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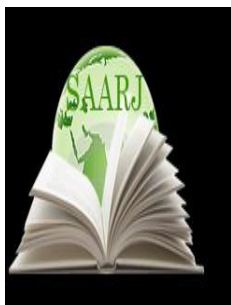
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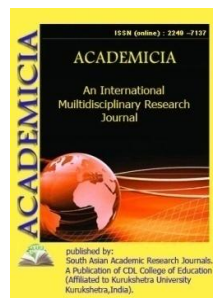
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ANDRAGOGICAL APPROACH IN ADULT EDUCATION

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ABSTRACT

This article describes the reforms of the education system in Uzbekistan, as well as the andragogical approach to adult education. Examples are given on the broad development of information technology in the country. The andragogical principles of teaching are given. Accordingly, in refresher courses in Uzbekistan, training is based on the development of certain aspects of the competence of students and focuses on solving their specific life problems. The student's activity is to acquire the specific knowledge, skills and qualities that are necessary for him to solve a vital problem. For this, the training programs of Uzbekistan in this case should be built on the basis of their possible application in life, and the sequence and time of studying these programs should be determined not only by systemic principles, but also by the readiness of students for further training. In adult education in Uzbekistan, respectively, the main forms of knowledge are those that can be introduced using the experience of students: laboratory experiments, discussions, solving specific problems, various types of game activities, etc.

KEYWORDS: *Adult Education, Competence, Andragogy, Professional Development, Individual Approach, Professional Competence.*

INTRODUCTION

In the andragogical model of learning, a person accumulates significant experience as he grows and develops, which can be used as a source of training for both the learner and other people. The student's function in this case is to help the student and identify his own experience. In adult education in Uzbekistan, respectively, the main forms of knowledge are those that can be introduced using the experience of students: laboratory experiments, discussions, solving specific problems, various types of game activities, etc.

In the andragogical model, the readiness of adult students is determined by their need to learn something to solve specific life problems. Therefore, the student himself plays a leading role in the formation of motivation and the definition of learning objectives. In this case, the task of the student is to create favorable conditions for the student to learn, to provide him with the necessary methods and criteria that would help him to find out his training needs. For this, the training programs of Uzbekistan in this case should be built on the basis of their possible application in life, and the sequence and time of studying these programs should be determined not only by systemic principles, but also by the readiness of students for further training. The basis for the organization of the learning process, in this regard, is the individualization of education on the basis of an individual program that pursues the individual, specific learning objectives of each student.

MAIN PART

According to the andragogical model, students want to apply their knowledge and skills immediately, immediately, to become more competent in solving some problems, to act more effectively in life. Accordingly, in refresher courses in Uzbekistan, training is based on the development of certain aspects of the competence of students and focuses on solving their specific life problems. The student's activity is to acquire the specific knowledge, skills and qualities that are necessary for him to solve a vital problem. The activities of the student are reduced to assisting the student in selecting the knowledge, skills and qualities that he needs. Training is built on interdisciplinary modules (blocks).

To ensure the interaction between the student and the student, information technologies are widely developed in Uzbekistan, which allow adult students to receive new knowledge in a quality and timely manner.

Modern adult education should not only possess knowledge in the field of information and communication technologies, but also be a specialist in their use in their professional activities.

Rapid developing information technologies in Uzbekistan are also 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 has risen to the level of state policy. Therefore, all adult professionals need training at the request of a market economy.

The classification of information and communication technologies in adult education in the field of methodological purposes are divided into:

Educational - communicate knowledge, form skills, training or practical activities, providing the necessary level of assimilation.

Trainers - for the processing of all kinds of skills, repetition or consolidation of the material passed.

Information retrieval and reference - report information, form skills to organize information.

Demonstration - visualize the studied objects, phenomena, processes in order to study and study them.

Imitation - represent a certain aspect of reality for the study of its structural or functional characteristics.

Laboratory - allow you to conduct remote experiments on real equipment.

Modeling - allow you to simulate objects, phenomena, processes in order to study and study them.

Settlement - automate various calculations and other routine operations.

Educational and game - designed to create educational situations in which the activities of students are implemented in a game form [1].

In the andragogical model, the entire learning process is built precisely on the joint activity of students and trainers. Without this form of activity, the learning process simply cannot be realized. The student organizes joint activities with the student at all the main stages of the learning process, and the student actively participates in this activity.

Thus, the main difference between the andragogical teaching model from the pedagogical one is that in it the student actively and really participates in the organization of the learning process.

The Andragogical learning model is based on seven basic premises:

1. The learner has a leading role in the learning process (therefore, he is the learner, not the learner);
2. An adult learner strives for self-realization, for independence, for self-government and realizes himself capable of this;
3. An adult student has life (household, social, professional) experience, which can be used as an important source of training for both himself and his colleagues;
4. An adult learns to solve an important life problem and achieve a specific goal;
5. An adult student is counting on the urgent application of skills, knowledge, and qualities acquired during training.
6. The educational activity of an adult student is largely determined by temporary, spatial, domestic, professional, social factors that either limit or contribute to the learning process.
7. The learning process of an adult student is organized in the form of joint activities of the student and the teacher at all its stages: planning, implementation, evaluation and, to some extent, correction.

Based on these premises, the andragogical principles of education are formulated as follows:

1. Priority self-study. Independent activity of students is the main type of educational work of adult students. Independent activity is understood not as conducting independent work, but as independent implementation by students of the organization of the learning process.
2. The principle of joint activities. This principle provides for the student's joint activities with the student, as well as with other students in the planning, implementation, evaluation and correction of the learning process.

3. The principle of reliance on the student's experience. According to this principle, the student's life (everyday, social, professional) experience is used as one of the sources of training for both the student and his comrades.

4. Individualization of training. In accordance with this principle, each student, together with the student, and in some cases with other students, creates an individual training program that focuses on specific educational needs and learning goals and takes into account the experience, level of training, psychophysiological, cognitive characteristics of the student.

5. Systematic training. This principle provides for compliance with the goals, content, forms, methods, training aids and assessment of learning outcomes.

6. Contact training (term A. A. Verbitsky). In accordance with this principle, education, on the one hand, pursues specific, vital goals for the student, is focused on fulfilling social roles or improving his personality, and on the other hand, it is built taking into account the student's professional, social, everyday life and its spatial, temporal, professional, domestic factors (conditions).

7. The principle of updating learning outcomes. This principle assumes the non-stop application in practice of the knowledge acquired by students, skills, qualities.

8. Principles of learning electivity. It means providing the student with a certain freedom of choice of goals, content, forms, methods, sources, means, terms, time, place of training, assessment of learning outcomes, as well as the students themselves.

9. The principle of development of educational needs. According to this principle, firstly, the assessment of learning outcomes is carried out by identifying the real degree of development of the educational material and identifying those materials, without mastering which it is impossible to achieve the goal of training; secondly, the learning process is being built with the aim of forming students with new educational needs, the specification of which is carried out after achieving a specific learning goal.

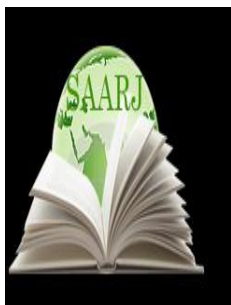
10. The principle of mindfulness of learning. It means awareness, comprehension by students and students of all the parameters of the learning process and their actions to organize the learning process.

CONCLUSION

So we can draw the following conclusion, andragogical principles of learning determine the activity, first of all, of students in organizing the learning process using modern information technology [2].

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FORMATION OF STUDENT COMPETENCE IN CHEMISTRY

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ABSTRACT

Research is being conducted to increase the effectiveness of teaching natural sciences internationally, to develop students' knowledge, skills and abilities (BKM), to form general basic and scientific competencies, to integrate the content of related sciences. Positive reforms are being carried out in the education system of our country to increase students' interest in learning the basics of science, to raise the quality of education to world standards. At the same time, there is a need to develop practical tasks to improve the content of methodological support of chemistry education. This article discusses the issues of improving the quality of formation of competencies in chemistry in students. Despite the fact that the state education standards are based on a competent approach, teaching and assessment methods, as well as textbooks and other materials, are mainly focused on memorizing and narrating information, highlighting the need to develop critical thinking, independent search and analysis of information skills, and other skills. Make a hole in the polyethylene lid used for packaging carbonated beverages corresponding to the diameter of the circular gas-permeable tube and fasten the tube to it. Take one of the carbonated drinks and quickly replace the lid of the container with a pre-prepared tube lid. Pass the gas released from the carbonated beverage through the lime water through a gas pipe. The resolution defines "competence - the ability to apply existing knowledge, skills and competencies in daily activities."

KEYWORDS: *Competency Approach, Discussion, Connection With Life Activities, Competence, Science Competencies, Home Experiences, Practical Issues.*

INTRODUCTION

Decree of the President of the Republic of Uzbekistan dated September 5, 2018 No PF-5538 "On additional measures to improve the management system of public education" to raise general secondary and extracurricular education to a qualitatively new level, educating a comprehensively developed generation, spiritual and moral and the need to ensure intellectual development. [1] Also in accordance with this Decree, Chapter 2 of the Presidential Decree No. PF-5712 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030" adopted on April 4, 2019, to improve the quality of education and timely address existing problems. Despite the fact that the state education standards are based on a competent approach, teaching and assessment methods, as well as textbooks and other materials, are mainly focused on memorizing and narrating information, highlighting the need to develop critical thinking, independent search and analysis of information skills, and other skills. Chapter 3 of the Decree also defines the main goals and directions of development of the public education system, based on the principles of improving teaching methods, gradual application of the principles of individualization in the educational process, competencies provided by state educational standards and interactive management of the educational process. Development of criteria for the evaluation of pedagogical activity, expanding the competence of students to master without changing the duration of training. Increased use of modern educational technologies, such as the current issues of the day. [2]

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 stipulates the formation of general scientific competencies in the Republic of Uzbekistan in accordance with the age characteristics of students, based on the continuity, continuity of education, personality and interests of students. The resolution defines "competence - the ability to apply existing knowledge, skills and competencies in daily activities."

In the framework of our research, in order to develop the system of public education on the implementation of the above-mentioned decrees, we would like to draw attention to the issue of increasing the effectiveness of the formation of general competencies in basic and general education.

MAIN PART

The following general competencies in the field of chemistry, which are intended to be formed in students in the State educational standards and curricula of chemistry for 9th grade graduates of secondary schools, are given:

1. Competence to observe, understand and explain chemical processes, events.
2. Competence to express elements and formulas in chemical language.
3. Competence to conduct chemical experiments and apply in practice.

Within the competence of the qualification requirements for the 9th grade graduate of A2 level:

- To be able to solve simple problems related to the chemical properties of inorganic compounds;
- To have information about chemical raw materials obtained in Uzbekistan and their production processes, ecological culture in the use of substances;

Qualification requirements are defined, such as the ability to use what is studied on the basis of chemical laws in everyday life, life activities.

The formation of basic and scientific competencies in students is considered as one of the main tasks of modern education. Therefore, let's talk about the views of several researchers on the concept of competence - "competence". [3]

According to the well-known scientist NA Muslimov, the concept of "competence" entered the field of education as a result of psychological research. From a psychological point of view, "competence means having an unconventional situation, how a specialist behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs ambiguous tasks, uses conflicting information, and has a plan for consistently evolving and complex processes. [4]

E.I. Ogarev evaluates competence as a degree that reflects the set of personal qualities that enable a person to act as a subject in the general system of labor. According to the researcher, a competent person has the following qualities:

- Has a deep understanding of the nature of the problem to be solved;
- Makes a purposeful effort to succeed in the search for a solution to a problem;
- Can correctly determine the optimal time and the necessary tools in the process of solving the problem;
- Feels responsible for achieving the desired results;
- Can draw correct conclusions from mistakes and strive to eliminate shortcomings in achieving the goal.

The results of our research, interviews with students, questionnaires show that today school graduates are able to apply the theoretical knowledge of chemistry in practice, to explain the phenomena of nature from a chemical point of view, to analyze the composition of various chemical products used in everyday life. face some difficulty.

As a solution to these problems, we propose to organize the teaching of chemistry in connection with life activities. We present the following questions that can be used in the course to teach the topics of "Carbon and its compounds" and "Calcium and magnesium metals and their compounds" in the 9th grade chemistry curriculum:

Question 1

Confectioner and baking soda

In the preparation of confectionery products, baking soda is used to increase the porosity of the dough. The young confectioner wanted to use table salt instead of baking soda to make the cake. Can she make a quality cake? Explain your ideas based on chemical reaction equations.

Question 2

Medium and acid salts of calcium metal

The student was given samples of CaHCO_3 and CaCO_3 salts. Salts should be separated without the use of chemical reactions. Give recommendations to the reader.

Question 3

Sublimation of CO

Solid carbon monoxide is used to cool drinks. Is it possible to use a piece of frozen ice instead of this substance? Explain your thoughts.

Students may also be asked to reinforce the topics “Carbon and its compounds” and “Calcium and magnesium metals and their compounds”:

Issue 1

Gypsum

In medicine, 500 g of water is added to 1 kg of gypsum to prepare a gypsum mixture used in orthopedics and traumatology. How many grams more water of this mass is than the mass of crystalline water in gypsum?

Issue 2

Combustion of carbon

A middle-aged person breathes an average of 750 l (n.s.) of oxygen per day. How much carbon can be used to burn that amount of oxygen?

Issue 3

Plants and carbon dioxide

Plants around the world process about 175 billion tons of CO₂ a year into organic matter. How many kg of CaCO₃ decomposition can be produced from CO₂ gas consumed for daily processing?

Issue 4

The effect of industrial gases on the atmosphere

According to the data, 92% of the exhaust gas in the air is due to the exhaust gas emitted by vehicles. With the launch of promising fuel production, the amount of greenhouse gases emitted by vehicles can be reduced by up to 30%. If the smoke from a vehicle contains an average of 7% of exhaust gas, what percentage of prospective fuel gas can reduce emissions? [5]

Experiments at home can be used as an effective tool to increase students' interest in science, their desire to acquire knowledge of chemistry, to study the basics of science on the example of substances and phenomena in their daily lives, to form competencies in chemistry. [6]

In order to increase the effectiveness of students' mastery of the topics "Carbon and its compounds" and "Calcium and magnesium metals and their compounds", we offer the following home experiences:

Experiment 1

Determination of carbon monoxide in air

Carefully pour half of the lime water into the glass. Lower one end of the gas pipe into it (you can use a pipe designed to drink liquids as a gas pipe) and blow from the other end. Gradually

observe the turbidity of the colorless lime water, the appearance of a white precipitate. Continue puffing and make sure the lime water is clear again. Explain the reason why calcareous water becomes cloudy and clear again. Write the appropriate reaction equations.

Experiment 2

Study of lime water content

Make a white precipitate in clear lime water in the order shown in Experiment 1. Take 2-3 ml of the precipitate formed and heat it in a cologne flame poured into the bottom of a porcelain dish. Once the water has evaporated, carefully drop a few drops of vinegar essence into the solid residue left at the bottom of the container. Observe the change. Write the chemical formulas of the substances formed during the chemical processes. Compose the reaction equations. [7]

Experiment 3

Air components

Take a deep saucer or bowl, pour freshly prepared lime water into it, and place a heavier object on the bottom of the saucer and place a piece of candle on top. After lighting the candle, cover it with a 1 liter glass jar. When the candle goes out, wait a while. Explain the changes that have taken place and write the corresponding reaction equations. Why does lime water turn cloudy? Why does lime water rise to only 1/5 of a jar? Prepare reports related to the experiments and describe the changes that have occurred with the pictures.

Experiment 4

The ability of carbonated drinks to dilute lime water and extinguish the candle

Make a hole in the polyethylene lid used for packaging carbonated beverages corresponding to the diameter of the circular gas-permeable tube and fasten the tube to it. Take one of the carbonated drinks and quickly replace the lid of the container with a pre-prepared tube lid. Pass the gas released from the carbonated beverage through the lime water through a gas pipe. Why does lime water become turbid? In your previous experiment, what is the similarity between gas blown through a pipe and gas released from carbonated beverages?

It is natural that students will have a few questions during the study of chemistry. For example: when we change the food, when we choose which detergent to clean for what purpose, what materials the chemical products are made of and what their properties are, how we can use them, when we understand or potentially understand the technological production of modern chemistry in the minds of students it is advisable to use assignments of practical importance to explain their direct connection with. [8]

Certain qualities are expressed on the basis of competence, which literally means "ability", and the content means "effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and ability." In particular, such qualities as social, special (psychological, methodological, informational, creative, innovative and communicative), and personal, technological and extreme competence are reflected.

The implementation of competency-based education in the form of creating and finding solutions to problematic situations aimed at understanding the nature of natural phenomena in everyday

life, chemical processes observed in the classroom and extracurricular activities can serve to implement education based on a competency approach .[9]

There is a strong need for competent personnel in the current labor market. The training of a competent specialist begins with the formation of competencies in basic and general sciences in students during the school period. The competencies formed during the school period should serve as a solid foundation for students to acquire the professional competencies that will be formed and developed in their future life activities.

CONCLUSION

In conclusion, we quote the following:

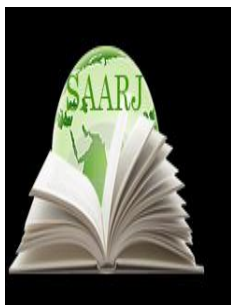
- Organizing the knowledge taught in chemistry classes and extracurricular activities on a regular basis, as far as possible, in connection with life activities, helps students to develop scientific competencies.
- Practical training, including chemical experiments conducted by students themselves, will increase students' interest in science.
- By teaching chemistry in relation to life activities, students develop the ability to interpret chemical processes in the environment from a scientific point of view.
- Students are taught personal qualities such as environmental culture and caring for nature.

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GENERIC LANGUAGE AS A FUNCTION OF THE RECIPIENT LANGUAGE IN GERMAN

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ABSTRACT

The ideal material for this can be of course, be the German language, which has a well-developed generic subsystem, which is also transferred to the appropriate design of any borrowed substances, including from non-native languages such as English and Turkish. The analysis of foreign language lexical units from the point of view of their designation by the gender category in the borrowing system showed that the completion of the German language dictionary with such material did not make any significant changes to the grammatical structure of the recipient language. According to the basic dictionaries of the modern German language, we identified 2440 foreign language units that retained on German soil the formal-functional features of their foreign language origins' and are perceived as foreign. This lexical layer is of interest from the standpoint of the genus. The activity of the borrowing language and the stability of its generic system contribute to a change in the original genus of many foreign names in the conditions of the recipient system (despite the clear tendency in German to preserve the original kind of borrowing).

KEYWORDS: *Grammatical Structure, Dictionary, Borrowed Substances,*

INTRODUCTION

To study the general linguistic essence of a generic language, it is important to pay attention to such a poorly studied area and its contact with other languages (primarily non-native languages). With sufficient depth of information now available on the generic characteristics of German, French, etc. clan languages, consideration of the processes of mastering a clan of a foreign language (non-clan) vocabulary in a clan recipient language is intended to show the stability of its clan subsystem. The ideal material for this can be of course, be the German language, which has a well-developed generic subsystem, which is also transferred to the appropriate design of any borrowed substances, including from non-native languages such as English and Turkish.

According to the basic dictionaries of the modern German language, we identified 2440 foreign language units that retained on German soil the formal-functional features of their foreign language origins' and are perceived as foreign. This lexical layer is of interest from the standpoint of the genus. It is important to establish: in what ways is the grammatical development of foreign vocabulary carried out in the borrowing system, how are the names distributed according to the grammatical classes of nouns (gender) existing in the recipient system, what is the peculiarity of the generic design of borrowings of a certain origin in the environment of the generic language and in which links the borrower the generic system is most affected by foreign language material.

Regardless of how foreign language nouns were distributed according to gender classes in source systems (in Latin and Russian there are the same three genders as in German; in Romance languages there are only two genders - male and female; in English, the grammatical gender absent, only the names of persons and personified objects differ in gender according to the biological sex of living creatures, and the formal expression of the genus in the latter case is carried out using substitute personal and possessive pronouns n), on German soil, these nouns receive one of three genera (in rare cases, two or three at the same time) - masculine, feminine and middle.

The designation of foreign names by the German clan does not occur arbitrarily, but according to certain (although not always firm) rules that have developed in the language in the course of its historical development.

So, the names of people get a grammatical gender, as a rule, according to the biological gender, because the gender of nouns - names of persons - in German (as, usually, in languages that have a grammatical gender) in most cases coincides with the biological gender.

The predominant majority of borrowings denoting males are drawn up by the masculine gender: der General, der Chef.

The vast majority of borrowings denoting females are registered in feminine gender: die Stewardesse, die Blondine, die Ballerina.

The names of young creatures in German usually refer to the middle gender. It was rather, by analogy with them, that the following Anglicism's took shape by middle gender, which designates young people: das Girl, das Baby, das Starlet.

During the generic development of borrowing in the German language system, regularities arise and stabilize by analogy. To the category of masculine words are connected:a) polysyllabic

substances ending in -act (Kontakt), -and (Doktorand), -ant (Spekulant), -är (Millionär), -ard (Boulevard), -ast (Gymnasiast), -ator (Reformator), -ent (Präsident), -er (Computer), -eur (Redakteur), -ier (Hotelier), -ismus (Snobismus), -man (Gentleman) and others; b) monosyllabic substances ending in -ff (Bluff), -ip (Clip), -kt (Akt), -ng (Song), -nk (Drink), -ob (Job), -pp (Krepp), -rd (Cord) et al.

Polysyllabic substances ending in -ade (Kanonade), -age (Montage), -ance (Balance), -äne (Fontäne), -anz (Allianz), -äre (Affäre), -ese (Synthese), -ate (Sonate), -elle (Zitadelle), -erne (Kaserne), -eske (Groteske), -esse (Kompressse), -euse (Dompteuse), -ive (Direktive), -oe (Oboe), -ole (Parole), -ty (Party), -üre (Allüre), etc.

Polysyllabic substances ending in -arium (Aquarium), -by (Hobby), -eau (Tableau), -ett (Parkett), -id (Alkaloid), -il (Ventil), -ment (Ornament), -nym (Pseudonym), -pt (Rezept), -yl (Asyl), -um (Album), etc.

Observations show that in some cases, the following factors affect the gender differentiation of in systemic (non-native) formations (English and Turkic languages) in a borrowing tribal language (German):

- 1) The genus of German words (or previously mastered foreign languages, etymologically related to foreign substances): der Acre as der Acker, der Korpus as der Körper (as well as der Palazzo in New High German as der Palast from the 15th century);
- 2) The native genus of the borrowed substance: Latin future (tempus), cf. → das Futur;
- 3) A source of borrowing: Englishisms are formalized in a German-speaking environment by a masculine gender → der Jazz, der Boykott, der Sketch, der Trust
- 4) The degree of assimilation of foreign language material: das Faktum (cf. p.) As words in -um, or genus taken from a Latin source, but: der Fakt (m. R.) as monosyllabic names like (der) Akt, Pakt, etc. .

