greek influence. His systematic research began in the fall of 1970 with the staff of the archeology and numismatics sector of the A. Donish Institute of History, Tajik Academy of Sciences, and was continued by A.L. Abdullaev in 1971-1977

Kafirnigan Valley. In the Kafirnigan Valley, the only monument dating back to Hellenistic times is Kalai Kafirnigan. Studies conducted here in 1974-1980 under the guidance of B.A. Litvinsky, revealed in the lower layers of the southern part of the monument the remains of buildings of the IV-II centuries. BC. The appearance of the Kalai Kafirnigan fortress is associated with the trade route passing here.

Kobadian oasis. In the Kobadian oasis of Tajikistan there is a group of monuments, mainly of the Kushan and early medieval periods. To date, the cultural layers of the Hellenistic era are identified in the lower construction horizon of Kalaimir. During research conducted by H.H. Zabelina in 1950-1951, the remains of a copper foundry and a winery complex were discovered. The found ceramic material made it possible to make a number of observations regarding the transition period in pottery from the late Achaemenid to the early Hellenistic time (Tikhonov, 20106). Middle Amu Darya. The territory of Middle Amu Darya is also represented by the only studied Hellenistic settlement - Mirzabekkaloy. The small research carried out here in 1966 was V.N. Pilipko, led to the discovery of the cultural layer and made it possible to conclude that the main functions of the settlement were to protect the borders of the state from possible invasions of nomads.

Balkh oasis. The largest agricultural region of the Hellenistic Bactria was the Balkh oasis. It was here that the capital of the state, Bactra, was located. Unfortunately, we do not have sufficient information about the development of the city during the Hellenistic era, since the study of the monumentwhich was started in 1924-1925. A. Foucher, and then continued by D. Schlumberger and the staff of the French archaeological mission, is difficult due to the powerful strata of later cultural layers on the one hand, and the unstable political situation in Afghanistan, on the other. A fairly large settlement of the Balkh oasis was Dilbergin, located near Bactra. His research by the Soviet-Afghan archaeological expedition in 1970-1977.under the leadership of I.T. Kruglikova led to the discovery of fortifications, residential quarters, religious buildings, as well as the only currently mural depicting

Dioskurov relating to the Hellenistic period. Near the wall of the Balkh oasis is Dzhigatepa. Archaeological excavations carried out on the monument to G.A. Pugachenkova, Sh.R. Pidaev, I.T. Kruglikova in 1974, 1976-1977. showed that it is rounded in plan, and a significant part of the internal space is occupied by a monumental structure. East Baktrnya. Among the settlements of East Bactria, a significant place belongs to the Greek policy in the Hellenistic East - Ai-Khanum, studied in 1965-1978. under the leadership of P. Bernard. The objects of material culture and art found here suggest a sufficiently strong Greek influence.

The settlement of Hellenistic time arose within the boundaries of the modern city of Kulyab. In 2001, the archaeological detachment of the Institute of History, Archeology and Ethnography of the Academy of Sciences of the Republic of Tajikistan led by Yu. Yakubov conducted a large-scale study of the monument. Its cultural layers are traced for several hundred meters along the banks of the Sangovi Tebalay River. Another settlement of Eastern Bactria of the Hellenistic period is the site of Nozkul. However, it is rather difficult to judge its character and the level of material culture of residents, since archaeological research on the monument’s territory, carried out in 2007 by the Kulyab detachment led by Yu. Yakubov and Sh. Kurbanov, was carried out in insignificant amounts. The character of Tepai Deniston, located in the Dangarinsky district of Tajikistan, remains unclear, since most of it has not been preserved. Excavations carried out here under the guidance of E.P. Denisov in 1980 led to the opening of a complex of cave premises.

Perhaps the most interesting find in the ceramic complex of the monument is the "Megar bowl" with a relief ornament in the form of a leaf.