The activity of the borrowing language and the stability of its generic system contribute to a change in the original genus of many foreign names in the conditions of the recipient system (despite the clear tendency in German to preserve the original kind of borrowing).

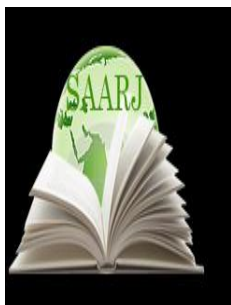
As you can see, each foreign language noun involved in the German foreign language environment is made out by the category of the genus (as well as, of course, the categories of case and number). Without the categorical meanings of the new language system, foreign words cannot fulfill their nominative functions and are not included in the speech context, where the complex interaction of language elements occurs only on the basis of their grammatical valences.

Many of the latest borrowings are included in the German grammar system on the model of previously mastered foreign words of a similar form or similar meaning (often related).

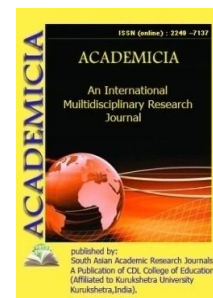
The analysis of foreign language lexical units from the point of view of their designation by the gender category in the borrowing system showed that the completion of the German language dictionary with such material did not make any significant changes to the grammatical structure of the recipient language.

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CULTURAL LINGUISTICS AND ITS BASIC NOTIONS

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ABSTRACT

*Which comes first, culture or language? The symbiotic relationship between culture and language should render this question meaningless. Language is a part of culture and culture is a part of language. The two are inseparable. However, the scholarly community continues to treat culture and language as distinct entities, ignoring the possibility that they might influence each other. A relatively new movement in linguistics, namely Cognitive Linguistics, facilitates research on linguistic phenomena as artifacts of human experience. With its focus on how human beings conceive of, manipulate, and metaphorically extend meaning, Cognitive Linguistics can potentially open a bridge between linguistic and cultural studies. The inclusion of “extralinguistic” knowledge in linguistic categories integrates language and culture by acknowledging that cultural knowledge is actually embedded in linguistic categories. By not assuming that all languages boil down to a single set of universals, Cognitive Linguistics encourages us to focus on language-specific values and their culture-specific parallels. Other salient examples are lexemes that exist in one language, but require lengthy explanations in another. For example, Czech has the verb *mlsat*, which is extremely difficult to translate into English, because English lacks a single word to describe eating something particularly delicious, not because one is hungry, but just because it is enjoyable. One can't just take the contents of Czech culture and translate them into German without losing much of what makes Czech culture distinctive. The co-evolution of culture and language means that the matching of expressive needs (culture) and expressive capacity (language) is specific to each speech community.*

KEYWORDS: *Language, Culture, Linguistics, Cognitive Linguistics, Poetry.*

INTRODUCTION

Language is a part of culture because language is the vehicle for nearly every type of cultural expression. Culture includes not only the monuments of prose and poetry representing culture

with a capital “C”, but also the jokes, sayings, songs and idioms of everyday culture with a small “c” that hold a speech community together. Even seemingly “wordless” artifacts in media such as music, dance, food, costume and handicrafts are ultimately transmitted from one generation to the next via lessons, apprenticeships, recipes and instructions that are expressed using language. Indeed, for this reason language is considered to be the single most important factor in shaping group identity. Since language is the vehicle of a group’s culture, if a group’s distinctive language is lost, access to both types of cultural expression (lofty and everyday) is cut off forever. When this happens, group identity is always severely compromised and most often vanishes. Unfortunately the vast majority of minority groups in the world are in the process of losing their languages, putting their cultures in jeopardy as well.

Culture is a part of language because the language that has grown with a community has also to some extent been molded to the task of expressing that community’s culture. As a result, cultural concepts are embedded in language, and the architecture of each language contains culturally-specific features. These include both lexical and grammatical characteristics. The lexical characteristics are often the most obvious and tend to attract more attention. Here, for example, we can cite nomenclature systems relating to specific ecological niches, such as the multitude of names used in some Siberian languages to reference reindeer according to their age, sex, level of domestication, breeding status, etc. Other salient examples are lexemes that exist in one language, but require lengthy explanations in another. For example, Czech has the verb *mlsat*, which is extremely difficult to translate into English, because English lacks a single word to describe eating something particularly delicious, not because one is hungry, but just because it is enjoyable. Another example is the Norwegian verb *å slurve*, which likewise lacks an English equivalent, but is marvelously well-adapted to describing the behavior of a student who does a rapid, sloppy job with homework. Less visible to the naked eye, but potentially more significant are language-specific grammatical characteristics such as syntactic constructions and verb inflections. Grammatical differences among languages are more likely to go unnoticed because they surface only under linguistic analysis, and they can be difficult to compare across languages. However, the significance of grammatical differences is great because grammar dictates the way in which content can be organized and presented. Unlike lexical items which tend to be isolated facts, grammar is systematic and its impact is potentially more profound.

Every language meets the expressive needs of its speech community. No language is in any way superior to any other language. However, the equality of effectiveness of languages should not be confused with identity or interchangeability. In other words, if there had never been a Czech national revival (*obrození*) in the mid 19th century, and the Czech language had died out and been replaced with German, the Czech culture probably would have died out with the language. One can’t just take the contents of Czech culture and translate them into German without losing much of what makes Czech culture distinctive. The co-evolution of culture and language means that the matching of expressive needs (culture) and expressive capacity (language) is specific to each speech community. The Czech language is perfectly adequate for the expression of Czech culture, just as German is perfectly adequate for German culture. But they can’t be swapped because a mismatch in language and culture endangers both.

Because cognitive linguistics sees language as embedded in the overall cognitive capacities of man, topics of special interest for cognitive linguistics include: the structural characteristics of natural language categorization (such as prototypicality, systematic polysemy, cognitive models,

mental imagery and metaphor); the functional principles of linguistic organization (such as iconicity and naturalness); the conceptual interface between syntax and semantics (as explored by cognitive grammar and construction grammar); the experiential and pragmatic background of language-in-use; and the relationship between language and thought, including questions about relativism and conceptual universals.

For many cognitive linguists, the main interest in CL lies in its provision of a better-grounded approach to and set of theoretical assumptions for syntactic and semantic theory than generative linguistics provides. For others, however, an important appeal is the opportunity to link the study of language and the mind to the study of the brain.

In the 2000s regional and language-topical Cognitive Linguistics Associations, affiliated to ICLA, began to emerge. Spain, Finland, and a Slavic-language CLA were formed, and then Poland, Russia and Germany became the sites of newly affiliated CLAs. These were followed by Korea, France, Japan, North America, the U.K., Sweden (which soon expanded to a Scandinavian association), and, most recently, China and Belgium. Some of these associations existed prior to affiliation, while others were formed specifically as regional affiliates.

Cognitive linguistics has emerged in the last twenty-five years as a powerful approach to the study of language, conceptual systems, human cognition, and a general meaning construction.

Cognitive linguistics has emerged in the last twenty-five years as a powerful approach to the study of language, conceptual systems, human cognition, and general meaning construction.

It addresses within language the structuring of basic conceptual categories such as space and time, scenes and events, entities and processes, motion and location, force and causation. It addresses the structuring of ideational and affective categories attributed to cognitive agents, such as attention and perspective, volition and intention. In doing so, it develops a rich conception of grammar that reflects fundamental cognitive abilities: the ability to form structured conceptualizations with multiple levels of organization, to conceive of a situation at varying levels of abstraction, to establish correspondences between facets of different structures, and to *construe* the same situation in alternate ways.

Cognitive linguistics recognizes that the study of language is the study of language use and that when we engage in any language activity, we draw unconsciously on vast cognitive and cultural resources, call up models and frames, set up multiple connections, coordinate large arrays of information, and engage in creative mappings, transfers, and elaborations. Language does not "represent" meaning; it prompts for the construction of meaning in particular contexts with particular cultural models and cognitive resources. Very sparse grammar guides us along the same rich mental paths, by prompting us to perform complex cognitive operations. Thus, a large part of cognitive linguistics centers on the creative on-line construction of meaning as discourse unfolds in context. The dividing line between semantics and pragmatics dissolves and truth-conditional compositionality disappears.

Aspects of language and expression that had been consigned to the rhetorical periphery of language, such as metaphor and metonymy, are redeemed and rehabilitated within cognitive linguistics. They are understood to be powerful conceptual mappings at the very core of human thought, important not just for the understanding of poetry, but also science, mathematics, religion, philosophy, and everyday speaking and thinking. Importantly, thought and language are

embodied. Conceptual structure arises from our sensorimotor experience and the neural structures that give rise to it. The structure of concepts includes prototypes; reason is embodied and imaginative. A grammar is ultimately a neural system. The properties of grammars are the properties of humanly embodied neural systems. Cognitive capacities that play a fundamental role in the organization of language are not specific to language. Such capacities include analogy, recursion, viewpoint and perspective, figure-ground organization, and conceptual integration.

The stage was set for cognitive linguistics in the nineteen seventies and early eighties with Len Talmy's work on figure and ground, Ronald Langacker's cognitive grammar framework, George Lakoff's research on metaphor, gestalts, categories and prototypes, Fillmore's frame semantics, and Fauconnier's mental spaces. Today, there are hundreds of scholars who work in this paradigm, and there is a huge amount of published research on the theories and their applications.

Cognitive linguistics goes beyond the visible structure of language and investigates the considerably more complex backstage operations of cognition that create grammar, conceptualization, discourse, and thought itself. The theoretical insights of cognitive linguistics are based on extensive empirical observation in multiple contexts, and on experimental work in psychology and neuroscience. Results of cognitive linguistics, especially from metaphor theory and conceptual integration theory, have been applied to wide ranges of non-linguistic phenomena.

How Cognitive Linguistics facilitates Cultural Linguistics

Before turning to the linguistic examples that will be present in support of recognizing grammatical structure as a type of cultural norm, it is necessary to introduce the framework that will be used in the analysis. Cognitive linguistics is particularly appropriate as a framework for exploring the grammatical interface between language and culture because of the way it approaches meaning and cognition. The attributes of Cognitive Linguistics that are relevant here are recognition of meaning as inherent to all linguistic structures, grounding of meaning in human experience and extension of meaning via metaphor, integration of linguistic and non-linguistic cognition, and the absence of a presumed set of "language universals".

Cognitive Linguistics does not view language as consisting of autonomous "modes" such as lexicon vs. syntax. Cognitive Linguistics sees meaning as the driving force behind all linguistic phenomena; in other words, all grammatical units and structures are meaningful. Meaning is thus not something exclusive to the lexicon, but rather permeates all of grammar. Thus the use of a particular linguistic category (number, gender, case, aspect, etc.) or a particular grammatical construction (active, passive, indirect object, etc.) is not a matter of mere "mechanics". All grammatical units are meaningful and there is a continuum of meaning that joins the lexicon and syntax. If syntax is viewed as nothing more than a plumbing system that squirts out grammatical utterances, then there is no point in asserting that grammar might be relevant to culture. But if grammar is engaged in the project of conveying meaning, as asserted by Cognitive Linguistics, then it is both possible and necessary to recognize grammar's relevance to culture.

Within the framework of Cognitive Linguistics, meaning is grounded to reality via the embodied experience of human beings, and metaphor is the main vehicle for extrapolation beyond this physical experience. For example, all human beings experience gravity at work on their own

bodies, yielding a distinction between UP as a state that requires energy as opposed to DOWN which is where things fall. It is probably the case that most languages employ metaphorical extensions of UP vs. DOWN in order to classify and manipulate more abstract concepts, but the range of such concepts and the details of these metaphors is language-specific. Both Czech and English use UP vs. DOWN to organize various scales – temperatures, prices, etc. ‘rise’ and ‘fall’ in both languages. But there are some differences. There are several abstract domains where Czech uses a vertical scale, with *nad* ‘above’ marking a point on the scale that is exceeded, but the usual English equivalents use the non-vertical *beyond*, as in *nadočekávání* vs. *beyond expectation* and *nadměcháání* vs. *beyond me (beyond my understanding)*. In the case studies below we will see more compelling (and more complex) examples of differences in metaphorical motivations for linguistic structures across languages. The point here is that Cognitive Linguistics views metaphor as a pervasive and necessary component of linguistic meaning (both lexical and grammatical). Because the details of metaphorical extension differ from language to language, each language has a unique metaphorical profile, and this profile has cultural relevance.

Cognitive Linguistics does not assume any division between linguistic and “extra linguistic” cognition. In other words, Cognitive Linguistics assumes that linguistic categories behave in the same way as all other human cognitive categories and are subject to the same constraints on psychological and neurological plausibility. Thus the structure of the per-/conceptual category for the color blue is subject to the same cognitive constraints as the linguistic category represented by the lexeme *blue* in English (or *modrý* in Czech, etc.). This does not imply that colors (or anything else) are conceived of in the same way in all speech communities, nor that there is any conformity in the associations with color terms across languages (indeed there is significant variation; cf. Rakhilina 1995). But the basic architecture of both per-/conceptual categories and linguistic categories is the same. “Extra linguistic” knowledge, such as what a concept like *blue* means for an English-speaking culture, is part of the same package, fully integrated with the linguistic category. The parallels that Cognitive Linguistics acknowledges among experiential, linguistic and cultural knowledge yield a coherent approach in which the study of linguistic phenomena is de facto the study of cultural phenomena, for the two are inseparable. On this basis, Zaliznjak, Levontina and Šmelev (2005) argue that by studying the use of “key words” in Russian one can shed light on the Russian world-view, directly connecting lexical and cultural phenomena.

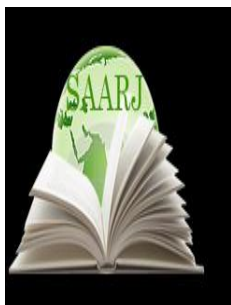
Cognitive Linguistics makes no a priori assumptions about the content of languages. Cognitive Linguistics does not adhere to the presumption (common in other linguistic frameworks) that there is a single “universal grammar” underlying all languages. If the purpose of linguistic inquiry were to find specific universals that all languages are based upon, then linguistics would ultimately be about eliminating the “noise” of diversity to discover uniformity. A framework that assumes uniform universals does not facilitate the exploration of diversity, be it linguistic or cultural. Cognitive Linguistics assumes only that linguistic cognition is part of overall cognition and behaves in the same way. Human perceptual experience may be categorized in many different ways, focusing on and ignoring various parts of the information continuum. In both Czech and English, for example, much of physical location is organized around concepts of containment and supporting surfaces, using prepositions such as Czech *v* and *na* and English *in* and *on*. In Korean, however, the important distinction is between tight (*kkita*) and loose (*nehta*)

fit. Thus whereas speakers of Czech and English would make a distinction between *kazeta v obalu/a cassette in its wrapping* and *prstennaprstu/a ring on one's finger*, for a Korean speaker, both are described as *kkita* 'tight fit', and overall the pattern of how locations are categorized is quite different. Cognitive Linguistics does not assume that Czech, English and Korean are all working with the same universal set of distinctions. This framework celebrates diversity and supports investigation of the inherent values of the different distinctions made in different languages. In this way it also supports the exploration of parallels between linguistic and cultural diversity.

To sum up, Cognitive Linguistics is well-suited to research on how grammatical differences serve also as cultural differences. If meaning plays a role in all linguistic phenomena, and grammar is connected to culture via shared content, then grammar is part of the semiotic endeavor of projecting values and identity. Recognition of the pervasive role of metaphor in grammar likewise strengthens the bond between language and culture, since both use metaphor to elaborate their content. The inclusion of "extralinguistic" knowledge in linguistic categories integrates language and culture by acknowledging that cultural knowledge is actually embedded in linguistic categories. By not assuming that all languages boil down to a single set of universals, Cognitive Linguistics encourages us to focus on language-specific values and their culture-specific parallels.

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FORMATION OF STUDENTS' LEARNING AND COGNITIVE ABILITIES IN SOLVING GEOMETRIC PROBLEMS

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ABSTRACT

The article is based on the methodological classification of the use of basic competencies in solving geometric problems by students and explained in detail with the help of examples. Students should be able to analyze the learning materials, highlight the main points in it, compare and contrast, synthesize and generalize, draw conclusions. Most importantly, they need to keep in mind the main direction of thinking. At the same time, the student's search activity is carried out with enthusiasm, he feels an emotional uplift, the joy of luck. Cognitive interest is one of the most important reasons for teaching students. Without developing the learner's cognitive interest, activating his or her cognitive activity is not only difficult, but practically impossible. If it were known what the sum of the values of the given triangles and the interior angles of each of the triangles in general was equal to, then the problems could be solved. Now everyone knows the purpose of the search.

KEYWORDS: *Competence, Knowledge, Skill, Equation, Perimeter, Types Of Competence.*

INTRODUCTION

Teaching children with deep knowledge, teaching these skills, and developing skills to a modern student which can be used in their future lives is required from teachers. Because every person should be an effective, competitive employee, creative, independent, responsible, open-minded, able to solve individual and collective problems. He must have new knowledge, the ability to search and select the necessary information.

All of these qualities can be successfully shaped in school using a competency-based approach in teaching any subject, including geometry, which is one of the personal and social meanings of education.

Competence is the ability to apply theoretical knowledge, practical skills and abilities in science to solve practical and theoretical problems encountered in everyday life [1].

Competence - (Latin: competent - competent, capable) in addition to pure professional knowledge, skills and abilities, competence includes initiative, cooperation, teamwork, communication skills, realistic assessment, logical thinking, information sorting and use. Includes [1].

Competence based education is education aimed at developing students' competencies to apply the knowledge, skills and competencies they have acquired in their personal, professional and social activities. [1]

The goal of mathematics education should be creative thinking, not just to get the right answer [2].

Thus, authority is the norm, competence is the quality that exists in the individual.

Students form a universally integrated system of core competencies - knowledge, skills, independent work experience and personal responsibility.

One of the key roles should be given to learning and cognitive competence, as the degree of its formation sometimes determines the quality of the outcome.

Cognitive interest is the basis of a positive attitude towards learning. Under its influence, man always has questions, to which he constantly and actively seeks answers. At the same time, the student's search activity is carried out with enthusiasm, he feels an emotional uplift, the joy of luck. Cognitive interest is one of the most important reasons for teaching students. Without developing the learner's cognitive interest, activating his or her cognitive activity is not only difficult, but practically impossible.

As part of educational and cognitive competence, we can distinguish the following.

- the ability to set goals and organize the achievement of them, the ability to explain your goals;
- ability to plan, analyze, reflect, organize self-assessment of educational and knowledge activities;
- the ability to ask questions about the observed evidence, to find the causes of events, to understand the problem under study or to show misunderstandings;
- the ability to identify cognitive tasks and make assumptions; select conditions for observation or experiment; selection of necessary tools and equipment, knowledge of measurement skills, work with instructions; use of elements of probabilistic and statistical methods of perception; describe the results, draw conclusions;
- Ability to speak and write about the results of research using computer tools and technologies (text and graphic editors, presentations).

The following tasks can be given when studying the initial geometric material (perimeter, and area of a rectangle, the size of a rectangle parallelepiped).

- Find the perimeter:

You need to wrap a rectangular plot of garden, if the plot is 55 m long and 20 m wide, the fence should be a few meters.

I think that one of the active ways to form learning and cognitive abilities in the classroom is to create problem situations, the essence of which is to nurture and develop students' creative abilities, to teach them a system of active mental actions.

This activity is manifested in the fact that the student himself receives new information from it by analyzing, comparing, synthesizing, generalizing, concretizing the actual material.

Therefore, the main thing for me in the learning process is to bring any small problem to the students in the lessons and try to answer the question together with them.

In introducing students to new mathematical concepts, in defining new concepts, knowledge is not conveyed in a finished form. Here it is appropriate to encourage students to compare and contrast facts, resulting in a search situation.

In defining a new concept, students are offered only the object of thought and its name. Students independently define a new concept, then, with the help of the teacher, define and combine this definition.

Another way to create a search mode is to use students' hands-on experience to complete practical assignments at school, at home, or at work. In this case, search situations arise when students try to achieve their practical goals independently. Typically, as a result of situation analysis, students form their own search problems.

In the Geometry class, in preparation for studying the topic "The sum of the interior angles of a triangle," I propose to solve the following problems.

One of the angles of the triangle is 360 and the other is 180 more than the third. Find the degree measure of the second angle.

In an isosceles triangle, the angle at the base is 18 times greater than the angle at the apex. Find the size of each corner of the triangle.

The search mode appears here. Trying to achieve their practical goals independently, students conclude that they do not have enough information to solve these problems.

If it were known what the sum of the values of the given triangles and the interior angles of each of the triangles in general was equal to, then the problems could be solved. Now everyone knows the purpose of the search. One way to create a creative search mode is to change the task, reshape the question.

For example, when solving a problem in 7th grade: "The perimeter of the ABC isosceles is 37 cm. The base of the speaker is 5 cm less than the side. Find the sides of this triangle." It will be useful to give students the equations they have created

$$P=AB+BC+AC=2AB+AC=2BC+AC$$

$$(AC+5cm) + (AC+5cm) + AC = 37cm$$

$$2(AC+5cm) + AC = 37cm$$

$$2(AC+5cm) = 37cm$$

and suggest answers to the questions:

a) Are the equations structured correctly? If there is an incorrect equation, find it and indicate what the error is.

b) What is the difference between properly structured equations?

This method allows you to develop the cognitive activity of students with low and medium levels of development, helps children to understand the principles of solving problems in an algebraic way, a deeper understanding of the internal relationship between values.

A teacher in understanding children is a computer that can never be mistaken, and they usually blindly copy its solution.

Naturally, the answers do not match during the inspection. I'm looking for an error. The children solve the problem. After that, students carefully follow the teacher's opinion and decision. The result is attention and interest in the lesson.

The task of the teacher is to develop in students the habit of difficult, independent, creative work, the ability of students to solve problems, as well as to overcome difficulties in any work related to educational activities.

The learning activities in the lessons make the process of learning mathematics fun and exciting because they allow children to learn new things as a result of observation, analysis, hypothesis and test, drawing conclusions.

Let me give you an example of how students conduct their knowledge and research work.

Geometry, 7th grade, topic "The sum of the angles of a triangle"

Objective: To determine what is the sum of the angles of a triangle

Some students describe an obtuse triangle, others an acute-angled triangle, and a third group of students describe it as a rectangle. It then measures the dimensions of all the angular levels and finds their sum.

Thus, the hypothesis is proved. Conclusion: The sum of the angles of a triangle is 180 degrees (regardless of the type of triangle).

One of the powerful tools for developing diligence, desire, and good reading ability is to create the conditions that will ensure that the child succeeds in the curriculum on the path that leads from ignorance to knowledge, from incompetence to skill. Such conditions, of course, involve solving non-standard, logical problems, puzzles to consider and guess.

The task awakens the student's mind, activates his mental activity. The solution to the problem is mental gymnastics.

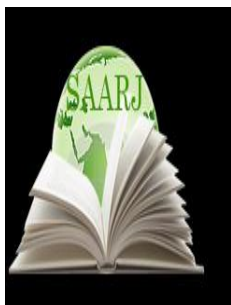
In preparation for the lesson, I select materials and forms of work for each student to ensure their mental activity at every minute.

The ability to solve previously learned problems in a new learning or life situation and to apply new ways of solving learning problems characterizes a student's level of intellectual development. Students should be able to analyze the learning materials, highlight the main points

in it, compare and contrast, synthesize and generalize, draw conclusions. Most importantly, they need to keep in mind the main direction of thinking.

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ACADEMICIA

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ISSUES OF ORGANIZATION OF MARKETING SERVICES IN THE SYSTEM OF SECONDARY EDUCATION

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ABSTRACT

This article describes the role and importance of the school director in a market economy, considers the organization of a marketing service for the provision of paid educational services. To perform all these and other marketing functions, it is necessary to create a marketing service under the leadership of the deputy director for academic affairs, since it is he who knows the potential of the teaching staff, state standards and programs that must be taken into account when developing the curriculum-thematic plan for future educational services. The transition to market relations in education presupposes an intensive improvement of the management mechanism of the marketing service of educational institutions, which is necessary, first of all, to ensure their survival in a market environment, the organization of which requires effective mechanisms for regulating and planning work in this direction. Thus, marketing becomes a function of an educational institution that determines the policy, style and nature of management of all business activities. In determining goals and objectives, the emphasis is on the market opportunities of the institution. Properly delivered marketing work helps to find sponsors, investors, that is, provides funding sources for the development of the institution.

KEYWORDS: Marketing, Marketing Activity, Strategy, Marketing Service, Economic

INTRODUCTION

The development of market relations in Uzbekistan leads to dramatic changes in all spheres of the life of our country, including in public education. The reforms carried out by Uzbekistan in the system of public education, presented the heads of educational institutions with a large number of complex organizational and economic problems, as a result of which the main trend in the development of the education sector was identified - the transition to market relations. The

transition to market relations in education presupposes an intensive improvement of the management mechanism of the marketing service of educational institutions, which is necessary, first of all, to ensure their survival in a market environment, the organization of which requires effective mechanisms for regulating and planning work in this direction. But, unfortunately, in economic research and regulatory documents, the problems of financial and resource support of the education sector, the problems of the possibility of taking advantage of various sources of financing, including personal funds of citizens, remain insufficiently developed. In recent years, the problem of determining the needs of educational institutions in extra budgetary funds has become urgent, especially in terms of developing standards and rethinking the practice of extra budgetary funding.

Life requires further steps in this area - primarily the legal improvement of the management mechanism and strategy in the field of marketing of an educational institution.

A marketing strategy consists of goals, organizational goals, decision rules that govern the marketing activities of educational institutions, which means prescribing guidelines for the marketing budget, composition and distribution of funds, taking into account changing environmental conditions and competition.

MAIN PART

Marketing in the field of education is mainly the marketing of educational services, and services as we know are intangible. And in order for the buyer to make a choice in your favor, it is necessary to provide the parameters of the services provided visually. These are curricula and programs, information on methods, forms and conditions for the provision of services, certificates, licenses and diplomas, staff.

An integral part of educational services are teachers, teachers, their reputation, as the provision of educational services depends on their interaction with consumers. Also important is the question of the self-development of teaching staff in connection with the rapidly changing realities of life and demand in the labor market. Promising marketing of scientific and educational schools, personalities of prominent scientists and teachers, teachers (Al Khorezmi School, Avicenna school, etc.).

The objects of marketing are also the services of catering enterprises at educational institutions, the services of their sports and health centers, etc.

Based on the above, we can distinguish the following factors affecting the organization and implementation of educational services at school:

- The quality of education (the ability to choose subjects, prestige, the status of the educational institution itself and the reputation of its teachers, the effectiveness of the educational process);
- Infrastructure (for students of educational institutions, as a rule, it is important where the educational institution is located, transport accessibility, food, medical care, etc.);
- The price of the services provided (acceptability of the cost of training);
- Extracurricular activities (sports sections, participation in projects);
- Time (for most working parents, an important factor is the time the child is under supervision, supervision).

To perform all these and other marketing functions, it is necessary to create a marketing service under the leadership of the deputy director for academic affairs, since it is he who knows the potential of the teaching staff, state standards and programs that must be taken into account when developing the curriculum-thematic plan for future educational services.

The marketing service in the secondary education system should work on the image of the educational institution, the quality of educational services, monitor work results, focus on the educational services market and have a flexible work schedule, maintain a flexible pricing policy that is individual for each consumer of services, and create additional competitive advantages.

The activity of the marketing service of an educational institution should gradually carry out the following priority functions:

- Study of the needs of parents (legal representatives) of students in additional paid educational services, followed by focusing on the provision of services that are really necessary for consumers, taking into account the volume, quality, assortment and service of these services;
- Analysis of the conditions and capabilities of the educational institution to provide additional paid educational services (material and technical base, teaching aids, etc.);
- Diagnostics of the potential of teachers of an educational institution;
- Planning activities for the receipt and expenditure of income derived from the provision of additional paid educational services;
- Preparation of cost estimates for each type of paid educational services with the subsequent determination of the cost of educational services per student;
- Drawing up estimates of income and expenses for the provision of additional paid educational services;
- Drawing up staffing for additional paid educational services;
- Drawing up a curriculum and training programs, class schedules and cyclograms;
- Posting on the school's official website advertising about paid educational services;
- Design of an information stand for consumers about additional paid educational services provided in an educational institution;
- Posting the annual plan on the official website of the Ministry of Education or the official website of the school;
- Provision of information and intermediary services to potential students and employees, including coordination with them of the conditions for future work, sizes, order and sources of financing educational services, etc.
- Collection and processing of information on competition in the educational services market, prompt response to adjustments to their own activities, as agreed with the consumer;
- Focus on reducing consumer costs, pursuing a flexible pricing policy;
- Taking precautionary measures and searching for early warning indicators;

- Registration and availability in an accessible place of the “Book of proposals for the organization of additional paid educational services” in order to develop the institution from the sale of additional educational services;
- ensuring the quality of services, systematic monitoring;
- Organizational consolidation of strategic planning tasks.

CONCLUSION

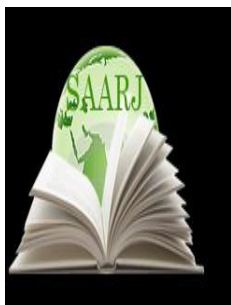
Thus, marketing becomes a function of an educational institution that determines the policy, style and nature of management of all business activities. In determining goals and objectives, the emphasis is on the market opportunities of the institution. Properly delivered marketing work helps to find sponsors, investors, that is, provides funding sources for the development of the institution.

Prospects for the development of any educational institution in modern market conditions directly depend on the understanding by its leadership of the basic principles of marketing, the use of the results of marketing research in their work.

Thus, the practical implementation of the organization and management of the marketing service in modern conditions of the development of the education system is an integral element of the functioning of each educational institution, and the development and study of its methodological foundations is an extremely relevant area of research that has practical significance for the leadership of each educational institution.

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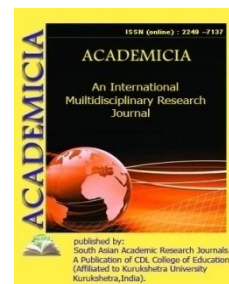
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THE FACTORS AFFECTING THE PROFESSIONAL COMPETENCE OF FUTURE MUSIC EDUCATION TEACHERS

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ABSTRACT

The article discusses the factors influencing the improvement of professional competencies of future music education teachers, and provides a detailed description of them. The main focus is on the creative activity of students, the process of self-awareness. Research by local scholars has shown that students who are less gifted by nature, because of their motivational orientation, achieve better results than lazy but gifted students. We have encountered such examples several times in teaching practice. Often a young professional has a complete creative failure. Thus, it is necessary to highlight the factors that influence the creative activity of the future music teacher, contribute to self-awareness, improve the professional competence of the graduate. The requirements for professional competence are presented in the form of so-called professional skills of the future specialist, ie knowledge, skills and competencies, which are a set of professional competencies that must be formed in the development of higher professional education programs. Thus, the development of musical skills can be done at any stage of training, in conditions of active musical and creative activity. Creativity. A person's creative abilities rise to the highest level in the field of art, so creativity is mainly manifested in artistic practice, in concrete forms, for example, in music culture. In the process of music education, the personal qualities of a teacher necessary for innovative pedagogical activity have the same shortcomings as in general education. Yu.K. Bansky writes about this, noting the lack of the following personal factors: creative, informal-search style; mobility, clear and systematic thinking; a sense of proportion in the use of forms and methods of teaching; emotional sensitivity; collaboration [2].

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

INTRODUCTION

Today, the strategic direction of modernization of higher education is to provide a new level of training of qualified personnel capable of continuous professional growth. In the process of transition of the education system of the country to the state educational standards of higher education based on competencies, the requirements for the educational process aimed at improving the professional competencies of future professionals are growing.

The urgency of the problem of improving the professional competencies of students is due to the fact that graduates of music schools are often incapable of independent professional activity. Among the shortcomings are the limited knowledge in the field of musical culture and art, the methodology of music education, the lack of training and performance practice. Often a young professional has a complete creative failure. Thus, it is necessary to highlight the factors that influence the creative activity of the future music teacher, contribute to self-awareness, improve the professional competence of the graduate.

MAIN PART

Scholars define professional competence as a complex personal resource that enables effective interaction with the outside world in a particular professional field and depends on the set of professional competencies required for it. The requirements for professional competence are presented in the form of so-called professional skills of the future specialist, ie knowledge, skills and competencies, which are a set of professional competencies that must be formed in the development of higher professional education programs. Competences are aimed at ensuring the development of personality by focusing on intellectual, personal, emotional and social development through the mastery of all areas of knowledge [4]. Thus, the improvement of the professional competencies of a future music teacher can be manifested as a creative self-realization of the student's personality in the process of professional training in the field of music education.

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

It should be noted that, in general, the formation of professional music education is carried out continuously, including children's music school, specialized music school, institute of culture and arts, pedagogical institute, where the future music teacher is a professional performer, music pedagogue music theorist, music performer, composer, arranger and other musical competencies.

MATERIAL AND METHOD

Learning musical knowledge at the same time is a complex, fun, and very multifaceted process. Because the diversity of tasks for the performance of any musical activity, the peculiarities and methodology of its organization place many demands on the special training of the future specialist. In addition to a wide range of knowledge and skills, as well as skills in instrumental performance, conducting (choir, orchestra), vocal arts, the graduate should be able to easily analyze and master musical literature, have a pedagogical repertoire and use it in their practice.

In our view, a number of factors influence the improvement of the professional competencies of a future music teacher. These factors include: musical ability, creativity, pedagogical creativity, creative self-awareness of the student person. These factors constitute a set of personal and professional qualities, components that affect the development of professional competencies of a specialist in this field.

Musical ability. It is known that in the initial stage of learning music, great attention is paid to its development in the process of music education, and specific musical abilities are the leading determinant. In *The Psychology of Musical Skills*, BM Teplov writes: "Musical ability " as a part of musical activity, unlike any other music, but at the same time is a set of individual psychological features associated with any type of musical activity" [5]. The main musical abilities in musical and pedagogical practice are understood as musical ear, sense of rhythm and musical memory. Pedagogical experience shows that musical hearing (melodic and harmonic) and sense of harmony can develop in difficult practice and increase emotional sensitivity, but this only happens in the process of active creative activity. Thus, the development of musical skills can be done at any stage of training, in conditions of active musical and creative activity.

Creativity. A person's creative abilities rise to the highest level in the field of art, so creativity is mainly manifested in artistic practice, in concrete forms, for example, in music culture. The term creativity has become very popular in academic psychology, and today there is an interest in individual differences and the creative process, an education focused on perfection. D.K. Kirnarskaya describes creativity as the ability to produce, the tendency to innovation, invention, creativity [5]. It can be seen that in the definition of creativity, the peculiarity of the creative person comes to the fore, which is manifested in the ability to do something new. V. I. According to Samokhvalova, the main task of modern society is to form a creative personality as a specific type of personality, the characteristics of which can serve as the key to the successful life, activity and development of society [4]. A. I. Arnoldov argues that the era of man striving to realize his creative potential today reflects his culture of life [1]. The creative principle of the individual is based on the need for self-awareness, the ability to discover new things for creative activity [6].

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

Pedagogical creativity. Pedagogical creativity (pedagogical interaction) is an important factor because the disclosure of a student's professional ability in many ways determines his or her future destiny in the profession. The study of pedagogical activity as creativity dates back to the early twentieth century, when well-known Russian teachers: P. P. Blonskiy, S. T. Shatskiy, A. S. Makarenko, V. A. The research of Sukhomlinsky et al. Is devoted to this subject. The problem of the creative personality of the teacher is also reflected in the works of music teachers: L. A. Barenboim, G.G. Neuxaus, S.E. Feinberg et al.

In the process of music education, the personal qualities of a teacher necessary for innovative pedagogical activity have the same shortcomings as in general education. Yu.K. Bansky writes about this, noting the lack of the following personal factors: creative, informal-search style;

mobility, clear and systematic thinking; a sense of proportion in the use of forms and methods of teaching; emotional sensitivity; collaboration [2]. In the research of scholars, attention is paid to the fact that the formation of learning motives depends on the pedagogical activity, style of the teacher, because different styles create different motives. "In music pedagogical practice, there is a tradition of forming valuable motivation and focus on important activities, which motivates the student's creativity. Here the teacher's personal example is a high factor, his active interest in everything in life, growth and self-improvement have the greatest impact" .

The development of a creative personality is the main task of a music teacher. I. S. In Yakimanskaya's interpretation, personality-oriented education ensures the development of the student's personality and self-development, which is based on the knowledge of his personality traits and his identification as a subject of activity [7]. In the process of pedagogical activity it is necessary to take into account that the student is not only the object of influence, but also the subject of activity. The interaction of the two subjects of the learning process is a link in the musical connection: teacher - musical work - student. Musical works are a central link in the process of performing music, a source of specific artistic and creative tasks, and encourage students to look for ways to improve their performance skills. A talented musical composition has the ability to actively perceive, interpret, and inspire the performer and the audience through it to create meaning.

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

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

Research by local scholars has shown that students who are less gifted by nature, because of their motivational orientation, achieve better results than lazy but gifted students. We have encountered such examples several times in teaching practice. What motivates "less gifted" students? This problem A. Let's look at Boshuk's research, in which the author concludes: "Self-awareness is more successful for students who initially feel the need for it, who have high creative potential, and who seek to express themselves in their profession" [3]. In his work, the researcher takes into account creativity, politeness, purposeful voluntary efforts, the pursuit of self-knowledge, the pursuit of self-improvement and personal qualities of professional significance.

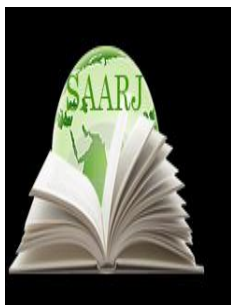
CONCLUSION

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

- Various factors affect the improvement of professional competence of the graduate;
- The basis of the components influencing the improvement of professional competence of future music teachers are: musical ability, creativity, pedagogical creativity, creative self-awareness of the student;
- Creative expression, the creative ability of the individual is manifested in the process of self-realization;
- Increased motivation for creative self-awareness of students in the learning process occurs under the following conditions.

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IMPROVING THE QUALITY OF ENGLISH TEACHING ON THE BASIS OF INTENSIVE EDUCATIONAL TECHNOLOGIES FOR ESP STUDENTS

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ABSTRACT

This article describes the methods and principles of improving the quality of English language teaching in higher education students on the basis of intensive learning technologies, including the principle of person-centered teaching, team interaction, the principle of increasing the learning process, the multiplication of exercises, the content of the principles of the role of the organization of the educational process is highlighted. Currently, the requirements for the process of teaching English to students of non-philological specialties in higher education, as well as the psychological and pedagogical conditions to ensure its effectiveness are largely included in the system of intensive English language teaching and stem from its principles. In such a situation, the learning process is organized in such a way that the trainees learn to communicate with each other and with other people, to interact, to think critically, and to solve complex problems, professional situational issues and relevant information based on analysis of production situations. The application of intensive educational technology in the educational process on the basis of pedagogical technologies requires not only the reconstruction of the activities of teachers and students, but also the content of the studied educational material, equipment of lessons and demonstration of the learning process. Today, one of the most pressing issues is the radical improvement of the education system, the definition of target areas for the training of highly educated specialists, in particular, the continuous improvement of professional skills and knowledge of teachers.

KEYWORDS: *Intensive Education, Intensive Education Technologies, Teaching Quality, Teaching Principles, Communicative Competence*

INTRODUCTION

Today, one of the most pressing issues is the radical improvement of the education system, the definition of target areas for the training of highly educated specialists, in particular, the continuous improvement of professional skills and knowledge of teachers. It is no coincidence that the Address of the President of the Republic of Uzbekistan to the *OliyMajlis* (Parliament) on the most important priorities for 2020 emphasizes the relationship between science and education, education and socio-economic life: "... human capital is at the heart of the education system. distribution, its more effective use and targeted orientation, while ensuring the system of pre-school, general secondary and higher education with all stakeholders of society, all subjects of the educational process an integrated whole on the basis of present-day requirements of the organization and continuity of education to achieve the most important tasks facing us. " [1].

The introduction of modern educational technologies and the complexity of labor processes necessitate the acquisition of a wide range of knowledge and skills by the younger generation, but their own capabilities, low motivation to learn and, consequently, low productivity in learning are necessary in terms of social needs. It does not allow acquiring the required level of competencies in existing education. It is necessary to introduce computer and information technologies that will allow the organization of the educational process on the basis of intensive educational technology to implement the development of students' learning activities. [2].

MAIN PART

Interactive learning technology on the basis of intensive education is considered as a subject of learning activities as a way of acquiring knowledge, skills and abilities in the process of teacher-student interaction and interaction. Their essence is that they rely not only on the processes of comprehension, memory, attention, but, above all, on creative and productive thinking, behavior and communication. In such a situation, the learning process is organized in such a way that the trainees learn to communicate with each other and with other people, to interact, to think critically, and to solve complex problems, professional situational issues and relevant information based on analysis of production situations.

It is very important to choose the appropriate teaching method for the audience to ensure an intensive process in learning English. Teaching methods are generally understood as the direction in a lesson that should be used to achieve goals and objectives, as well as to identify ways and means to achieve the goal. The strategy of teaching English is based on different approaches to learning. It is advisable to use the following methods to demonstrate the technology of intensive English language teaching:

- Relying on the individual creativity of students (up to 50% of class time);
- Work independently and in small groups;
- Person-centered learning (individual development program);
- Activation of creative and emotional thinking;
- High internal motivation of teaching, etc.;

Intensive educational technology of teaching, which reflects the essence of the future profession, is based on the use of innovative technologies that shape the professional qualities of the

specialist, is a unique experience that students need to develop their professional competencies in a realistic environment.

"Pedagogical technology is a process of education that is designed for a certain period of time; the learning process is more focused on the learner, ensuring the achievement of learning objectives using activating methods and modern teaching aids." [3].

The application of intensive educational technology in the educational process on the basis of pedagogical technologies requires not only the reconstruction of the activities of teachers and students, but also the content of the studied educational material, equipment of lessons and demonstration of the learning process.

Based on the components of pedagogical technology, we have identified the components of intensive education technology - content component, design component, modeling component, organizational component, diagnostic and psychological-pedagogical components. In our study, the concept of the formation of communicative competence in students of non-philological direction using the means of intensive educational technologies was developed.

In addition, the organization of the educational process on the basis of intensive learning technology plays an important role in game learning, which differs from traditional methods: in this case, game learning is as close as possible to real practical activities; it allows for individual solutions in conflict situations; have a competitive environment for the collective development of group opinion in situations where students have different arguments and opposing views; the basis for a significant activation of the learning process

Currently, the requirements for the process of teaching English to students of non-philological specialties in higher education, as well as the psychological and pedagogical conditions to ensure its effectiveness are largely included in the system of intensive English language teaching and stem from its principles. Analyzes show that the use of specific rules of intensive training also gives positive results. However, a high level of quality in the educational process can be achieved only when all the rules reflected in the principles of teaching on the basis of intensive learning technology are reflected in its holistic system: [4]

1. The principle of person-centered learning occurs in two interrelated learning activities and communication activities that focus on people understands of each other. This principle will play a leading role in achieving the goal of teaching - increasing the level of communicative motivation. Personal-role communication in English is the basis for building the learning process.
2. The principle of collective interaction connects the goals of teaching and education, describes the tools, conditions and methods of an integrated educational process in which learners expand their knowledge and improve their speaking skills through communication with each other. Collective interactions are formed between the participants of the learning dialogue, which serve as a means of increasing the effectiveness of learning and the success of each - the conditions for the success of all.
3. The principle of multiplication of the educational process on the organization of educational materials characterizes not only qualitative but also quantitative features of intensive training. At the same time, it manifests itself in various ways - in the increase of teaching hours and classes, and in the correct and timely distribution of the course. It helps to create a situation that is as

close as possible to the natural and high "communication intensity" during the increased number of sessions.

4. The principle of multi-tasking is manifested by an effective approach to teaching English in an intensive mode. It involves the simultaneous and parallel acquisition of language material and speech activity. Each "multi-task" exercise simultaneously performs several tasks, which are characterized by a hierarchical significance for each phase of the session.

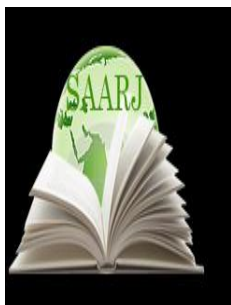
5. The principle of role-playing in the organization of the educational process is organized through informal learning, self-expression or role-playing imitations in which the learner can "self-manifest" or "enter and hide in his role" in performing a specific role. The manifestation of this principle allows students to demonstrate their creative abilities, the formation of imagination and the expansion of freedom of imagination.

CONCLUSION

From the above, it can be concluded that all the listed principles of teaching English on the basis of intensive learning technology provide a clear interrelationship of teaching materials and learning activities, which helps to achieve the highest results in the effective organization of teaching objectives.