CONCLUSION

As a result of archaeological research of monuments on the territory of Bactria, a significant complex of ceramics of the Hellenistic period was obtained. It contains not only original Greek (“Megar bowls”, fish dishes, Askeys, craters, amphoras, ariballs, alabastras), but also Bakgrian vessels that continue the traditions of the previous time (goblets, cylindrical vessels, pots, boilers, etc.) .). In general, the ceramic complex of the Hellenistic Bactria is quite morphologically homogeneous, which, apparently, indicates a high level of standardization in the country's pottery.

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KAYRITSOY PETROGLIFS

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ABSTRACT

By studying the Kayritsay petroglyphs, it is possible to enrich the scientific understanding and conclusions about the emergence and development of the first works of art in the territory of Uzbekistan. These stone paintings serve as an important source in the study of the mythological and religious worldviews and imaginations of the ancient inhabitants who lived here.

KEYWORDS: *Zarautsoy, Zarabog, Gadoytopmassoy, Shalkonsoyuzbeksoy, Karabogsay, Tepaqiyasay, Stone Paintings, Burguttepa. Kayritepa.*

INTRODUCTION

The role and importance of material, cultural and archaeological heritage monuments in the large-scale and comprehensive study of the history of our country is incomparable. Such cultural monuments are rock paintings. To date, the location of more than 300 rock paintings in the Central Asian region has been identified and recorded. (Eshkurbanov, 2014. 103 p.) So far, more than 180 ancient rock paintings have been found in Uzbekistan. (Xujanazarov, 2018, 18 p.)

These cultural monuments are made by carving, sinking, drawing using stone, brass, iron, steel or other hard objects. Paintings made in this style are called petroglyphs in archeology. (Kholmatov, 2016. pp. 74-75) The oldest petroglyphs in Uzbekistan belong to the Mesolithic period and are Zarautsoy rock paintings in Kohitangtog (Formozov, 1951. p. 213; Formozov, 1969. p. 103). Painted paintings in the mountains of the Nurata ridge Sangijumansay, Oqsoqolotasay (Kondrikova, Khojanazarov, 1992. p. 21), and A. Occurs in Beklarsay and Almalysay monuments identified by Kholmatov. In 2015, another important innovation was made in the study of the history of primitive art in Surkhandarya. Sh.B. Shaydullaev and L. An Uzbek-Czech international archeological expedition led by Stancho has discovered new rock paintings near the village of Zarabog, 10 km from the mountainous Zarautsoy in the Sherabad district. (Augustinová, Stančo, 2016. P. 122) The monument of new stone paintings is located 500 m south-east of Zarabog village in Sherabad district, Surkhandarya region, at an altitude of 985 m above sea level (Augustinová, Stanáo, 2016. P. 123). As a result of our research, in 2016-2019, a total of 32 images depicting 32 images on 16 stones from Kayritsay were identified. Their coordinates, altitude and surface area were determined.

MAIN BODY

Gadoytopmassoy, Tepaqiyasay, Kampirtepasay, Karabogsay, Shalkansay and Uzbeksay were studied near Zarabog village. Among these rivers, Kayritsay is a large river, which starts from Kohitangtog, passes through Shalkansay, Kampirsay and Zarabog villages, and flows from Maidonsay to Sherabadriver. There are floods in the spring. Kayritsay is located closer to

Tepaqiyasay. We have given a conditional name to the table of stone paintings found in Kayritsay. (Table 1) This conditional name was ZarabogKayritsoy petroglyphs - ZKP.

TABLE 1

т/р	Шартли номланиши	Шимол	Жануб	Денгиз сатҳи (м)
Кайритсой				
1	ЗКП1	37.45.054	066 47.181	916
2	ЗКП 2	37.44.956	066 47. 027	897
3	ЗКП 3	37.44.956	066 47.027	897
4	ЗКП 4	37. 44.980	066 46.915	918
5	ЗКП 5	37 44.980	066 46.915	918
6	ЗКП 6	37.45.992	066 46.872	918
7	ЗКП 7	37 44.998	066 46.881	917
8	ЗКП 8	37 44.991	066 46.854	924
9	ЗКП 9	37 45.047	066 46.645	1010
10	ЗКП 10	37.45.064	066 46.417	940
11	ЗКП 11	37.44.962	066 46.232	948
12	ЗКП 12	37 44.962	066 46.232	948
13	ЗКП 13	37.44.992	066 46.871	918
14	ЗКП 14	37 45.991	066 46.853	923
15	ЗКП 15	37 45.655	066 46.406	958
16	ЗКП 16	37 45.277	066 49.077	834