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FEATURES OF PHYSIOLOGICAL DEVELOPMENT AND USE OF BIOLOGICAL TERMS IN PRE-SCHOOL PREPARATION FOR PRE- SCHOLARS

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ABSTRACT

The article deals with the physiological development of pre-scholars in pre-school preparation and gives recommendations that positively influence the development of the child's organism and which is based on the relationship between the use of biological terms and itself. Pre-school educators ensure that children develop active and logical thinking, speech culture, attention, memory and mental abilities through the use of innovative technologies and interactive teaching methods in effective play. In pre-school educational institutions, children brought up in this way go to school ready for primary school. The pre-school period plays an important role in the future development of the child, regardless of the profession. In the upbringing of children in pre-school education, special attention should be paid to its anatomical and physiological condition and age characteristics. Such children get tired quickly during training the heart rate increases and breathing becomes difficult. The child should be taught from an early age to lie on a flat and slightly stiff, low-pillow bed. Spring beds and high pillows cause the child's spine to bend. Children aged 6-7 should not sit in one place for long periods of time, stand upright, run long distances, or lift heavy objects. The development of hand-finger motor skills leads to the following conditions: the development of thinking increases movement and memory, attention, formation of writing skills and it leads to the development of speech.

KEYWORDS: *Pre-School Education, Physiological, Modern, Technological, Person, Period, Qualified, Innovation, Flat Foot, Developing, Literacy.*

INTRODUCTION

The main task of the pre-school educational institution is to ensure the quality development of each child's personality in accordance with his age and to ensure his thorough preparation for the next stage of education and to create a positive environment in the institution. One of the most urgent and important tasks for parents and teachers is to bring up children in pre-school education in all respects, to increase their literacy and maturity. The pre-school period plays an important role in the future development of the child, regardless of the profession. In the upbringing of children in pre-school education, special attention should be paid to its anatomical and physiological condition and age characteristics. Certain physiological changes are observed in the development of each child. The word "physiology" is a Greek word meaning "nature" and "knowledge." [1]

"Physiology" studies the specific age characteristics of the organ system and the changes that occur in the whole organism during the development of organisms of different ages. [1]

The educational process is a priority; the educator must use modern pedagogical and information technologies in his work, as well as a thorough knowledge of the anatomical and physiological structure, hygiene, laws of growth and development and age characteristics of pupils in pre-school education.

In the upbringing and education of foster children in a pre-school educational institution, quality preparation of 6-7 year old children for school includes specific age characteristics related to the child's birth, growth, development and age. In the quality preparation of pupils for pre-school education, the educator must take into account the age characteristics of the child. In order to determine the readiness of pre-school children for school, we will be able to apply the following in practice.

1. Defects in pronunciation.
2. Observe the intersection of the circle.
3. Adequate response to the influence of words.
- 4.3 Activation of psychological maturity by giving a test.
5. Draw a picture of a person, move the points in a pentagonal shape. Here are the health of children who are able to perform these tasks and school readiness is determined and assigned to the main or preparatory groups. In preparing pre-school children 6-7 years old for school, an individual approach to each child's personality, respect for him as a person, education in accordance with the interests and needs of the child, the individual characteristics of each child to ensure the appropriate quality development and thorough preparation for the next stage of education, as well as to create a positive environment and the necessary conditions in the institution. In the seventh year of a child's life, the scope of action in him expands and becomes clearer. At 6-7 years old, the child begins to be able to control himself and control his movements.

At this age, the child develops independent activity, initiative, curiosity, a desire to listen to adults, is able to control their health.

The child reaches a height of 122-128 cm and weighs 25-28 kg. The pre-school institution imposes a great responsibility on the educator and parents in preparing students for school. It should be borne in mind that a pre-schooler has a high level of curiosity, but his natural abilities are limited. In general, education and training should be appropriate to the child's abilities and age during preparation for school.

It is advisable to pay attention to the fact that he moves more, the knowledge imparted is carried out through simple play and exercise. The educator should observe how exercise affects the child's body. If he sits and writes and draws for a long time, this situation may not give this positive result. This condition leads to adverse effects on the physiological development of the child, in which there are cases of rapid fatigue, boredom, abnormal posture. For the correct posture of the child, when sitting on the table and chair, the body should be upright, shoulders should rest on a flat lumbar support, legs bent at right angles to the knee joint, the distance between the chest and the table should be 3-5 cm. Normal development of the spine is important in the formation of the child's stature. Normally, the spine is slightly bent forward at the neck and waist, and slightly backward at the chest and buttocks. Gradually, these bends are formed as a result of the child standing, walking, and keeping his head upright. There are several types of malformations, such as curvature, lordosis, kyphosis, arrogance, scoliotic stature. such as adversely affects the developmental function of its members. Such children get tired quickly during training the heart rate increases and breathing becomes difficult. The child should be taught from an early age to lie on a flat and slightly stiff, low-pillow bed. Spring beds and high pillows cause the child's spine to bend. Children aged 6-7 should not sit in one place for long periods of time, stand upright, run long distances, or lift heavy objects. When children stand for a long time and wear narrow shoes, the dome of the foot is flattened, resulting in flat feet. As a result of flat feet, there is pain in the heel and calf muscles of the foot. It is better to pay attention to the structure of the child's legs, to run in the open air at an average speed of 40-50 meters, to perform various hand movements through various games, because play is an effective means of attracting the child's attention. , if the appropriate actions to the music consist of performing small types of work, etc., it will be expedient. While the types of activities serve to meet their desires, acquire new knowledge and develop skills, as well as strengthen their sensitivity, thinking and imagination, reading becomes a joy for the child as they move on to the next stage of education. Conducting his play activities in a meaningful and purposeful way plays a crucial role in preparing for school education. The organization of didactic games on the basis of the rules is an important process in the education, upbringing and general development of the child in the air, do light clothing on the carpet. Physical education should include exercises that help to shape the body and prevent flatulence. In addition to exercise, children need to develop the skills of cultural and hygienic (washing, cleaning, dressing and other). The child learns his body parts and hygiene. To accustom the child to a healthy lifestyle, to inform them about the internal organs of the person (heart, liver, stomach, lungs) and their location functions (the person breathes through the lungs, the heart is constantly pounding, the stomach is digested, this members should be taught to say the name to indicate where the body is located. When preparing a 6-7 year old child for school, the teacher should know and systematically perform the following tasks:

- mastering the rules of children's play activities;
- The child's health and physical development are at the required level;

- To develop the child's ability to speak, to communicate;
- To have the concept of spatial imagination, in which the child is able to express themselves freely;
- education of sophistication, music, singing, poetry, fairy tales, examples from legends and arouse interest in it;
- small monologues, dialogue, exchange of ideas, the development of quick initiative;
- formation of elementary mathematical literacy in the minds of children;
- The concept of love for animate and inanimate nature, conservation of flora and fauna, fostering a caring attitude to the environment;
- Primary sanitation, personal hygiene, healthy lifestyle, training to maintain their health;
- To inculcate in the heart of the child respect for national traditions, values, traditions, holidays and historical monuments;
- creating conditions for the acquisition of basic concepts of state symbols;

Pre-school is a period when a child has a strong desire to grow, develop, strive for self-expression, and learn. It is during this period that the foundation is laid for the development of the child's human qualities and mental potential.

The main goal and driving force of the reforms in our country is the human being, his harmonious development, innovative thinking, social behavior. In particular, all our tasks in the field of education are aimed at educating the younger generation physically and spiritually healthy. What does it mean that the word "healthy" means pain-free, spiritually pure. The "child" is a newborn baby who has not yet been weaned. Nowadays, the preparation of children for school requires the search for new factors, experimental testing. In preparation for school, children need mental preparation, physical health, communication, vocabulary. It is important to have a basic elementary mathematical understanding, basic preparation for writing, knowledge of some words. Today, the preparation of children for school requires the search for new factors, based on experimental testing. The child does not have innate forms of behavior and, developing in a social environment, acquires three main components: territory, object-time, daily routine, forms of behavior. From the moment of birth the child is active in the "child-adult" relationship. The following are examples of the most commonly used biological terms in the educational process in the preparation of students in pre-school education. For example: birth, growth, development, organs: head, trunk bones, limb bones, muscles, age: infancy, childhood, early age, young age, middle age, adulthood, pre-school age, adaptation, acceleration, hygiene, sensory analyzers, terms such as healthy, nervous, body, brain, stature, flat feet. Each term has its own usage characteristics. Biological terms are used from birth. For example: The term related to the birth of a child: The average weight of a newborn girl is 3.4 kg and that of a boy is 3.5 kg. The term related to the development of the child: The weight of the child increases by 600g in the first month after birth, by 800g in the second month. The child is considered a baby until it is one month old. During infancy, a child's body is extremely sensitive and susceptible to various diseases. The period of breastfeeding is from the date of birth of the child includes period up to 2 years. Terms related to the growth of the child: The height of a newborn baby is 50 cm. Grows 2cm per month until 1 year of age. At the end of 1 year it reaches 74-75cm, then the annual

growth is 5-7cm. In some stages of childhood, growth in height accelerates. Growth accelerates by 3 to 5 years of age. As a child grows, his sensory organs and nervous system gradually develop.

A one-month-old baby moves his eyeball in the direction the toy is moving. The three-month-old begins to look in the direction of the sound, laughs, pushes the toy with his hands, and begins to hold his head upright. A five-month-old baby begins to recognize loved ones, laughs, shouts. At seven months, it sits comfortably. She starts to get up at eight months old. At 11 months, he begins to say simple words, and when he leads, he begins to walk. At 12 months, he begins to walk independently; he can say 10-12 words. The normal development of the child's skeletal system is determined by the eruption of his baby teeth. Milk teeth begin to appear at 6-7 months. By the age of 1 there should be 8 milk teeth. The term "adaptation" is often used in biological terms in the development of skills in the preparation of children in pre-school education. Kindergarten age is from 3 to 6-7 years. The child begins to behave normally 1 month after attending pre-school. The child adapts to pre-school. 1. Easy adaptation the child's gait returns to normal within 10-15 days. 2. Medical adaptation Changes in the child's gait or emotional state return to normal within 15-30 days. If the child loses weight, then recovers its weight. 3. Severe adaptation is manifested by the fact that children often have recurrences (bronchitis, pneumonia) [3] this condition lasts for more than 1 month. To prevent this, the family and the pre-school should develop a uniform approach to the child, family contact with the mother 3-4 days after the child's participation in pre-school, support the child's emotional state. Pre-school is a period when a child grows, develops, strives for self-expression, and has a strong desire to learn. It is during this period that the foundation is laid for the development of human qualities and intellectual potential. The use of biological terms such as hands and feet, wrists, elbows, knees, head, face, brain of a child, sensory analyzers of a child greatly contributes to the development of a child's thinking in order to bring up children in a pre-school institution physically healthy. To do this, it is necessary to develop his large and small hand motor skills. [2] Because the child has nerve fibers in his hands and fingers. Through the fingers, the child senses everything. A child's fine motor skills influence the formation of his speech logical thinking. The more well-developed the child's arms and legs, wrist motor skills, the better the brain activity will develop. The development of hand-finger motor skills leads to the following conditions: the development of thinking increases movement and memory, attention, formation of writing skills and it leads to the development of speech. One of the main tasks of pre-school education is to visualize objects and events in the child's brain. For example, drawing, making something out of different cubes develops the child's thinking. It is necessary to take into account the development of all its analyzers, sight, hearing, smell, taste, taste. During the daily activities, "planning a trip, interacting with nature on the trip gives children pleasure.

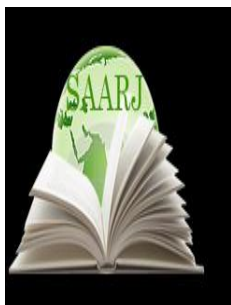
In the 19th pre-school of Termez, Surkhandarya region, we observed a 6-7-year-old group of children preparing for school, together with students undergoing internships. "Find me", "Take care of the rabbit" teach children to develop physical movements, to determine the direction, to be resourceful. The same applies to speech development, formation of speech grammar, formation of elementary mathematical skills and knowledge, teaching to write numbers from 0 to 9, logical thinking, drawing, literacy training, application, music, plasticine, clay work, introduction to living nature, environment we observed that sessions such as environmental protection were distributed on weekdays and that the trainees were given week-long sessions.

During the lessons, educators read fairy tales to children, and in this case their imagination develops their ability to respond with facial expressions. At the same time, listening to fairy tales such as "Emerald and Precious", "Egrivoy and Tugrivoy", "Crow with a fox", develops children's ability to distinguish negative and positive qualities, to react, to connect with life.

In short, today's educator must be able to improve the quality of education through the skillful use of interactive methods and techniques, the extent to which innovation has a profound effect on the minds of children. Given the fact that the biological terms used in the educational process also have their own advantages, it is aimed at directing this process on a scientific basis in pre-school education. In the preparation of pupils in pre-school education, the educator uses biological terms, as well as monitors the physiological changes in the child, prevents external factors that hinder the healthy growth and development of the child into a mature person. With the age characteristics of the child and the biological terms used are inextricably linked, the educator has a great responsibility. Pre-school educators ensure that children develop active and logical thinking, speech culture, attention, memory and mental abilities through the use of innovative technologies and interactive teaching methods in effective play. In pre-school educational institutions, children brought up in this way go to school ready for primary school.

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DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF THE FUTURE SPECIALISTS AS ONE OF THE IMPORTANT FACTORS OF PEDAGOGICS

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ABSTRACT

The article describes the problems of development of entrepreneurial competence of future specialists on the basis of competence-based approach, as well as the formation of students' entrepreneurial skills, systemic thinking and decision-making skills in the system of secondary special and professional education. The need for a goal-oriented, systematic training of future entrepreneurs is due to the increasing level of requirements for entrepreneurship and the entrepreneur as an individual in terms of enhancing the value of the innovative activity in modern society and trends of economic development. The necessity of forming a social base for the growth in the number of new business entities, increase of the innovative component in the structure of small business, preparation of a personnel reserve for operating a small business requires the implementation of complex measures for the selection and social advancement of the most active students, formation and development of entrepreneurial talent. The formation of entrepreneurial skills of students of the secondary school system should promote a positive change in value orientations, sustainable mastery of knowledge and skills in the field of entrepreneurship, to motivate future specialist for this activity.

KEYWORDS: *Business, Entrepreneurial Activity, Competence, Entrepreneurial Competence, Competence Approach*

INTRODUCTION

The development of entrepreneurship, especially youth entrepreneurship is one of priority directions of government policy. The necessity of forming a social base for the growth in the

number of new business entities, increase of the innovative component in the structure of small business, preparation of a personnel reserve for operating a small business requires the implementation of complex measures for the selection and social advancement of the most active students, formation and development of entrepreneurial talent. The possibility of identifying these abilities, gaining knowledge of the theoretical basics of entrepreneurship and practical skills of economic activity should be provided to the youth already at the stage of primary vocational education.

Entrepreneurship contributes not only to improving the material and spiritual potential of society, but also paves the way for practical realization of innate and acquired abilities and talents of each individual.

Today in the system of general and secondary special vocational education there are not enough conditions for the development of innovative and entrepreneurial competence of students. In addition, in modern science, there is still no unity in understanding of the essence of the phenomenon of “entrepreneurship”, its distinctive features and even a clear and universally accepted definition of the term “entrepreneur”.

The concept of “entrepreneurial activity” or “entrepreneurship” in a general sense is associated with a special kind of economic activity that is mainly innovative in nature.

However, entrepreneurship is not only a special kind of economic activity. Such activities involve certain quality of entrepreneur, such as the style and type of behavior and way of thinking, which manifest themselves primarily at the initiative and implementation of creative intelligence, innovative solutions, risk appetite, ability to solve problems under conditions of uncertainty. As noted in the dictionary of V.I. Dal’, “enterprising – individuals that tend, able to enterprise, major revolutions, brave, strong, courageous, to cases of this kind” [1]. The necessary components of entrepreneurship are also freedom of activity in the existing legal environment, orientation on commercial success and responsibility for decisions.

The formation of entrepreneurial skills of students of the secondary school system should promote a positive change in value orientations, sustainable mastery of knowledge and skills in the field of entrepreneurship, to motivate future specialist for this activity. All this requires the search and justification of new conceptual ideas and positions, the development on this basis of the contents and organization of the educational process at all levels of education.

Therefore, the same complexity arises when specifying the concept of “entrepreneurial competence”, so that there are many options for internal components of this competence.

Comprehensive and detailed study of the research, scientific literature, devoted to the problem of entrepreneurship, leads to the conclusion that it has not found proper attention in educational research and there are no studies of integrated system of training for the entrepreneurial activity in terms of technical directions of preparation of students of vocational colleges with pedagogical conceptual thinking.

Today, the entrepreneurial activity is regarded as a type of activity directed to satisfaction of needs of people and society in the creation of goods and services, which are appropriate and mainly innovative.

The ability to creative activity is entrepreneur's inherent, because entrepreneurial activity is innovative, in fact. Autonomy in decision making, possession of leadership qualities, social responsibility, mobility, readiness to take risks is the most important traits, the prerequisites of competitiveness of the entrepreneur, his economic value. The need for a goal-oriented, systematic training of future entrepreneurs is due to the increasing level of requirements for entrepreneurship and the entrepreneur as an individual in terms of enhancing the value of the innovative activity in modern society and trends of economic development.

Secondary vocational colleges form professionally important qualities of the future executives, such as knowledge, abilities and skills based on the competency approach.

The concept of “*competency – competence*” is widely used within the framework of the competency approach.

Russian explanatory dictionary of S.I. Ozhegova regards the concept of “competent” as the knower, knowledgeable, reputable in some areas, and the notion of “competence” as the range of issues in which someone is knowledgeable; the terms of reference [2].

In the Dictionary of loan words, “competence” is interpreted as the possession of knowledge to judge something, to make a good authoritative opinion [2].

Soviet Encyclopedic Dictionary gives the explanation of the concept of “competence” as knowledge and experience in a particular area[2].

The competence approach is one of widely used methods of personnel assessment. In this context, entrepreneurial competence is important component.

- Competence – the result of education, expressed in a person's readiness to effective activities to achieve desired goal [3] ;
- Competence is the ability to establish the relationship between “knowledge-skill” and the situation [3];
- Competence – the willingness to mobilize internal and external resources to resolve specific reality situations [3];
- Competence – the willingness to act in situations of uncertainty [3].

“Competency is the ability to do something efficiently and effectively, the ability to meet requirements to perform work, certain working actions” [4].

MAIN PART

Entrepreneurial competence is a list of the technical and special abilities of personnel, yet it is an important part of the intellectual potential of a modern specialist in the field of the modern labor and service market.

Entrepreneurial competency is one of the elements of professional competence that provide a focus of student activity on achievement of commercial results during the implementation of various projects.

Competence – the degree of severity of professional experience within the competence of a specific position; deep, thorough knowledge of the business, the essence of the work performed, methods and means to achieve goals, as well as relevant abilities and skills; a body of knowledge that allows to judge about something knowledgeably.

Considering the relationship of the concepts “competence” and “competency”, it is necessary to emphasize the fact that competence requires an approach from the perspective of “know-how” and competency – “know-how”. Thus, of particular importance is indissoluble connection between theory and practice, i.e. knowledge and skills, preparation of a qualified professional of the appropriate level and profile, competitive on the labor market, fluent in their profession and oriented in related areas of activity, capable to effective work on a speciality at the level of world standards, ready for continuous professional growth, social and professional mobility.

Thus, entrepreneurial competence is personal or business quality, skill, behavior, knowledge of which helps to successfully solve a certain business task and to achieve high results. The lack of this or that entrepreneurial competence reduces one’s competence in business activities. The greater the number of entrepreneurial competences of a person, the more likely he will be able to accomplish business objectives [5]. In this context, analyzing the concept, it can be argued that entrepreneurial competence includes information, communication and design competence and is expressed in the following personality characteristics:

- **readiness for effective communication** – knowledge of basic communication skills and skills of presenting one's standpoint in the dialogue, in a public speech, use of communication resources for solving assigned tasks;
- **willingness to use of information resources** – ability to structure available information and to use it in the planning and implementation of activities;
- **willingness and ability of application of design methods in practice** – the ability to identify the problem independently, find ways and means of its solution, to formulate goals, objectives and ability to publicly present the results and evaluate the nature of the reached progress;
- **readiness for self-organization of one’s activities** - the ability to assess the need for different types of information for planning and implementing its activities, to learn the ways of solving the task;
- **Resilience** - the ability to control over themselves in extraordinary, extreme situations and effectively manage this situation.

The formation of general vocational and special competences is assumed by the decision by the subject of activity of specific groups of professional tasks. Special competence is characterized by the willingness to narrow the field of professional activity.

However, there is insufficient preparation of graduates for practical economic activity, there is an imbalance between theoretical knowledge and practical skills, the readiness of a graduate to an active social role.

In this situation, special importance is the problem of formation of students’ systemic thinking and skills for making and implementing decisions, implementation of a practice-oriented and activity-based approach in education, development of socio-economic competence of young people.

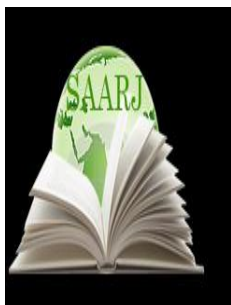
The development of competence of students primarily occurs through the knowledge gained in simulation and practical activities: simulation games (role-playing and simulation), systematic study on the company, and involvement in real business activities.

CONCLUSION

Thus, to provide an opportunity for students to acquire competence in the field of entrepreneurship is the most important task of students of economic education through programs in business design, and this, in turn, gives one of the solutions to the present-day problems of theory and practice intercommunication of social pedagogy.

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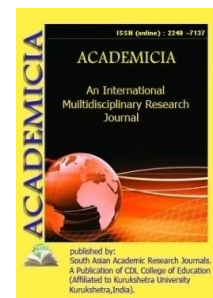
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ACADEMICIA

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SELECTION OF THE OPTIMAL TYPE OF ANESTHETIC CARE IN ENT ENDOSCOPIC OPERATIONS

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ABSTRACT

The article presents anesthesia types used in ENT endoscopic surgery and the hemodynamic indicators of the patient during the anesthesia time. It is an efficacious factor to the quality and time of surgery to keep arterial pressure in normalcy and a little hypotony during ENT endoscopic surgery. The article shows hemodynamic indicators of the patient during anesthesia time in polypotomic practice of ENT endoscopic surgery in multidisciplinary medical center of Fergana region. In addition to standard test methods (biochemical blood test, general blood test, general urine test and ECG), the condition of the blood coagulation system is checked. This information is very important, and even if the surface of the surgical wound is small, a small amount of bleeding makes it difficult to see the surgical site and complicates the work of the surgeon. It is highly relevant to achieve less bleeding in the area of trauma and to provide with enough hemostasis. Recently the usage of microendoscopes in surgeries of ENT field improved the quality of the operations and thus the demand for general anesthesia is raising.

KEYWORDS: *ENT, Endoscopy, Anesthesia,*

INTRODUCTION

Actuality: adequate anesthesiologic care in ENT surgery is a main factor for both the patient and the medics to decrease emotional stress, to get psychoemotional easefulness and to shorten curing duration. It has still been a hot issue to cure some ENT patients only by surgeries. It is highly relevant to achieve less bleeding in the area of trauma and to provide with enough hemostasis. Recently the usage of microendoscopes in surgeries of ENT field improved the

quality of the operations and thus the demand for general anesthesia is raising. Microendoscopic surgeries are used rhinoplasty, nasal cavities, adenoid and tonsillectomy, plastics of inferior nasal concha, sinusotomy, frontotomy and that is causing to increase the number and duration of operations. This is emerging some new issues for anesthesiologists as it requires general anesthesia which is fully multicomponent. But local anesthesia is only a part of it.

Aim: to choose an optimal anesthesia method in ENT surgeries.

Significant features of preparation for ENT operations:

In addition to standart test methods (biochemical blood test, general blood test, general urine test and ECG), the condition of the blood coahulation system is checked. This information is very important, and even if the surface of the surgical wound is small, a small amount of bleeding makes it difficult to see the surgical site and complicates the work of the surgeon. Considering this, the main focus is given to the indicators of platelets, blood clotting time, prothrombin, fibrinogen, antirombin III, ACHTV,PTI.

In such cases patient's anamnesis is deeply learnt and focused (Hemorrhage on the skin, bleeding when brushing teeth, heavy bleeding during menstruation, taking anticoagulants and antiplatelet agents). In case of suspicion of any pathological condition, a consultation with a hematologist is ordered. When the risk of bleeding is high, a single group of erythrocytes is prepared. Hemostatic therapy (etamzilat, vikasol, ascorbutin was given to the patient 3 days before the operation.

Methods and approaches: the study was conducted on the ENT department of the Fergana Regional Multidisciplinary Medical Center during 2017-2018. General anesthesia anesthetic device: Drager FABIUS PLUS (Dragerwerk AG, Germany) with isaflurane evaporator (Drager-Vapor 2014). Pulmonary ventilation parameters were monitored at Drager FABIUS PLUS. CO₂, O₂partial pressure was monitored on the device ABL800 FLEX. Hemodynamic parameters on the device Exo KG SAMSUNG. 40 patients were taken for research and divided into 2 groups. There are 20 patients in each group, of which 10 (50%) are women and 10 (50%) are men. In the second group, 8 (40%) were female and 12 (60%) were male.

Patients in both groups under surgical anesthesia risk ASA modification - I-II. All patients underwent endoscopic polypotomy surgery. To the first group: premedication: benzodiazepam series midazolam 0.2-0.3 mg / kg intramuscularly

For general anesthesia induction of ketamine 2-3mg / kg intravenously. propofol 2.5-3mg / kg, analgesia fentanyl 1-2mkg / kg intravenously, tradual intubation arduan (tsisatkuroniy) 0.1mg / kg intravenously .Propofol 5-6 mg / kg / h to maintain anesthesia, analgesia fentanyl every 30 minutes until the end of the operation.

To the second group: Premedication.benzodiazepam series midazolam 0.2-0.3 mg / kg intramuscularly

Induction. (propofol 2.5-3 mg / kg). Myoplegia (arduan 0.06-0.08 mg / kg intravenously) is followed by intravenous fentanyl (2-3 µg / kg) and orotracheal intubation.Local anesthesia. In two stages.

First nasal mucosal application anesthesia.

Second infiltration anesthesia lidocaine 1% + vasoconstrictor (adrenaline, norepinephrine, mezaton) in a dissolved order of 1: 200,000. A mixture of low-pressure anesthetic oxygen (0.5–1.0 l / min) and isoflurane to maintain anesthesia. The analgesic component fentanyl every 20–30 minutes until the end of the operation.

Results obtained: The central hemodynamic parameters of the first group AB, HEART CONTRACTIONS, SpO₂% and Exo KG are shown in the table below

Indicators	Premidication I	Input anesthesia.II	Keeping anesthesia.III	Awakening stage.IV
Heart contractions per minute	78± 6	92± 10	100± 8*	106± 10
ABsist(mmHg)	120 ± 5	130± 10*	130± 10	120± 10
ABdiast(mmHg)	70± 2,87	80± 5	80± 5	80± 10
SpO ₂ %	98± 1	98± 1	98± 1	98± 5*
Heart rate index, ml/m ²	41,19±2,14	41,19±2,14	41,19±2,14	41,19±2,14
Average blood pressure, mmHg	92,3±1,93	92,3±1,93	92,3±1,93	92,3±1,93
Heart index, l/min xm ²	115,44±5,87*	115,44±5,87	115,44±5,8	115,44±5,87
Heart rate index, ml/m ²	5,0±0,5	5,0±0,5	5,0±0,5	5,0±0,5
Total peripheral vascular resistance, din/s xu sm ⁻⁵	1300	1800	1650	1800

* — $p < 0,05$

The periods in which the patient undergoes basic surgery after admission to anesthesia are the 2nd and 3rd periods of this anesthesia

At this time, an increase in the total peripheral resistance of Sist AB, YuQS and Vascular was observed in patients. We attribute this to the fact that ketamine activates the sympathetic nervous system.

The central hemodynamic parameters of the second group AB, YuQS, SpO₂% and Exo KG are shown in the table below.

Indicators	Premidication 1-stage	Input anesthesia 1-stage	Maintaining anesthesia 3-stage	Awakening stage 4-stage
Heart contractions per minute	68± 10	58± 10	55± 8	68± 10*
ABsist(mmHg)	120 ± 10	100± 10	90± 10	110± 10
ABdiast(mmHg)	70± 5	70± 5	70± 10	80± 10
SpO ₂ %	98± 1	98± 1	98± 1	98± 2*
Heart rate index, ml/m ²	41,19±2,14	41,19±2,14	41,19±2,14	41,19±2,14
Average blood pressure, mmHg	92,3±1,93	92,3±1,93	92,3±1,93	92,3±1,93
Heart index, l/min xm ²	115,44±5,87*	115,44±5,87	115,44±5,8	115,44±5,87
Total peripheral vascular resistance, din/s xu sm ⁻⁵	5,0±0,5	5,0±0,5	5,0±0,5	5,0±0,5

* — $p < 0,05$

Decreases in Syst AB, heart contractions and total peripheral vascular resistance were observed in patients in the 2nd and 3rd cycles of anesthesia after the patient was placed under anesthesia. We attribute this to the dose-dependent dazodilatation and negative inotropic effects of inhaled anesthetic isoflurane.

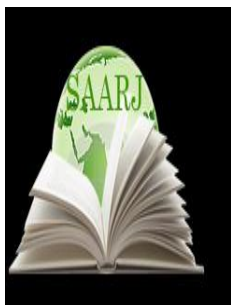
CONCLUSION

1. The clinical course of combined (intravenous and inhaled) anesthesia used in ENT surgery has shown its superiority over traditional general intravenous anesthesia with controllability of hemodynamic parameters.
2. Controllability of hemodynamic parameters during surgical practice. maintain a state of AB normotonia or mild hypotension. By reducing bleeding from the surface of the surgical wound, it gives a chance to complete the ENT endoscopic surgical procedure relatively ahead of time.
3. The hemodynamic parameters of the patient showed that the traditional method was more than general intravenous anesthesia with ketamine. In combined general intravenous and inhalation anesthesia, a decrease in hemodynamic parameters of Syst AB, heart contractions, and total peripheral vascular resistance was observed. This indicates that the anesthesia was adequate.

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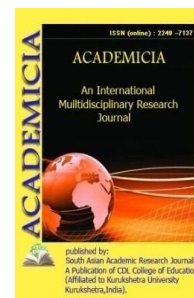
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BASICS OF PROPER ORGANIZATION OF UPBRINGING CHILD IN THE FAMILY AND ITS ESSENCE

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ABSTRACT

Family - small groups of people who care or blood kinship, common lifestyle, all-round help and support. Community and family concepts are closely related to each other. Because without the family, society does not exist. The social relations between the family and society are two-way. Each family operates on the basis of community needs. Usually, in the family, when a baby is born, it is taken care of, and as time goes on, we ignore them, thinking that the child will be able to take care of himself. When a child does not receive enough love and upbringing from his parents in the family, he will grow up to be a troubled and hurtful person in the future. I am not mistaken in saying that the establishment of the Scientific and Practical Center "Family in our country is a bright proof of this. Children are our dwarf stars, who carry on our generation. Our lives are meaningful with them. In this family environment, behavior, character and worldview are important for young children. This development is directly influenced by the family and the family environment. Seeing disagreements between adults, children learn to cheat, deceive, and flatter. Parents should definitely pay attention to this. Make family and home a favorite place for your children. Because children spend most of their time at home with their families. Each of us must live with a sense of responsibility for our children. Let's not be indifferent to the upbringing and future of children from an early age. After all, the future of the country is in the hands of our children and youth.

KEYWORDS: *Family, Upbringing, Family Environment, External Environment.*

INTRODUCTION

From the analysis of scientific, pedagogical and psychological works, it is known that the family is the most important educational center for children, because children are more in the family than in school or kindergarten. In this family environment, behavior, character and worldview are important for young children. This development is directly influenced by the family and the family environment.

The role of parents and grandparents is also important in the upbringing of children. I believe that the spiritual qualities of parents are important in the development of the family and the people in the family, as well as the need and interest in acquiring spiritual knowledge.

It serves for the healthy development of our mentally healthy children in the family. The first President of the Republic of Uzbekistan I.A. Karimov expressed the following views on the family: "The family is based on the laws of life and conscience." It will have its own centuries-old solid and spiritual foundations.

In the family, the democratic foundations are laid, the demands, preferences and values of the people are formed. For the most part of Uzbekistan's priority is not about its own well-being, but about the well-being of family, relatives, and loved ones. This is the highest spiritual value, the jewel of the human heart.

Raising a child is a complex and responsible process that requires each parent to work on themselves on a regular basis and learn more about parenting. It plays an important role in the overall development of the younger generation. In addition, the care of the state for the family is reflected in the adopted laws and regulations.

I am not mistaken in saying that the establishment of the Scientific and Practical Center "Family in our country is a bright proof of this. Children are our dwarf stars, who carry on our generation. Our lives are meaningful with them. They are the saplings that the joy of our eyes has not yet formed. It is the sacred duty of parents to give shape and direction to these saplings.

To what extent do parents do this today? Imagine a new seedling needs nourishment and care. It is necessary to water it in time, and when it is time to soften the tags, remove the excess twigs. Children also need the care and love of their parents. Usually, in the family, when a baby is born, it is taken care of, and as time goes on, we ignore them, thinking that the child will be able to take care of himself. When a child does not receive enough love and upbringing from his parents in the family, he will grow up to be a troubled and hurtful person in the future.

When should you start raising a child?

Most people answer that it is necessary to start raising a child from birth. This idea is certainly true. It is narrated that a mother went to a sage and asked when she should start raising her child. The sage asked how old the boy was and, knowing that he was five, called his mother. Go home soon!

"You've missed the most important five years of parenting!" he said. You can start raising your child as soon as he understands, it will not be too late.

In addition, sages acknowledge that a person receives almost 90% of the good and bad that he or she will experience for the rest of his or her life in the early stages of childhood, a step between five-year-olds and old age.

From there, start talking about what is possible and what is not possible for the child. Always try to be firm in your opinion. Always make sure that something is not possible for your child every time. If it is not possible once, but the next time you do not pay attention to it, there will be a change in the upbringing of the child, that is the time he thinks it is possible for me.

Never punish children with anger or hatred. This can negatively affect them. Punish him, not because you are angry with him, but to correct him. Let your punishment always be your norm. Strictly follow this rule yourself. In this way, your child will see that his or her parents are self-disciplined. Do not punish your child for accidental mistakes.

He does what he sees in the family. So try to be a good example to your child. After all, N.I. Novikov also said about it " Nothing affects a child's hard-heartedness as much as an example, and there is no example that is stronger and more enduring than the example of the parents. So be the best father, the best mother.

Another condition for the proper upbringing of children in the family is the unity of upbringing. There must be unity in everything the child is treated, punished, influenced. Often, the father forbids what the child's mother or grandmother allows. Children find their own way between a demanding father and a less demanding mother and a less demanding grandmother.

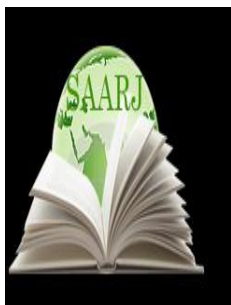
Seeing disagreements between adults, children learn to cheat, deceive, and flatter. Parents should definitely pay attention to this. Make family and home a favorite place for your children. Because children spend most of their time at home with their families.

The family is a constant, influential force in the family - peace of mind, sincere attitude, high prestige of parents, unity of family elders in demanding children, special attention to the education of the child's personality, love for the child, respect for the child, strict family discipline and it is important to set an agenda, take into account the child's age, personality, and support their abilities and aspirations.

In his speech, President Sh. Mirziyoyev said, "The family is a small homeland, if the family is peaceful, if it is happy, the homeland will be peaceful." Therefore, it is important for every parent to keep their peace for the happiness of their family. Each of us must live with a sense of responsibility for our children. Let's not be indifferent to the upbringing and future of children from an early age. After all, the future of the country is in the hands of our children and youth.

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SEMANTIC CHARACTERISTICS OF SEPARATED OBJECT COMPONENTS

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ABSTRACT

In the article, object clauses are used as a new stylistic meaning in the sentence and studied as a word that gives it a new meaning. Clauses play an important role in both the content and the structure of a sentence, and are used to clearly explain the preceding passage, concretizing its meaning and drawing the listener's attention to that part. Finding important, individual aspects of the stated idea, clear, fluent expression - it depends on the narrator of the idea and through the clause gives clear, fluent important, different features of the idea. For example, let's analyze an example given on page 478 of a German grammar textbook edited by Duden. Thus, a clause that comes from the meaning of an object represents a meaning, the same grammatical relation to other parts. They form a subordinate relationship and enter into some kind of rhythmic-melodic connection. Clause objects constitute a specific syntactic phenomenon. The peculiarity of this type of clauses is that the grammatical forms in them are mainly used in the definite position.

KEYWORDS: *Clause, Separate, Explanatory Word, Explanation, Intonation, Defining The Meaning, Giving New Conception*

INTRODUCTION

Clauses are used in the function of a specific meaning in a sentence and have a specific international image using grammatically known tools and methods. The use of clauses in the text, on the one hand, helps to understand the important aspects of the idea, to make it concrete and understandable, to express the meaning of the text in clear and concise sentences, on the other hand, strengthens the capability for oratory. Clauses play an important role in both the content and the structure of a sentence, and are used to clearly explain the preceding passage, concretizing its meaning and drawing the listener's attention to that part.

MAIN PART

The scientific study of the clauses of sentences has given rise to various controversies among linguists. In Uzbek linguistics, a number of scientific work have been conducted on separate parts of speech. A.M Kononov described this phenomenon in the grammar of the Uzbek language as opening the parentheses of general morphological features. (1), G. Abdurahmanov clarifies the clauses as follows: “the separation of the parts of sentences is that they expand with words belonging to themselves”(2).

In German linguistics, the clauses that make up a complex sentence are studied by Konrad Duden in “Grammatik der deutschen Gegenwartssprache”, and they are clarified as follows: «Under the influence of clauses in a sentence, some word groups may come in the function of ‘input’ or ‘additional’ components as a result of the breakdown of syntactic connections. They are separated from certain parts by commas» (3).

To illustrate this point, we present the following examples:

1. Karl, mein bester Freund, ist gestern verreist. (S.478)
2. Schubert, den Schöpfer vieler Lieder, liebe ich von allen Komponisten am meisten. (S.478).

In addition to the explanatory notion (“Apposition”) of the sentence relative to clauses, Duden's textbook uses another concept that has a somewhat broader meaning to it. It can mean "excessive part of sentences" or "residual part of sentences" (Restglied eines Satzes).

V.Yung applied the concept of "Satzbruch", in other words, “separated part of the sentences” to the clauses and parts of the sentence, in his grammar textbook “Grammatik der deutschen Sprache”(4). The presence of such components in the speech structure finds its expression in the following example from the textbook by V.Yung:

3. “*Er wollte kämpfen gegen den Schlaf, der ihn von neuem überwältigte, ein ungueter Schlaf” (W. Yung 1967, S.119).*

So, “**ein guter Schlaf**” given in this example is really just like the phrase “separated” or “divided”. The terminological conception “Satzbruch” which is used to such phrases conforms to their nature. On another page of this textbook (P.86) V.Yung parallel used the conception “Apposition” to the terminological conception “Satzbruch”. In general, using these terminological concepts, V. Yung meant not only "clauses of sentences", but also syntactic devices with a broader meaning.

Clauses provide a great opportunity to express the idea vividly using a figurative word and to express the important meanings of the sentence as clearly as possible. As a result, the speech becomes clear, concrete, figurative, melodious and concise. Finding important, individual aspects of the stated idea, clear, fluent expression - it depends on the narrator of the idea and through the clause gives clear, fluent important, different features of the idea. For example, let`s analyze an example given on page 478 of a German grammar textbook edited by Duden.

For example:

Schubert, den Schöpfer vieler Lieder, liebe ich von allen Komponisten am meisten. (P.478).

The example shows that Schubert was the creator of many songs with the object combination "den Schöpfer vieler Lieder". With the help of clauses in the example, the character of the

protagonist, in other words, Schubert's creativity, is described. At the same time, the separated part also shows the sign of the main sentence.

If we express the given example without clauses, "**Schubert liebe ich von allen Komponisten am meisten**" will not attract the listener's attention. It just means that he loves "Schubert" more than any other composer. In this example, Schubert comes in a general sense and is clearly concretized with words that explain exactly who he is.

Through the clauses, the additional features of the described section, their inner world, state of mind, state, condition, position are clearly expressed.

Er vermöchte aber nicht, **seinen Blick von Suses leuchtenden Augen zu reißen.**

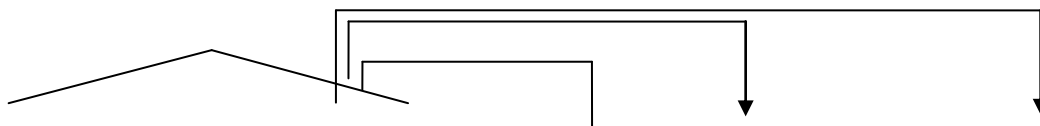
Sie richtete auf dem Tisch drei Teller, **für sich, für den Kleinen und für den Gast.**

In the 5th example - "*sie richtete auf dem Tisch drei Teller, für sich, für den Kleinen und für den Gast*" - important to us is both practical and theoretical because it is the continuation of the above mentioned examples "*Schubert, den Schöpfer vieler Lieder, liebe ich von allen Komponisten am meisten*" and **firstly**, the fact that object clause parts of sentences are widespread to a certain extent; **secondly**, a change in the conclusion of some linguists that "objects are in the function of the clause parts" are not used; and **finally**, it leads to the conclusion that the texts determine whether or not this or that part of sentences comes or does not come in the function of clause parts of sentences. It should be noted from the given examples that the following methods are used to reveal the essence of words that have a common meaning.

a) explains by giving a translation of the word being described by the clause;

Sie brachte Post mit, Nachrichten aus der äußeren Welt.

b) clause explains in a simple way the meaning of the word is being described;



Sie richtete auf dem Tisch drei Teller, für sich, für den Kleinen und für den Gast.

c) clause explains the word by its synonyms: **Sie müssten Abschied feiern, den Abschied vor einem Neubeginn.**

Thus, a clause that comes from the meaning of an object represents a meaning, the same grammatical relation to other parts. They form a subordinate relationship and enter into some kind of rhythmic-melodic connection. Clause objects constitute a specific syntactic phenomenon. The peculiarity of this type of clauses is that the grammatical forms in them are mainly used in the definite position.

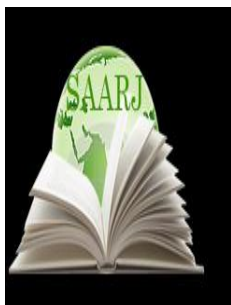
CONCLUSION

So, in conclusion, we can say the following:

- 1) The use of clauses in the text allows to express the idea concretely, to give a broad meaning in a small way with the help of few words;
- 2) Clause not only expresses the idea clearly, concisely, but also evokes a special feeling in the listener when he receives the idea;
- 3) Clause is used in the function of explaining words given in a general sense;
- 4) With the help of object clauses, vitality, imagery is created and sentences can be expressive;

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THE ACT OF PERFORMANCE OF FAIRY TALES AND TRADITIONS OF STORYTELLING

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UZBEKISTAN

ABSTRACT

Legends and fables are performed by the general public. Noting that the lack of a professional narrator is one of the peculiarities of the legend genre. Those who narrate texts in the genres of myths, legends and oral stories, are not considered in the professional performance of popularizing folklore works, makes the following important conclusion as everyone who narrates works in the genres of enlightenment prose (fable, legend, narrative, oral story) can tell folk tales to the rhythm of a professional storyteller. They told mostly fairy tales about animals. The repertoire of these storytellers is also different. Storytellers can tell a story from an adult's story to children. This is often done by family storytellers. Family storytellers know the psychology of children and display their skills with loving care individually. In particular, after the audience gathered, the storytellers began to tell stories, putting in front of them water, ash, soil, incense, brooms, combs, sticks, and so on. By telling the quiz were announced the winners and losers. In the days when the agricultural type of production was predominant, the tale was usually told at the end of the field work - in the autumn and winter seasons, on long and boring evenings, and it took on the character of a peculiar tradition. The tradition of telling a tale in the evening was actually decided on this basis. That is known by the series of fairy tales in the repertoire of the legendary performer Shakhreizad in Arabian folk tales "A Thousand and One Nights". After all, Shakhreizad began to tell both magical-fantastic tales in her style, mainly at night and stopped in the morning. These heroes are well-known and unknown "storytellers". We can call them family story tellers. The style of the repertoire of family storytellers and the ways of telling them are related to the members of the family and their aesthetic upbringing.

KEYWORDS: Myth, Fairy Tale, Witch, Enchantress, Folklore, National Traditions, Worldview, Spirit, Dramatic Action.

INTRODUCTION

Fairy tales are one of the oldest and most popular examples of folklore. The child grows up listening to fairy tales from a very young age. Adults tell stories to comfort children, and children grow up to tell their own stories as they grow up and go to school. The stories that this child tells to each other are partly heard from adults and partly made by him.

According to the Sokolov's opinion, "The stories the children told each other were almost never recorded." Indeed, when we look at the narrators of folk tales, we see that most of them are told by adults. The tales are based on professional performance. In the past, fairy tales were told by elderly, wise, respectful, and considerate people who had the potential to perform at a certain time of the year.

In ancient times, storytellers were called "storytellers", "narrators" and "tale-tellers". Typically, such professional performers are referred to as storytellers. People took storytelling seriously. Epics, fairy tales, and parables of the folklore genres are performed by professional performers with specific epic memory, epic knowledge, and performance potential¹.