Kayritsay rocks, like the rocks of the surrounding streams, are composed of granite, limestone, and fine-grained sandstones. Many images were painted on the flat surfaces of these stones by ancient artists, mainly on the basis of the techniques of hammering, carving, rubbing and cutting with stone and metal tools. Sarmishsoy (Kabirov, 1976. 33 p.), Ilonlisoy (Shatskiy, 1973. 69 p.), Qoraqiyasoy (Khojanazarov, 1995. 13 p.), Kudukchasoy (Kholmatov, Khojanazarov, 2014. 103 p.), Noqisoy (Kholmatov, 2010. 166 p.), Soy-sabak (B.Bobomullaev, 2011.143.), Arpauzen (Kadyrbaev, Maryashev, 2007. p. 24) and belongs to almost all rock monuments found in the mountains of Central Asia. On the east side of the river, stone paintings are more common, while on the west side of the river, stone paintings are rare. However, the archeological monuments found here, including stone paintings, show that the river and its surroundings were once very rich in flora and fauna, which our ancestors used effectively. Our research on the technique of image processing has shown that the majority of the marks on the stone surface are dotted and ovoid prints. This is because the tip of any sharpened tool is slightly blunt when struck once or twice, resulting in a semicircular cross-section on the stone surface of the tool (Girya, Devlet, 2012. p. 173). The shape, depth and size of the marks left on the stone surface during painting depend in many ways on the tools used to process the pictures, its sharpness, shape, how hard it hits the stone surface and finally the softness and hardness of the stone being painted. The surface of some ancient and later paintings consists of rough, shallow, large-scale traces.

Such paintings may also have been made of stone or worked with the help of a piece of stone. As a result of our research, we can see the similarities between Gadoytopmassoy (Oynazarov, 2019. p. 102) and stone paintings of Kayritsoy. Among the rock paintings of Kayritsay, there are many pictures of mountain goats. Images of mountain goats attract attention. The reason is that in these pictures the states of the organs of the animal's body are vividly, naturally, skillfully depicted. (Figures 1,2,3)

It should be noted that many images of various animals can be seen on the stones. Most of them are native to Central Asia, mainly Uzbekistan. The mountain goat is also common in the mountainous regions of Central Asia and beyond. The image of this animal is very common in the rocks of Central Asia. We can see similarities in the rock paintings of Kayritsay, Iran (Jamal Lahafian 2013. 335) and in the rock paintings of Azerbaijan (Mohammad Mirzaei, NajmehNouri, Ali Karimi, KiyaNasrin, 2016.56p.). They are sometimes represented as solitary, and in many cases as bipeds, long-necked, slender-bodied, bipedal, and short-tailed. Among the petroglyphs of Kayritsay, mil.avv. Paintings made during the first millennium BC make up the majority. We can see the similarities when comparing the Sarmishsay and Kayritsay stone paintings. Schematic and contour paintings are more common in Kayritsay stone paintings. Some archeological materials are also important in determining the chronological date of the paintings found in Kayritsay.

Archaeological excavations carried out by the Uzbek-Czech-French international archeological expedition near the village of Zarabog have uncovered the monuments of Burguttepa and Kayrit. These monuments belong to the Late Bronze and Iron Ages. A ceramic seal was found near the village of Zarabog. The seal depicts a mountain goat, and among the stone paintings, mountain goat paintings are more common.

CONCLUSION

In conclusion, the scientific significance of Kayritsay stone paintings is that it provides a scientific basis for the emergence and development of the first works of art in the territory of Uzbekistan. It serves as a scientific source on the mythological and religious worldviews and imaginations of the ancient population. The period of Kayritsoy petroglyphs is characterized by the last bronze, the first iron period. At present, our scientific work on Kayritsay stone paintings is underway.

ЗКП7

ЗКП11

ЗКП13 

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