Legends and fables are performed by the general public. Noting that the lack of a professional narrator is one of the peculiarities of the legend genre, K. Imamov wrote that "a legend should not be told only by a professional storyteller or narrator, but a person who has heard and knows it can tell it in any form."²

Folklorist U. Jumanazarov notes that "the lack of professional narrators, the wide range of popular performances make an important feature of the genres of fables and legend³. Folklorist M. Juraev, notes that those who narrate texts in the genres of myths, legends and oral stories, are not considered in the professional performance of popularizing folklore works, makes the following important conclusion as everyone who narrates works in the genres of enlightenment prose (fable, legend, narrative, oral story) can tell folk tales to the rhythm of a professional storyteller."⁴

He expressed his point of view in the following article "Fairy tales are not told for fun, the storyteller does not say what he wants to tell himself." A story is told by a narrator to either an individual or a community. In general the process of telling fairy tales and folklore is very interesting. According to folklorists B. Karimov, H. Zarifov, M. Afzalov, M. Alaviya, Z. Husainova, the performers followed strict habits in the performance of oral works.

In particular, after the audience gathered, the storytellers began to tell stories, putting in front of them water, ash, soil, incense, brooms, combs, sticks, and so on. By telling the quiz were announced the winners and losers. The traditions of Samarkand, Khorezm, Fergana (Namangan) were famous by the performance of the epic. This means that the traditions that are constantly repeated have played an important way during the performance of works of different genres. Undoubtedly, it is more important to pay attention to textual traditions in folklore.

The leading features of the literature is the using of artistic means and it has its own peculiarities from folk songs to epics, from proverbs to fairy tales, the creation of images, storytelling. For example, a storyteller enters into a mood that is appropriate to the content of the story in order to gain the audience's attention, pays special attention to the tone of voice, facial and body movements (facial expressions and pantomime) to ensure the mysterious world of the story.

Mythological images ensure that the sound must be in a terrifying tone, while mimicking the sounds of animals. In this way, he performs a whole fairy tale on his own, fills the spiritual world of the work with his own experiences and provides excitement. Although the performance of a fairy tale is found a folk solo theater, it differs in that it is free from any decorations and other theatrical attributes. In the days when the agricultural type of production was predominant, the tale was usually told at the end of the field work - in the autumn and winter seasons, on long and boring evenings, and it took on the character of a peculiar tradition.

The fairytale evenings lasted from evening to morning. That is why the people themselves did not forget to emphasize this event in the article "A story is told in a day, a fairy tale is told at night." Although the tale had reached its most interesting point - its culmination, it was stopped telling it as soon as the morning dawned. The reason is the belief that the creatures of the dark world, such as the angel, the giant, the fairy, the witch, the enchantress who exist in fairy tales, can come in light and harm people, as well as listeners of fairy tales. The tradition of telling a tale in the evening was actually decided on this basis. That is known by the series of fairy tales in the repertoire of the legendary performer Shakhrizad in Arabian folk tales "A Thousand and One Nights". After all, Shakhrizad began to tell both magical-fantastic tales in her style, mainly at night and stopped in the morning.

As fairy tales are passed from generation to generation, it is natural that in the process, some of the motifs and images in their subject matter reduce or vice versa. Even sometimes the plot motifs typical of one folk tale can be transferred to another folk tale and as a result several fairy tales with similar plots can come into being. Fairy tales keep an independent literary-oral phenomenon, which differs in the national spirit, national traditions, national worldview, means of expression of the national language and the geographical environment. For example, when a storyteller was telling a story, he shut the door, lit a fire in the oven, and put bitter and sharp objects next to it, as well as things like bread, water, and stones. There were fairy tale schools in different parts of Uzbekistan. There the master storytellers taught apprentice for themselves. Fairy tales have existed since ancient times. A classic example of the famous Eastern fairy tale - "A Thousand and One Nights" - a collection of Arabic fairy tales was told by the wise storyteller Shakhrizad, "to shorten a sleepless night." The Devonu lug'otit Turk, which was written ten centuries ago, also contains proverbs and sayings as: "They have a notifier who informs to them every day." In addition to palace storytellers, there were also professional storytellers. They told the best tales of the people.

Such storytellers travel from city to city, from village to village, achieving the love of the people, putting them in a net and honoring them. Storytellers don't just tell stories. It would not be a mistake to say that every storyteller recreates that tale. Because each of them differs in its style of storytelling and worldview. In addition, the narrator can be changed and required according to the special knowledge and demand. Khamrobibi daughter of Umarali from Kokand, Husanboy son of Rasul from Margilan, Nurali son of Nurmat from Kokand are famous among the Uzbek storytellers. They investigated the history of Uzbek folklore and enriched the fairy tales. The priceless examples of Uzbek folk tales written by them still give us spiritual pleasure.

Many famous writers devoted their work to children's stories and fairy tales, they are: the French storyteller Charles Perrault (1628-1703), the German storytellers Ernest Theodore Amadeus Hoffmann (1776-1822), the brothers Jacob Grimm (1785-1863) and Wilhelm-Karl Grimm

(1786-1859), Wilhelm Gauf (1802-1877), Hans Christian Andersen in Denmark (1805-1875), Oscar Wilde in England (1854-1900), and Russian storytellers A.S Pushkin (1799-1837) who devoted exactly ten years of their work to children's stories and L.N. Tolstoy (1828-1910), K.D. Ushinsky (1824-1870), and etc.

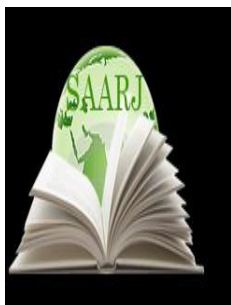
In the middle of the last century some fairy tales became popular as Hamid Alimjan's "Aigul and Bakhtiyor", "Semurg", Sultan Jura's "Blue carpet", Shukur Sadulla's "Cunning sparrow", etc. Tales of fairy tales, fairy tales "Yoriltosh", "The Girl Who Created a Legend", fairy tales "Kachal Polvon" became popular. The traditions of the continuing of writing fairy tales were studied by Uzbek writers H. Tukhtaboyev, A. Obidjon, T. Adashboyev, and Imonberdiyev and so on.

There is another group of storytellers who are not well-known and popular, but they are mothers and nurses who tell the fairies to their young children. These heroes are well-known and unknown "storytellers". We can call them family story tellers. The style of the repertoire of family storytellers and the ways of telling them are related to the members of the family and their aesthetic upbringing. There are different themes, some about animals, some about people, or some inanimate object in their tales. The child hears little fairy tales, and gradually goes on to hear big fairy tales, long, social events - fantastic, adventure-legendary fairy tales. Children's tales are often told by grandmothers, aunts and uncles, they are about animals and so on, says Zelenin⁵.

We've talked above about storytelling in general, including children's storytelling, there are little and wonderful stories that are told to children from an early age. That is told by both professional storytellers and family story-tellers. They told mostly fairy tales about animals. The repertoire of these storytellers is also different. Storytellers can tell a story from an adult's story to children. This is often done by family storytellers. Family storytellers know the psychology of children and display their skills with loving care individually.

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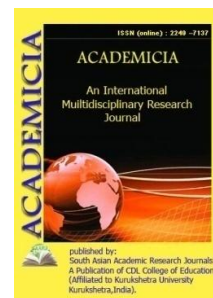
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THE FORMATION OF SLAVIC MYTHOLOGY AND THE PANTHEON OF SLAVIC GODS

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ABSTRACT

The article gives information about the origin and development of Slavic mythology, which is closely connected with paganism. The main part refers to the creation of the pantheon of Slavic gods, to the spread of dual faith among the Slavic people. A brief description of the Slavic system of gods (higher, middle and lower) is given. When Christianity at the beginning of the first millennium became the official religion, first in the Roman Empire, and then throughout Europe, Greek and Roman mythologies had already come a long way and developed into well-established and well-established myth systems with a developed pantheon of higher and lower gods. In Slavic mythology, the “lower mythology” was widely represented as the heritage of animism – various classes of non-individualized spirits, among which there were many “evil spirits”. In ancient Russia, livestock, like bread, was life itself, the personification of producing forces, fertility, wealth, and also an important object of trade. The solvency of a person was judged by the number of cattle that he owned. And it turns out that Volos was not only the god of herders, but also the god of trade and wealth. The Greeks and Romans writing arose long before the adoption of Christianity, all the myths were written down, and Greek and Roman writers borrowed plots from national mythology.

KEYWORDS: *Myth, Paganism, Pantheon, Syncretic, Teratomorphic, Christianity, Dual Faith.*

INTRODUCTION

We all know well that every nation has its own specific system of myths. We have heard the ancient Greek myths about the Olympic gods, the Scandinavian myths about the aces, the ancient Indian mythology set forth in the Vedas, and the myths of many other nations. Slavic mythology has the same system, which takes its roots from common Indo-European mythology.

BODY PART

The original composition of East Slavic mythology was formed by the time when a state - Ancient Russia was formed from disparate East Slavic tribes. It happened in the X century. We know that the modern Eastern Slavs are Russians, Ukrainians and Belarusians. The division of the Eastern Slavs into separate nations took place quite late: Ukrainians and Russians began to stand out as independent nations in the 12th – 14th centuries, and Belarusians later.

And here it is necessary to mention two very significant features of East Slavic mythology that fundamentally distinguish it from other European mythologies, primarily from ancient. Mythology is usually called pagan, non-Christian beliefs of the people. When Christianity at the beginning of the first millennium became the official religion, first in the Roman Empire, and then throughout Europe, Greek and Roman mythologies had already come a long way and developed into well-established and well-established myth systems with a developed pantheon of higher and lower gods. The Greeks and Romans writing arose long before the adoption of Christianity, all the myths were written down, and Greek and Roman writers borrowed plots from national mythology.

By the time when Ancient Russia converted to Christianity in 988, the historical path followed by the Slavs was still very short (after all, only in the 4th – 6th centuries did the Eastern Slavs begin to form as an independent ethnos), their pagan ideas did not manage to take the form of a single system, and the pantheon of higher gods has just begun to take shape. With the adoption of Christianity, paganism was "outlawed", and the system of Slavic myths remained incomplete. This is its first significant difference.

The second difference between Slavic mythologies is that it existed exclusively in the form of oral traditions, because before the adoption of Christianity, the Slavs did not have a written language. When, under the Kiev prince Vladimir the Holy, along with Christianity in Russia, writing began to spread in Church Slavonic language, then, naturally, it was used by Christian scribes not to record pagan beliefs hostile to them, but to passionately and irreconcilably expose them. Scattered information about Old Russian mythology can be found in chronicles and Christian teachings directed against pagan superstitions. [4, 4-5]

The basis of common Indo-European mythology was, apparently, two deities - the supreme male deity of heaven and sun - "sky-father", patronizing fertility and the supreme supreme deity of thunderstorms, lightning, the patron of economic activity, land and abundance - "god of thunder" [1, 3; 4]. Subsequently, the functions of fertility of the earth and abundance began to be personified by a special deity. The original myths of Indo-European mythology contained images of the world mountain, world river, world tree, teratomorphic creatures, as well as various binary oppositions.

Subsequently, Indo-European mythology becomes more complicated. The pantheon of the gods is expanding; their functions are redistributed, some of them are transferred to other gods; the pantheon is hierarchized due to subordination by evaluative relations, the level of "lower mythology" is more clearly distinguished, the world of demons is opposed to the world of people - heroes. In Slavic mythology, the "lower mythology" was widely represented as the heritage of animism – various classes of non-individualized spirits, among which there were many "evil spirits". In the imagination of the ancient Slavs, they filled a natural and cultural environment, those niches of it, in which the activity of the mysterious, miraculous, magical

could manifest itself (in the mind of a primitive man). Mythological traits were also attributed to many species of animals that played an important role in the life of the primitive community (wolf, bear, horse, etc.). Syncretic mythological images were also formed, combining the properties of representatives of lower mythology with the features of people or animals (sea king, forest king, baba yaga, miracle yudo, etc.)

After the adoption of Christianity, faith in the higher gods relatively quickly eroded from popular memory, giving way to Christian ideas about God. However, the lower mythological creatures with which the popular imagination inhabited terrestrial spaces were not forgotten. Belief in domestic spirits, mermaids, who leave rivers on fields at the time of cereal flowering, walking dead, rising from their graves at night, witches, taking milk from cows and causing damage to people, continued to exist in the minds of the people. If before the adoption of Christianity, pagan views of the world were equally characteristic of both the simple peasant and the grand duke, then after this event in public views there were changes. The city nobility quickly learned Christian rites - she was baptized herself and baptized her children, married in a church, and buried the dead according to the Orthodox rank. And the majority of ordinary people, having formally accepted baptism, essentially remained pagans, only superficially mastered the foundations of Orthodox dogma. This situation persisted in Russia for several centuries, and only by the sixteenth century, according to scientists, Orthodoxy began to prevail in the minds of the people, not destroying, but only greatly suppressing paganism. A similar situation in which ancient pagan superstitions and elements of Christian doctrine coexist together is called double faith in science. "The term double faith means the parallel coexistence in the public mind of a traditional Christian worldview and elements of pre-Christian pagan beliefs." [3, 19] It does not mean at all that the East Slavic peasant had two faiths and that he believed at the same time both Perun and Jesus Christ. A person living in double faith is convinced that St. Nicholas and Brownie, Kikimora and St. Paraskeva - creatures of one world. Such a person does not realize that St. Nicholas and the brownie belong not only to different, but mutually exclusive creeds that it is impossible to worship them at the same time. According to academician N.I. Tolstoy: "The people's Christian worldview ... cannot be considered dual faith, because it is whole and represents a single system of beliefs. Belarusian or Polish peasant woman, worshipping St. Nikolai Ugodnik and at the same time performing various manipulations to protect himself from a witch in Ivan Kupala or at another time, does not worship two gods - God and Mammon, has his own specific relationship to one and the other world. "These relations in her view are not contradictory, they naturally complement each other." [8, 16-17] However, this worldview turned out to be very stable and has survived almost to the present day. For example, at the beginning of the 20th century, peasants did not find anything strange in the fact that on Easter they "christened" with a brownie or a goblin.

To do this, during the Easter matins, they went to the forest with a painted egg and said three times: "Christhasrisen, the owner of the field, forest, house, water, with the hostess and the children!"

Numerous Slavic myths about the creation of the world are known. All of them bore a dualistic beginning, i.e. they say that the world was created by two mutually exclusive principles - God and Satan. Below we give brief information about the Slavic gods and demons.

As already noted, in the "Tale of Bygone Years" information was preserved about the construction in Kiev in 980, at the behest of Prince Vladimir, of the pagan pantheon (from other Greek: πάνθειον "the temple of all gods" Vladimir began to reign in Kiev alone. And he set idols on a hill outside the courtyard courtyard: wooden Perun, and his head was silver, and his golden mustache, and Khors, and Dazhbog, and Stribog, and Semargl, and Mokosh. And they sacrificed to them, calling them gods, and brought their sons and daughters, and made sacrifices to demons ... " All Slavic pagan gods were endowed with individual traits, a specific sphere was assigned to each of them in the popular consciousness, and in this sense, the Slavic pagan pantheon is fully correlated with the ancient Greek and Roman "collections" of gods. Depending on the importance of the functions performed, the degree of their relevance for a person, the characteristics of communication with people and the impact on them, the entire totality of Slavic pagan deities and characters can be divided into several "levels" - higher, middle and lower. Thus, the famous Russian mythologists V.V. Ivanov and V.N. Toporov, describing Slavic mythology as a worldview system, distinguish three levels of mythological characters. To the highest level, scientists include Perun(the God-Thunderbolt) and his opponent Veles, as well as (with some reservations) Svarog, Dzhbog, Yarilu and Mother Earth Earth.

The average level, according to scientists, was represented in this case by mythological deities that are associated with business cycles and seasonal works (Rod, Chur, Mokosh), and the lower level - by demonic creatures (Likho, Death, brownie, goblin, mermaid, kikimora and etc.) [5, vol. 2, 450-451].

In the book of E. E. Levkieskaya "Myths of the Russian people" a more complex hierarchy of mythological characters is presented. By "higher gods" she attributed Perun, Volos (Veles), Mokosh, Hors, Dazhbog, Semargl, Stribog, Svarog.

The second group consists of the so-called natural deities (Yarilo, Kupala, Mother Earth). The characters of lower mythology, named by E. E. Levkiesky spirits, are represented by demonic creatures (mermaid, kikimora, brownie, bannik, goblin, water, swamp, midday). A separate group of "lower" mythological creatures are "half-demons" (witch, sorcerer, sorcerer, wolkolak, whooper) and hell [4, 214-449].

Below we briefly dwell on each god separately.

The supreme (higher) gods (Perun, Veles, Svarog, Dzhbog, Yaril and Mother Earth Cheese) are called "pagan deities, who were attributed the most general, universal functions: managing the world, waging war, protecting fertility, harvest, weather, supporting statehood and etc."

TheonymPerun in the sense of "Thunder God; the supreme pagan god "is known primarily to the East Slavic languages. Perun lives in heaven and commands the heavenly fire. The weapon of Perun is stone or stone arrows, it throws them from heaven to earth, causing a thunderstorm. In Polesie, they still believe that lightning is a stone arrow fired to the ground.

Such as tone is considered belemnite or just any narrow oblong stone.

Of the days of the week, Thursday was dedicated to Perun, of animals - a horse, and of trees - an oak. After the adoption of Christianity, the cult of Perun, the supreme pagan deity, underwent the most violent and crushing eradication. Svarog is the god of fire, blacksmithing and marriage among the Gentile Slavs. "For the sake of nickname, both the god Svarog and the seven king's son by his name are the Sun, he will be called Dazhbog.The sun is the kings on of Svarogs, the

hedgehog is Dazhbog. According to ancient Slavic beliefs, Svarog sent people heavenly fire when they could not get it themselves; he threw the hammer and blacksmiths to the ground, after which people learned the blacksmithing craft. Svarog ignites with sparks of his fire not only inspiration in the souls of masters, but also a love feeling in the hearts of people. Ancient legends say that Svarog forged the first plow and the first wedding ring. It is also believed that Svarog legalized marriage and, accordingly, a monogamous family. Svarog was presented in the form of a strong, strict and silent blacksmith.

Dazhdbog (Dazhbog) - the god of the sun, light and good in East Slavic mythology. The name Dazhdbog is formed, according to scientists, by the combination of the archaic form of the imperative mood of the verb to give - even the words God, which allows you to define the function of Dazhdbog as a god, giving people a share, happiness, good luck, as a giver of earthly goods. It is believed that it was Dazhdbog who introduced the chronology of the solar calendar. Dazhdbog Slavic pagans represented a beautiful, strong youth, the defender of plowmen and sowers. Dazhdbog gives people not only health and physical strength, but wisdom and skill.

Russian warriors - defenders of the Fatherland - are named in Dazhdzhi's grandchildren in the "Word of Igor's Regiment".

Horse is the god of the sun among the ancient Slavic pagans, a blessed deity that gives warmth to people. According to some scholars, the word Horse is of Persian origin and is associated with other words (xvarset, xurset), meaning "shining sun" [9, v. 4, 267]; the connection of this word with the word good is less convincing. Horse is the god of the sun among the ancient Slavic pagans, a blessed deity that gives warmth to people. According to some scholars, the word Horse is of Persian origin and is associated with other words (xvarset, xurset), meaning "shining sun" [9, v. 4, 267]; the connection of this word with the word good is less convincing.

In written sources: in some cases it was written as Ce (s) margl, and in others as two words: Sim and Rgl. Some scholars interpreted the first part of this word as the numeral seven, which is traditionally associated with ideas about the correlation of this figure with happiness, luck.

The name of Stribog is given in The Tale of Bygone Years along with other pagan gods of the pantheon of Prince Vladimir. The possessive adjective formed from the word Stribog is used in the "Tale of Igor's Regiment": "All winds, Stribozh's grandsons, blow from the sea with arrows on the brave Igor's plots". Based on this context, many researchers characterized Stribog as the master of the winds.

Mokosh is the only female character in the pagan pantheon of Ancient Russia - the patroness and protector of girls and women who turned to Mokosh with requests and prayers for a happy marriage, motherhood, health and well-being of the family. Idol Mokoshi was located in the pantheon of Prince Vladimir on a par with the main pagan god - Perun, which, on the one hand, emphasized the importance of this deity in the worldview of the Slavs, and on the other, it expressed the harmony of male and female principles that was understandable to every person. The worship of Mokosh (as well as the cult of Perun) was preserved among the Eastern Slavs until the end of the 19th century.

Conventionally, mythological characters can be attributed to the "middle level", which (like the "supreme" deities) have fairly broad functions, "powers", but find closer than the gods of the "higher" level, communication with people, with their daily business concerns and seasonal

rituals, as well as with the most important cults - the cult of the family and the cult of the ancestors.

Yarila is an old Russian pagan deity, which was conceptualized as a symbol of spring awakened nature and sensual love.

The word Yarila, like other words with the root yar-, is associated with ideas about spring vegetation (Russian spring sowing, spring sowing, white yaryn, agricultural crops sown in spring и), and about young animals (goby-yarovichka, heifer- bright). V. I. Dahl, calling Yarila “the ancient Slavic god of fertility, from whom the earth and all living things are ravaged”, distinguishes its two most important magical functions - a beneficial effect on the crop and on childbirth: “Yarila walks on fields, grows rye, brings newborns” . [2, 680]

Yarila usually imagined himself in the form of a young, handsome barefoot with a wreath on the head of a young man who, holding in his hands bunches of ripe ears of corn, travels across the earth on a white horse and in white clothes.

The appearance of Yarila testifies not only to the arrival of spring, but also to the emergence of a love feeling among people.

Veles (Volos) - in East Slavic mythology - the god-keeper of pets, the donor of material wealth. Nestor the chronicler, listing in the "Tale of Bygone Years" of the gods from the pantheon of Prince Vladimir, did not mention this very important name. Meanwhile, Volos was undoubtedly worshiped throughout the entire East Slavic territory. In Kiev, the idol of Volos did not stand on a hill, but below, on Podil, on the bank of the river, and by this he was opposed to the other gods, and first of all to Perun. Old Russian sources constantly call Volos "the bestial god." This means that this god patronized the economy, and above all cattle breeding. In ancient Russia, livestock, like bread, was life itself, the personification of producing forces, fertility, wealth, and also an important object of trade. The solvency of a person was judged by the number of cattle that he owned. And it turns out that Volos was not only the god of herders, but also the god of trade and wealth. In the cult of Hair, wool, hair play an important role - all these are symbols of wealth, wealth, fertility. [4, 15]

Chur – in the East Slavic beliefs – a mythical creature, a good spirit, protecting the borders of households and households. Under the protection of Chur there are boundary signs: small hills, ravines, fences, fences. Anyone who dares to replace boundary signs or destroy the fence runs the risk of incurring the wrath of Chur. This deity is also considered a domestic spirit that fights evil scum.

The characters of the "lower" mythology of the Slavs include demonic creatures that have an anthropomorphic (or mixed - zooanthropomorphic) appearance and, as a rule, possess the ability to turn into people. Usually, such characters in the sphere of folk spiritual culture are steadily identified with “evil spirits” and engage in activities harmful to humans. In contrast to the characters of the “higher” and “middle” levels, the “scum” are the “protagonists” of popular folklore texts: fairy tales, legends, legends. It is also characteristic that the information about the characters of the “lower” mythology turned out to be very “tenacious”: they are preserved to the greatest extent in modern popular consciousness.

The devil in Slavic mythology is an evil spirit, a personified embodiment of evil. The hell myth (in the form of the plural - devil) is also often used as a generalized name for all unclean people -

brownies, goblin, water, bannics, etc. From the word devil it is necessary to distinguish the nominations of the devil, sat an and demon, who came to the Slavic culture from biblical texts.

Leshiy (Bel. Lyasun, woods; ukr.Lisovik) - forest spirit, the embodiment of wealth and danger of the forest element. The devil was believed to be a damned person or a mortal (malicious) deceased.

Water (white.Vadzianik, Ukrainian. Waterman) - in East Slavic mythology - an evil spirit that lives in water; the embodiment and personification of water as a hazard to humans. According to some Slavic beliefs, the water men are drowned, whose bodies were not buried, or children cursed by their parents.

Mermaid (white. Kazyzka, Ukrainian. Rags) - in the mythology of the Eastern Slavs - a female demonological character associated with water and forest elements.

All Eastern Slavs have a widespread belief that mermaids belong to the world of the dead: believed that the mermaids are girls who died before marriage, or girls and girls who died (or drowned) in the Rusal Week, as well as infant girls who died unbaptized. According to some reports, mermaids are girls bathing without a cross, or girls who have gone missing due to a maternal curse. Brownie (Bel. Hatnik, Damavik; Ukrainian.

Domovik, Khovanets) - in East Slavic mythology - the spirit of the house, the keeper of the hearth.

The cult of the brownie, very developed and extremely stable among the Eastern Slavs, is closely connected with the ideas of beneficent ancestors, since the health of people and pets depended on the attitude of the brownie – benevolent or hostile. Kikimora, according to the beliefs of the Eastern Slavs, is the evil spirit of the house, living on the stove or in the stove in the form of a small invisible woman, a scary, ugly, ugly old woman, dressed in rags and tattered clothes, or girls with long black hair, a white face and black eyes. [4, 259]

Bannik in East Slavic mythology is a spirit living in a bathhouse, dangerous for those who wash. The banner was presented in the form of a naked old man of small stature, with a beard and big hands, in which he holds a bath broom and a gang of water.

In addition to all of the above, the ancient Slavs endowed people and animals with demonic properties.

Such a group of mythological characters includes real people or animals whose behavior is believed to be due to their real connection with evil spirits.

Witch (Bel.Vedzma, Ukrainian. Vidma) - a real woman, endowed with supernatural abilities and associated with evil spirits.

The word witch goes back to the root * vêd- and corresponds to a series of words, united by the meaning "know", "knowledge"; cf. Bel. : Veda,, Vedanne; Russian linguist, orient list and under. Thus, witches were originally called women who possess secret, sacred knowledge, the gift of foresight, and possess mysterious magical abilities.

The main feature of witches is their dual nature, consisting in their connection with both people and the realm of evil spirits.

Most often, the witch was imagined as an old sloppy-clad woman with gray disheveled hair, with a hooked nose, with bony hands, sometimes with bodily imperfections (humpiness, limp); she talks without looking people in the eye, often she has fused eyebrows, as well as a mustache. A witch was often considered a lonely woman, inhospitable, with oddities.

Less commonly, a witch was described as a beautiful girl or young woman. Sorcerer (Bel.Vyadzmar; Ukrainian.Charivnik) - in East Slavic mythology - a person associated with evil spirits, engaged in witchcraft. Like a witch, a sorcerer is a real person with demonic abilities. Etymologically, this word is associated by scientists with the word Koltun "tangled clumped hair"; „Crease in the field". Thus, initially the sorcerer is the one who causes damage by making tricks. [3, 159]

It is believed that the image of the sorcerer was formed among the Eastern Slavs under the influence of ideas about the sorcerers - Old Russian pagan priests, who not only engaged in worship and sacrifices, but also, as was believed, could command the elements and predict the future.

Whooper's (possessed, possessed) - people (usually women) who are prone to hysterical seizures, during which they emit violent cries, commit inappropriate acts.

Such behavior was attributed to the instillation of evil spirits in a sick person or to the influence of damage sent to him. Volkolak (Bel. Vakkalak, Vakkalaka; Ukrainian.Vovkulak) in Slavic mythology is a werewolf man with supernatural abilities to turn into a wolf, and then again become a man.

Sorcerer (Bel.Healer, charaunik; Ukrainian. Healer, charvnik) is a healer, practicing his own methods of treatment with the help of herbs, conspiracies and various magical actions. In the popular mind, the healer (a person with secret knowledge) is fundamentally different from witches and sorcerers in his benevolent attitude towards people and his connection with the Christian religion.

CONCLUSION

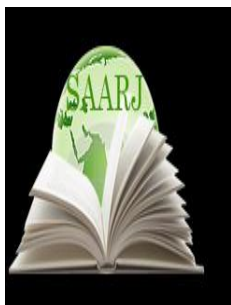
Similar examples show that the core of ancient Russian mythology is still alive in popular beliefs. The mythological beliefs of the ancient Eastern Slavs, individual fragments of which are stored in the beliefs and customs of our contemporaries, reflect their unique, largely mysterious worldview.

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ACADEMICIA

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AUTHENTIC TEXTS IN FOREIGN LANGUAGES CLASSES

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ABSTRACT

This article proposes methods of using authentic materials in teaching foreign languages. Authentic learning tasks stimulate interaction with texts and are based on the operations, which are performed in the process of working with source information outside of the classroom. It is also important to take into account the authenticity of the national mindset in the selection of materials: the desire to reflect the situation that is usual and routine for a native speaker may not always be adequately perceived by students. Therefore, it is required to adjust the content taking students' age, and interests into consideration and evaluate information in terms of meaning and accessibility for students. The text is considered as informatively authentic if it can make a learner interested who reads or listens to this text. It is impossible to conduct international scientific-practical conferences and seminars without using English. "Authentic," when translated from English, means "original" An authentic text is not primarily intended for educational purposes. Thus, an authentic text is not only a concept that is based on originality, authenticity, but also takes into account a number of characteristics that allow such a text to be called as authentic discourse and to perform a variety of learning tasks.

KEYWORDS: *A Foreign Language, An Authentic Text, A Learning Process, Vocabulary, Educational Task, A Speech Activity.*

INTRODUCTION

Characteristic significance of present time is that the English language, being an international language of communication and a state language of several countries, is getting widely used for communication in Uzbekistan as well. It is impossible to conduct international scientific-practical conferences and seminars without using English.

In the educational process, a great attention was paid to such a concept as the originality of the material or its authenticity. "Authentic," when translated from English, means "original" An authentic text is not primarily intended for educational purposes.

Researcher of the authenticity concept M. Breen identifies 4 types of authenticity:

- 1) The authenticity of the text materials used for educational purposes;
- 2) Degree of authenticity perceived by students;
- 3) The authenticity of educational institutions;
- 4) The authenticity of the social situation in the classroom.

Special attention is paid to the authenticity of the text [6, p.60 -70].

MAIN PART

It is also an important fact is that since authenticity is not limited to certain conditions, up to now a single definition of authenticity has not been developed yet, but it involves different types of authenticity. The presence or absence of a certain type of authenticity varies depending on the individual situation of communication. Therefore, the inconsistency of issues related to authenticity of the text is quite relevant.

The implementation of the pedagogical process is possible with authentic materials taken from original sources which are not initially intended for educational purposes [1, p.395]. However, it is worth noting that such texts are rather difficult for students to understand and they may not always correspond to educational environment and intended learning objectives.

Taking into account these features, E.V.Nosonovich, R.P.Milrud consider that the authors of textbooks need to pay attention to all aspects of authentic speech activities and educational requirements of that language activity while compiling texts. Just such texts, created for educational purposes and as much as close to source samples, will be considered as authentic. They are used in foreign language interaction and correspond to:

- the norms and objectives of natural communication;
- learning requirements;
- Thinking and language level of students [3, p. 11-18].

In order to call texts authentic, they must be equipped with certain structural features, and in the first place, introduce an authentic discourse. The following are characteristic for a discursive authentic text:

- natural lexical content;
- natural grammar;
- situational appropriateness of language means;
- logical integrity;
- Thematic unity [3, p. 11-18].

A discursive authentic text has the following characteristics:

- structural authenticity;
- lexical - phraseological authenticity;
- grammatical authenticity;
- functional authenticity;

- cultural authenticity;
- informative authenticity;
- situational authenticity;
- the authenticity of the national mind set;
- reactive authenticity;
- authenticity of register;
- the authenticity of educational tasks [3, p.11-18].

Structural authenticity is associated with the peculiarities of the text construction and its logic with substantial and formal integrity. An authentic text is characterized by the fact that the sentences are not only closely interrelated with each other, but also harmoniously complement each other in such a way that a logical connection is established between them, providing the text with communicative integrity. The coherence of the text is determined by its theme and it is impossible not to note the role of the title, which leads the learner to perceive a certain kind of information. [4, p.1028].

In the **lexical - phraseological authenticity**, the selection of lexical units and phraseology plays an important role. The text produced by students does not have a big content, and the vocabulary used is related to those areas of life and interests that students are interested in: family, free time, hobbies, traveling and others [2, p.987]. Due to phraseological units, the text presents expressiveness and emotional connotation. Phrasal verbs are actively used in the English language, for example, to break down, to call back and many other verbs. Proverbs and phraseological units allow students to develop authentic speaking skills [3, p.6].

Grammatical authenticity is associated with the use of typical grammar structures of this language both in oral and written speech. Being familiar with grammatical models allows minimizing inter language effects and makes possible to avoid many mistakes in the further mastery of a foreign language. The grammar of any language and its vocabulary regularly undergo changes and continuously develop.

According to E.V. Nosonovich and R.P.Milrud, **functional authenticity** is determined by natural features while selecting linguistic activities to meet learning objectives. A variety (in the stylistic plan) of texts allows the learner to understand a separately taken authentic text and use the optimal means of expressing thoughts that are relevant in a particular communicative situation.

The significance of **cultural authenticity** is determined by the close relationship with the culture, peculiarities of life, behavior and mindset of the target language country [5, p. 800].

Informative authenticity of an educational text implies the fact that any natural text contains new information that could raise reader's interest. Therefore, it is required to adjust the content taking students' age, and interests into consideration and evaluate information in terms of meaning and accessibility for students. The text is considered as informatively authentic if it can make a learner interested who reads or listens to this text.

Currently, the informative feature of methodical authenticity is one of the determining factors in the selection of educational materials. The students are provided with texts containing relevant information for them: the life of foreign students, traditions and customs of the target language country and historical and other facts.

Situational authenticity implies the naturalness of the situation, which is offered as an educational illustration, the interest of native speakers to the stated topic and the naturalness of the discussion.

The text is compiled by the authors in a similar way so that the person, reading it can easily recognize the type of text that is familiar in everyday life. It can be personal letters, advertisements, texts of popular science, cooking recipes, excerpts from the biography of famous people: popular music performers, politicians, athletes, which is interesting for this group of readers. [3, p.4].

It is also important to take into account the authenticity of the national mindset in the selection of materials: the desire to reflect the situation that is usual and routine for a native speaker may not always be adequately perceived by students. There are certain speech taboos for discussing some topics, for example, connected with religion, income, and personal problems.

Reactive authenticity implies that in a real communicative situation any text, which is either read or listened, causes a certain reaction. Therefore, when developing an educational text, it is necessary to endow with emotional coloring and provide feedback from the mental and speech activities.

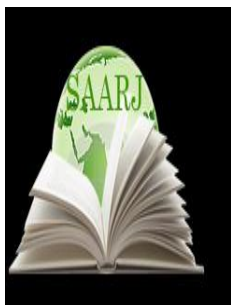
Authenticity of the decorated text suggests the presence of photos of characters; auditory series: all kinds of noises and sounds, which allow facilitating its understanding.

Authentic learning tasks stimulate interaction with texts and are based on the operations, which are performed in the process of working with source information outside of the classroom [3, p.10].

Thus, an authentic text is not only a concept that is based on originality, authenticity, but also takes into account a number of characteristics that allow such a text to be called as authentic discourse and to perform a variety of learning tasks.

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ACADEMICIA
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THE STATE OF ANTIMICROBIAL PROTECTION OF THE ORAL MUCOSA IN PATIENTS WITH CANDIDA STOMATITIS

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ABSTRACT

The connection between dysbacteriosis and candidiasis stomatitis of the oral mucosa testifies to the urgency of the problem of studying the features of the course of dysbiotic disorders, which will ensure timely diagnosis, differentiated treatment and prevention of recurrent candidiasis stomatitis of the oral mucosa. The chronic course of candidal stomatitis is accompanied by an increase in dysbiotic disorders of the oral cavity, a decrease in antimicrobial protection factors and a sharp increase in the titers of Candida fungi. A particular concern in this regard is bacterial-fungal interactions that contribute to the acquisition of pathogenic more aggressive properties by Candida fungi associated with integration with other microorganisms and an increase in the aggressive potential and virulence of Candida fungi [11,20]. For relative variables (frequency cases against the number of dedicated strains to the total number, etc.) determined frequency (%).

KEYWORDS: *Candidacies, Mucous Membrane Of An Oral Cavity, Candidacies Stomatitis*

INTRODUCTION

In connection with a wide distribution in the population and chronic over Candida stomatitis is one of the important problems of modern dentistry. In the structure diseases mucous membrane of oral cavity (MMOC) to share Candida stomatitis have 30% [1,3,17,18].

Relevance the problem of candidiasis mouth due to how high prevalence, and features of course this pathology: resistant recurrent current, resistant to traditional therapy development secondary infectious complications and decrease social adaptation patients [4,8,9].

Microflora mouth these patients characterized by the presence of as mono-and multicomponent associations pathogenic and opportunistic microorganisms with significant increase opportunistic

flora exhibiting expressed pathogenic properties, and correlated with the weight current candidiasis temperature [11,13,16,20].

At the same time, the issue of the mutually burdensome impact of oral microbiocenosis and fungal pathology has not yet been definitively resolved. There is no doubt that infection and chronic inflammation (including inflammatory periodontal diseases) play an important role in the occurrence and progression of candidiasis of the MMOC [3,15,17,19].

This way in-depth study questions the relationship dysbiotic processes mouth and *Candida* defeat in optimize their prevention and treatment important.

Goal research: to identify characteristic microbiological changes biotope cavity when *Candida* of the mouth stomatitis and explore the relationship between changes urease positive microflora factors mouth and by fungi of the genus *Candida* according to from clinical course of the disease.

MATERIALS AND METHODS OF RESEARCH

In our studies participated 76 patients (the main group) with *Candida* stomatitis of them: 15 sharp pseudomembranous *Candida* stomatitis (B.37.00); 20 - with a sharp erythematous *Candida* stomatitis (B.37.01 in); 17 with chronic erythematous *Candida* stomatitis (B. 37.02) and 21 with chronic erythematous *Candida* stomatitis (B.37.03 in), and 20 people no signs pathology mouth made the control group. Duration disease 5 years \pm 2.5 years. The diagnosis of *Candida* stomatitis set according to the classification adopted by the world organization health ICD-10 (1997).

Rating contamination mouth pathogenic microflora was carried out activity enzyme urease according to Levitsky A. P (2008), and of other factors. nonspecific resistance – activity lysozyme at Storozhuk P. G and co-authors (2001).

For definition dysbiotic violations mouth used enzymatic the method of determining the degree of dysbiosis mouth according to Levitsky A. P. [10]. The basis enzymatic method put understanding what dysbiosis is the result interaction antimicrobial systems of a macroorganism germs mouth [9, 11]. Indicator state antimicrobial systems can to be lysozyme, activity which is closely correlates level nonspecific and even specific antimicrobial factors microorganism [2, 6].

For calculating the degree dysbiosis cavity mouth (DD) must to determine the ratio relative activities urease (Ur Reg) and lysozyme (L Reg).

$$DD = Ur \text{ Reg} / L \text{ Reg}$$

In normal healthy individuals figure DD is always equal to 1. For violation of microbiocenosis mouth (in case of dysbiosis) figure there will be more 1, and the more pronounced dysbiosis, the higher the value of this index [10].

When statistics processing used methods parametric (average, error average value $M+m$, ratio Student's the probability differences P) and nonparametric processing results. For relative variables (frequency cases against the number of dedicated strains to the total number, etc.) determined frequency (%). For judgments about connection of dissimilar signs used the method is simple a linear correlation. In statistical processing results used computer program Excel for Microsoft.

RESULTS RESEARCH AND DISCUSSION

In table 1 and the figure shows results definition activity urease and lysozyme the oral fluid. Patients with Candida stomatitis reliably ($P < 0.01$) increases activity urease that shows the growth of the microbial contamination of the oral cavity. Thus, patients with pseudomembranous Candida stomatitis (B.37.00) activity urease relatively the monitoring group increased by 125 % ($P \leq 0.01$); acute erythematous Candida stomatitis (B.37.01) – at ($P \leq 0.01$); chronic erythematous Candida stomatitis (B.37.02) - to 100,0% ($P \leq 0,01$); and chronic erythematous Candida stomatitis (B.37.03) on 85,83% ($P \leq 0,01$); maximum increase activity urease is detected during exacerbation chronic forms of the disease to 166,67% ($P \leq 0.01$).

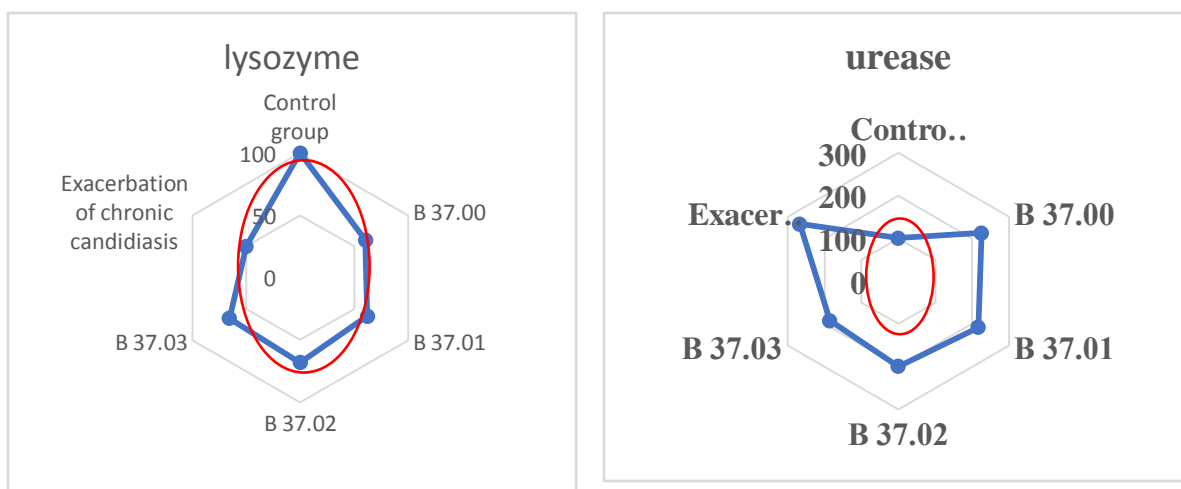


Fig.1 Activity lysozyme and urease oral fluid of patients Candida stomatitis (in % relative to the control group).

Appropriate reducing the activity lysozyme made 39,85% ($P \leq 0.01$); Of 37.94 % ($P \leq 0.01$); 31,74% ($P \leq 0,01$); of 34.47% ($P \leq 0.01$) and 50,11% ($P \leq 0,01$), which indicates the weakening antimicrobial forces mucosa shell cavity mouth (table 1, figure 1).

Designed on the basis of ratio relative activities urease and lysozyme the degree of dysbiosis shows patients Candida stomatitis degree oral dysbiosis increases 2 – 4 times.

Among the local factors of candidiasis stomatitis, a significant role belongs to the violation of the microbial composition of the oral cavity, which leads to a decrease in the level of natural factors of antibacterial protection and immunological reactivity of the body [7,13,14,20].

TABLE 1 DYSBIOTIC DISORDERS, CONDITIONS OF NON-SPECIFIC RESISTANCE OF THE ORAL CAVITY IN PATIENTS WITH CANDIDIASIS STOMATITISCANDIDA STOMATITIS

Candidiasis	Urease MK – kat/l	Lysozyme Eg/ml/min	Caption C. albicans Lg CFU/ml	Degree dysbiosis Ed
Control group	0,12±0,01	14,68±0,65	1,09±0,10	1.02±0,04
◀ ◡ ◢ ◣ B 37.00	0,27±0,01*	8,83±0,35*	5,27±0,18*	2,33±0,10*

ch ro nic	B 37.01	0,26±0,008 [•]	9,11±0,42 [•]	5,13±0,12 [•]	2,41±0,11 [•]
	B 37.02	0,24±0,006 [•]	10,02±0,47 [•]	4,88±0,18 [•]	2,03±0,08 [•]
	B 37.03	0,23±0,01 [•]	9,62±0,37 [•]	4,70±0,15 [•]	2,15±0,09 [•]
	Aggravation chronic candidiasis	0,32±0,01 [•]	7,31±0,45 [•]	6,75±0,24 [•]	3,65±0,14 [•]

Note: •- P<0,05 against to control

Mushrooms of the genus *Candida*, being representatives normal microflora can lead themselves as saprophytes, however some factors exogenous or endogenous character show their pathogenic properties and be participants microbial associations in many infectious diseases that when inflammatory and inflammatory - destructive diseases periodontal [1,4,5,7,19].

When the development of *Candida* stomatitis between mushrooms and the bacterial associates are realized occurs bilateral stimulation growth and reproduction, as well as mutual strengthening virulence, in terms of deficit or elimination of the normal flora leads to breeding of resistant strains [9,11,13]. This due to resistance *Candida* stomatitis with *Candida*-flora to traditional treatment [8,12].

Urease has absolute specificity, that is only one substrate urea, decomposing her ammonia and carbon dioxide: $\text{H}_2\text{N-CO-NH}_2 + \text{H}_2\text{O} \rightarrow 2\text{NH}_3 + \text{CO}_2$. Urease in the cavity the mouth of a man is exclusively enzyme microbial origin secreted ***Streptococcus sanguis***, ***Bacteroides melonogenicus***, ***Actinomyces viscosus***, *Proteus mirabilis*, *Citrobacter freundii*, *Klebsiella pneumoniae*, *Enterobacter cloacae* и *Staphylococcus aureus*. They form endotoxins (ammonia, indole, skatole, butyrate, propionate, lipoic acid), which easily penetrate through the epithelium the gums and cause a number of pathological changes in its connective fabric, breaking trophic the process the gums, amplifying transudation and secretion collagenase, activating kinin system [1,2]. Mushrooms kind *Candida* do not have ability to produce urease [3].

Lysozyme (muramidase) - the enzyme playing one of the leading role in the natural nonspecific immunity person. Lysozyme has antibacterial activity having immunomodulatory, anti-inflammatory, antitoxic action, stimulates regeneration and erythropoiesis. Antibacterial properties of the enzyme lysozyme related to the class of hydrolases, due to his ability to destroy cell walls of bacteria by hydrolysis included in their composition of peptidoglycan. Thus, the secretory enzyme lysozyme is a special biosystem of antimicrobial protection

Urease activity anti-lysozyme sign indicate an increased potential of microorganisms to colonization and persistence of pathogenic and conditionally pathogenic microorganisms on the mucous membrane of the oral cavity. A particular concern in this regard is bacterial-fungal interactions that contribute to the acquisition of pathogenic more aggressive properties by *Candida* fungi associated with integration with other microorganisms and an increase in the aggressive potential and virulence of *Candida* fungi [11,20].

In this connection received results allow to assess the degree and character dysbiotic changes in the relationship status nonspecific the protection and the level fungal contamination mouth using correlation analysis (table 2).

As you can see from table 2, in all the studied nosological forms of *Candida* stomatitis mouth notes tall and strong correlation the relationship study indicators (the coefficients correlation

range within of 0,47 to 0,71), if between number pathogenic micro flora caption mushrooms C. albicans and the degree dysbiosis cavity mouth these relationships positive with activity lysozyme negative. Maximum tall and strong correlation the relationship marked during exacerbation chronic forms of the disease (the coefficients correlation within to 0, 77 to 0,96).

This way more long, chronic for Candida stomatitis accompanied by increase dysbiotic violations of the mouth, reduction factors antimicrobial protection and sharp increase caption mushrooms Candida. Received results consistent data about opportunities increases factors of pathogenicity strains mushrooms Candida due to synergies with pathogenic microflora [11]. Received materials quantitative the expression assess the role changes microbiological landscape in lot forming metabolic profile of violations on the MMOC.

CONCLUSIONS

Clinical manifestations of Candida stomatitis on the oral mucosa are characterized by the occurrence of oral dysbiosis. There is a weakening of the body's antimicrobial enzyme systems, which also complicates the course of candidiasis stomatitis. The inextricable link between dysbacteriosis and candidiasis stomatitis of the oral mucosa indicates the urgency of the problem of studying the features of the course of dysbiotic disorders, which will ensure timely diagnosis, differentiated treatment and prevention of relapses of candidiasis stomatitis of the oral mucosa.

TABLE 2 CORRELATION MATRIX EXTENT THE RELATIONSHIP BETWEEN SHIFTS PATHOGENIC MIKROBIOTSENOZA, NONSPECIFIC FUNGAL CONTAMINATION AND THE DEGREE OF DYSBIOSIS MOUTH PATIENTS WITH CANDIDA STOMATITIS

№	Control group				B 37.00				B 37.01				B 37.01				B 37.02				Aggravation chronic			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	1,0	0,62	0,66	0,67	1,0	-0,61	0,59	0,62	1,0	-0,60	0,58	0,63	1,0	-0,71	0,59	0,63	1,0	0,63	0,58	0,64	1,0	0,89	0,91	0,92
2	0,60	1,0	0,65	0,68	0,55	1,0	0,63	0,67	0,55	0,66	1,0	0,62	0,58	0,65	0,69	1,0	0,59	0,60	0,65	0,69	0,88	1,0	0,89	0,96
3	0,85	0,65	1,0	0,92	0,61	-0,61	1,0	0,61	0,59	0,60	1,0	0,59	0,62	0,60	1,0	0,62	0,64	-0,60	1,0	0,68	0,82	0,83	1,0	0,94
4	0,70	0,67	0,80	1,0	0,63	-0,63	1,0	0,64	0,63	0,67	1,0	0,63	0,57	0,67	1,0	0,60	0,60	-0,60	1,0	0,74	0,74	0,88	0,86	1,0

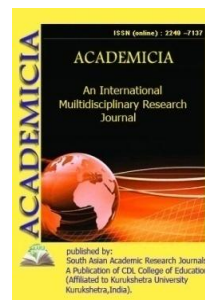
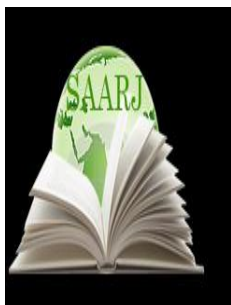
- Note:** 1 - urease, MK-kat/l
 2 - lysozyme Eg/ml/min.
 3- The titer of C. albicans CFU/ml
 4- the degree of dysbiosis of the mouth, unit

The study of the ratio of oral microbiocenosis, antimicrobial protection factors and the level of biological contamination is important both from the point of view of understanding the pathogenesis of candidal stomatitis, and from the point of view of its therapy.

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ENSURING THE IDEOLOGICAL SECURITY IN THE SPIRITUAL DEVELOPMENT PROCESSES AIMED AT THE YOUTH OF UZBEKISTAN

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ABSTRACT

The article analyzes the features of the globalization process which should be monitored by those who are reasonably inclined, who in the current conditions has become a very powerful tool of ideological influence and serves the interests of various political powers and centers. Consequently, a scientific analysis was carried out to ensure the ideological security is becoming an important issue today as a key factor in providing the priority of national interests. Especially in the minds of our youth is associated with the development of national language and culture, national self-awareness, the growth and strengthening of national feelings, national pride, patriotism and nationalism. Nowadays, on the one hand, the world is sympathetic to the reforms being carried out in Uzbekistan, and is trying to establish comprehensive relations with Uzbekistan, on the other hand, Uzbek states develop development is not without forces that are trying to find flaws in the ongoing reforms in the socio-economic, political-legal, spiritual-enlightenment spheres, including drastic changes in society. As a result of globalization, understanding the changes occurring in the cultural and spiritual sphere of society, knowing them in advance, scientifically and philosophically predicting the positive or negative changes that this process can lead to is of great importance in the development of society. Hence, beneficial activity among the peoples of the world demonstrates its real existence as an objective law. At the same time, this process can be carried out on the basis of healthy or unhealthy competition based on the ideological means of struggle.

KEYWORDS: *National Interests, Cooperation, Ideological Process, Security, Strategy, Initiative, Priority Of Interests.*

INTRODUCTION

The process of globalization indicates that all peoples and nations of the world must adhere fully to the principles of the primacy of national interests, along with universally recognized principles. In this process, all countries are working together on the basis of mutually beneficial partnership. Hence, beneficial activity among the peoples of the world demonstrates its real existence as an objective law. At the same time, this process can be carried out on the basis of healthy or unhealthy competition based on the ideological means of struggle. The occurrence of such cases and situations necessitates the ideological protection of national interests. It means that the provision of ideological security as the most important factor in ensuring the priority of national interests is now becoming an urgent issue.

Today, the process of competition in the world requires the Uzbek people to raise the ideological protection of their national interests to a new level as a historical necessity in the transition from national revival to national development. Nowadays, on the one hand, the world is sympathetic to the reforms being carried out in Uzbekistan, and is trying to establish comprehensive relations with Uzbekistan, on the other hand, Uzbek states development is not without forces that are trying to find flaws in the ongoing reforms in the socio-economic, political-legal, spiritual-enlightenment spheres, including drastic changes in society. More precisely, they are organizing ideological attacks through various means of propaganda in order to satisfy their own selfish interests. This is an explanation of the importance of the laws of Uzbekistan, decrees of the president of the Republic of Uzbekistan, decisions and state programs to the population, especially the youth, in the process of promoting the National idea to protect our national interests from ideological threats, to constantly expose extremist, terrorist threats and other ideological and information attacks and their malicious intentions that threaten the independence of our country, and to constantly urge citizens to be vigilant and awareness.

LITERATURE REVIEW

In particular, as noted in the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev “On the Strategy of further development of the Republic of Uzbekistan: “An in-depth analysis of the path of development of our country, the sharp changes in the world market today and the growing competition in the context of globalization require the development and implementation of a completely new approach and principles for more stable and dynamic development of our country”[1].

Main part

As the president of the Republic of Uzbekistan Shavkat Mirziyoyev said: “Educating our children as independently-minded, modern knowledge and skills, having a strong life position, truly patriotism is an issue of urgent importance for us” [3]. Indeed, it is not only difficult to bring up a person who is physically strong, but also it is a very difficult task to develop him both physically and spiritually. This issue is especially important today, in the current delicate, fragile and dangerous world, where ideological struggles are under going sometimes openly and sometimes in hidden forms.

As a result of globalization, understanding the changes occurring in the cultural and spiritual sphere of society, knowing them in advance, scientifically and philosophically predicting the positive or negative changes that this process can lead to is of great importance in the

development of society. At the same time, protection from the positive and negative aspects of such events, the development of methods and mechanisms of protection can protect our national interests and thus serve the progressive development of country.

According to the Decree of the President of the Republic of Uzbekistan dated July 28, 2017 “On increasing the effectiveness of spiritual and enlightenment work and raising the development of the sphere to a new level” important tasks on spiritual and educational perfection are defined [4].

Today, it is very important to instill in the hearts of the youth of Uzbekistan the spirit of patriotism, to improve the socio-spiritual environment among the population, to encourage them to work with confidence in the future, to raise their morale. The Uzbek people consider the book as the closest helper in such noble deeds. Therefore, today a great attention is paid to the rise of the culture of reading among the population of the country. The order of the president of the Republic of Uzbekistan dated January 12, 2017 “On the development of the system of printing and distribution of book products, increasing the book comprehension and reading culture, as well as establishing a commission on the promotion of book products” is of great importance with the aim of raising the work in this area to a new level.

Theoretical background

Information threatens which are one of the obstacles, risks against spirituality in a period of intense global processes today, have a negative impact on the prosperity of the Uzbek national values exposed by modern universal ideas. Spiritual threats are a certain form of spiritual degradation, which is carried out directly by various centers of the destructive forces, pursuing their own material, political interests, agenda in relation to any country, whether from the inside or from the outside. They try to use all kinds of methods to achieve their goals, the spiritual and psychological feelings of people, the national feelings, the socio-economic problems that exist in any society, as well as the media, the internet with virtuosity, skillfully and impartially.

Spiritual aggression often acts under the guise of various attractive slogans and ideas.

In this regard, it is worth noting three types of spiritual threats:

1. Committed threats.
2. Ideological threats.
3. Information threats.

Information threats seek to misrepresent a person’s social consciousness and thus form a group of people who do not understand themselves. Today, information threats are coming mainly through the Internet. The current period is an unprecedented globalization of ideological processes in the world. The process of disseminating information covers the whole Earth. Created in the last decade of the 20th century, the miracle-the international computer network, that is, the emergence of the Internet system and the acceleration of information exchange processes through it, today expands the scope of ideological interaction. In fact, in the global environment of the universe, the Internet system serves as the main task of ideological influence.

In the Qur’an Karim’s Surah “Qasas” it is stated as following: “Do good as Allah has done good to you, and do not seek corruption in the land. Surely Allah does not love corruption” (Verse 77) [6].

Results

President of the Republic of Uzbekistan as Shavkat Mirziyoyev noted, “We will resolutely pursue the state policy on youth without any deviations. Not only will we continue, but also we will raise this policy to the high level required by our times as our top priority”[7].

In today’s increasingly globalized world, Uzbekistan considers raising its national spirit as a priority of public policy. Especially in the minds of our youth is associated with the development of national language and culture, national self-awareness, the growth and strengthening of national feelings, national pride, patriotism and nationalism. National consciousness, national upbringing and national self-awareness on the path of independent development are the foundation of spiritual maturity.

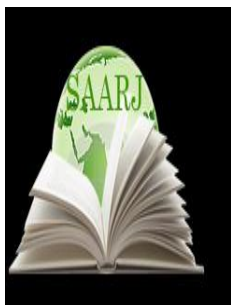
CONCLUSION

Today, in ensuring the ideological security of the spiritual development of the youth of Uzbekistan, the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 “On the Strategy of Actions of the further development of the Republic of Uzbekistan”, the Decree of the President of the Republic of Uzbekistan dated September 21, 2018 No PF-5544 “On approval of the Strategy of innovative development of the Republic of Uzbekistan for 2019-2021”, the decree of the President of the Republic of Uzbekistan dated May 4, 2019 No PF-4307 “On the further measures of improvement of the efficiency of spiritual-enlightenment tasks as well as other regulations related to this activity and the implementation of the tasks set out in the 5 Important Initiatives for the effective organization of youth leisure activities, proposed by President Shavkat Mirziyoyev, will play an important role in raising the morale of young people and ensuring ideological security against any external forces.

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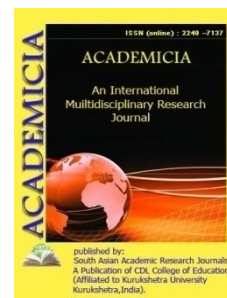
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ACADEMICIA

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CREATING AN EFFECTIVE COTTON CLEANING METHOD

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ABSTRACT

In this article the modern construction of recliner machine of cotton peeling from tiny dirtiness is recommended. The cotton is cleaned in this recliner machine from tiny dirtiness on a conical natty surface. Its principle of operation is purified by rubbing the incoming cotton from the surface of the net with the help of piles. The mechanical effect of the drums on it is the mechanical impact of the cotton on the cotton, which causes fiber and fibers to scratch on the surface. All cleaners that remove minor impurities from cotton raw materials work in the same way, that is, the raw material is moved on the drums with pile-like surfaces. This process is repeated several times and the raw cotton is removed from the dirt. Effective cleaning drums depend on the number of turns, the surface and the quality of the raw cotton. The level of contamination of cotton by hand is largely dependent on the timely and high quality of defoliation of cotton leaves by machine picking. It is difficult to separate the active compounds from the cotton. To separate the active impurities from the cotton seeds, they must first be passive. Therefore, when choosing cotton gadgets, one must look at the nature of the impurities and how they are stuck to the cotton. Accordingly, there is a need to recommend and put into operation the most optimal cotton cleaning machine, and joint research on this task has been successful. Thanks to effective efforts, a device was created to test the effectiveness and efficiency of cleaning, and was successfully tested. New advanced varnishes have been proposed to eliminate deficiencies in existing cleaning equipment and to effectively clean them. Implementation of the proposed cleaning machines will increase the production efficiency of the enterprise, accelerate the cleaning process and reduce defects.

KEYWORDS: Cotton, Seed, Fiber, Cleaning, Efficient, Cleaning Drum, Impurity, Defect, Fid Drum, Mesh Surface.

INTRODUCTION

Various activities have been undertaken to effectively organize technological processes in the cotton industry in the Republic of Uzbekistan and measures to create high-performance equipment. In this regard, it is necessary to create a system to control the recycling of cotton raw materials from pollution, to develop innovative technological processes, and heat; A number of scientific researchers have been carried out on the technology of purification of cotton raw materials from air and fine pollution with the help of air, creation of the system for the supply of raw cotton in cleaners.

In the world, special attention is paid to the development and implementation of technologies for the effective cleaning of raw cotton, equipment. These include, among other things, the creation of an automated system for cleaning cotton swabs from pollution, the development of new methods and techniques for cleaning technology, the development of high-performance, resource-saving equipment and technologies, and the development of technological processes that combine the drying and cleaning of raw cotton. One of the most important tasks is conducting research. Cleaning cotton from minor contamination is an important process that has a significant impact on further processing, such as wicker and fiber cleaning. If minor contaminants are not sufficiently cleaned, it will turn from passive pollution into active pollution during the process of coagulation, making it difficult to separate the fiber in the cleaner. All cleaners that remove minor impurities from cotton raw materials work in the same way, that is, the raw material is moved on the drums with pile-like surfaces. This process is repeated several times and the raw cotton is removed from the dirt. Effective cleaning drums depend on the number of turns, the surface and the quality of the raw cotton. The level of contamination of cotton by hand is largely dependent on the timely and high quality of defoliation of cotton leaves by machine picking. In the case of the cotton seeds, the impurities may be organic or mineral compounds. Organic parts include cottonwood bushings, leaves, branches, saplings, flower petals, fruit bundles and other herbaceous plants (sand and other weeds). Mineral compounds include rock, sand, soil, cracks, etc. Dirty impurities in cotton seeds are conditionally divided into two groups.

The group of small impurities comprises attachments of less than 10 mm in size and large groups of mixtures with a size of 10 mm.

Dirty impurities are classified as passive or inert and active in the case of cotton seeds. Passive or inert mixtures are on the surface of cotton seeds, which are easily separated from the cotton seeds when lightly shaken. It is difficult to separate the active compounds from the cotton. To separate the active impurities from the cotton seeds, they must first be passive. Therefore, when choosing cotton gadgets, one must look at the nature of the impurities and how they are stuck to the cotton.

When choosing the types of equipment necessary for cleaning cotton seeds from various impurities, it is important to consider their physical and mechanical properties (size, origin, degree of cotton).

Machines for cleaning cotton seeds will consist of a drum section and a drum section with a saw. Fine bumps are well cleaned in the drum section of the drum, and the larger mixtures are cleaned in the section with the drums.

Cotton gins are evaluated (characterized) by their performance and efficiency (the ability to distinguish between the raw cotton, the saddle and the poor). The efficiency of cleaning of the equipment is calculated as a percentage of the mass of cotton mixture mixed into the equipment, as a percentage of the total mass of the cotton mix.

$$K_m = \frac{C_1 - C_2}{C_1} \cdot 100, \%$$

where: S1, S2-cotton cotton pollution before and after cleaning,%

The efficiency of cleaning equipment is greatly influenced by their performance, moisture and dirt. The performance of the equipment is adjusted to their maximum cleaning efficiency.

When the moisture content of the cotton seeds is reduced to a normal level, the efficiency of cleaning is increased, and the removal of dirty impurities from the cotton seeds becomes easier and higher.

In addition to reducing the efficiency of cleaning equipment, when cleaning cotton seeds with higher humidity than normal, additional defects in cotton fiber are also increased. This can be seen from the data of the Scientific Research Institute.

Table 1 Purification of Cotton

Conditions of development of cotton seeds Humidity

% Dirty

% Fiber defects,%

Dirty% Defects%

Not drying

Dried

The efficiency of cleaning equipment varies depending on the amount of dirty cotton seeds: the greater the dirt, the greater the amount of impurities.

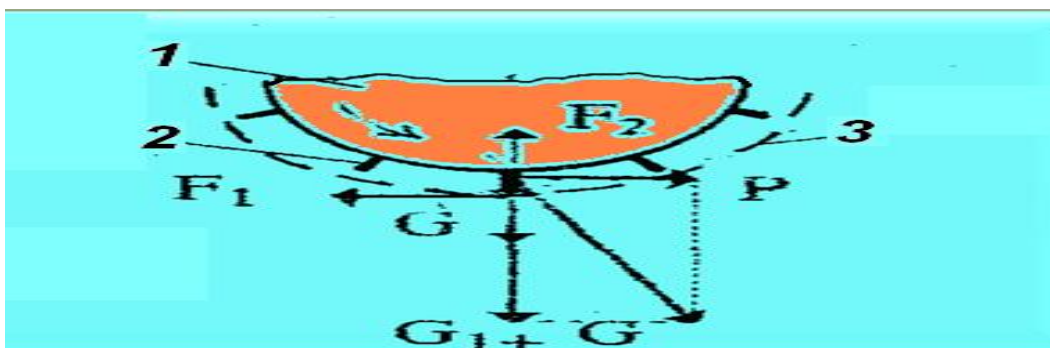


Figure 1. The forces acting on cotton seeds in drum sweepers 1-drum drum; 2nd pile; 3-lattice surface (surface).

Fine additives are well separated from cotton seeds in drum and cork cleaners and are considered to be able to handle the seeds of cotton in the process of separation. For this reason, pile-grinding equipment is used to cleanse the cotton seeds from minor contamination.

The cleaning efficiency of the equipment depends on the position of the pile-shaking drum and lattice surface (Figure 1).

F1-cotton wire friction force on the surface, G1 centrifugal force, G-cotton weight, F2-cotton pile. surface friction force, resistance to air flow inside the R-chamber.

Forces F1 and R, on the one hand, and G1 and F2 on the other, form a pair of forces (Figure 1), which tends to rotate a cotton piece in the direction of the arrow. through the outside.

The number of rotation of the drum pile drums is limited by the mechanical damage of the cotton seeds, and the surface area is limited by the conversion of the raw cotton into the impurities.

For many years the same pile-blade drums have been used in the purification of raw cotton from fine dirt.

The main objective of the project is to increase the efficiency of cleaning, while preserving the natural properties of raw cotton and initial quality characteristics. Accordingly, there is a need to recommend and put into operation the most optimal cotton cleaning machine, and joint research on this task has been successful. Thanks to effective efforts, a device was created to test the effectiveness and efficiency of cleaning, and was successfully tested.

The efficiency of cleaning equipment varies depending on the amount of dirty cotton seeds: the more dirt, the greater the amount of impurities.

There are several types of cleaning equipment at the ginneries of the Republic. For example, 1XK, 6A-12M, and so on. These equipment differ in performance, efficiency, cleaning efficiency, structure and number of working bodies, frequency of rotation and so on.

In the dry-cleaning shops of the primary cotton processing factories, the initial moisture content of I-III-type cotton should not be higher than 8 percent, and grades IV-V should not exceed 9 percent. This is because excess of the established standards has a negative impact on the efficiency of cleaning machines, their efficiency, the life of working bodies and working surfaces, and the consumption of electricity. It also complicates the process of filtration, leading to deterioration of the quality of fiber and seeds.

Equipment for cleaning cotton seeds from minor contaminants is installed in the drying and cleaning units of the ginnery. The equipment for separation of fine impurities from raw cotton is divided into pneumatic, pneumatic and mechanical systems.

The technology of separation of small impurities is divided into individual and batteries depending on the location of the process, the effect of the working bodies on the cotton, one and the same drum and multi-drum depending on the number of working bodies, and the drum and screw type.

6A-12M Screwdriver Figure 2 is intended for separation of fine contamination from medium-fiber cotton and installed before or after the welding process.

Cottonseed cotton coming into the machine for cleaning, is divided into two separate streams, with a 1-rotating screws. Each cylinder drum consists of a 400 ... 560 mm screw conveyor, with two 75mm piles welded on the wing.

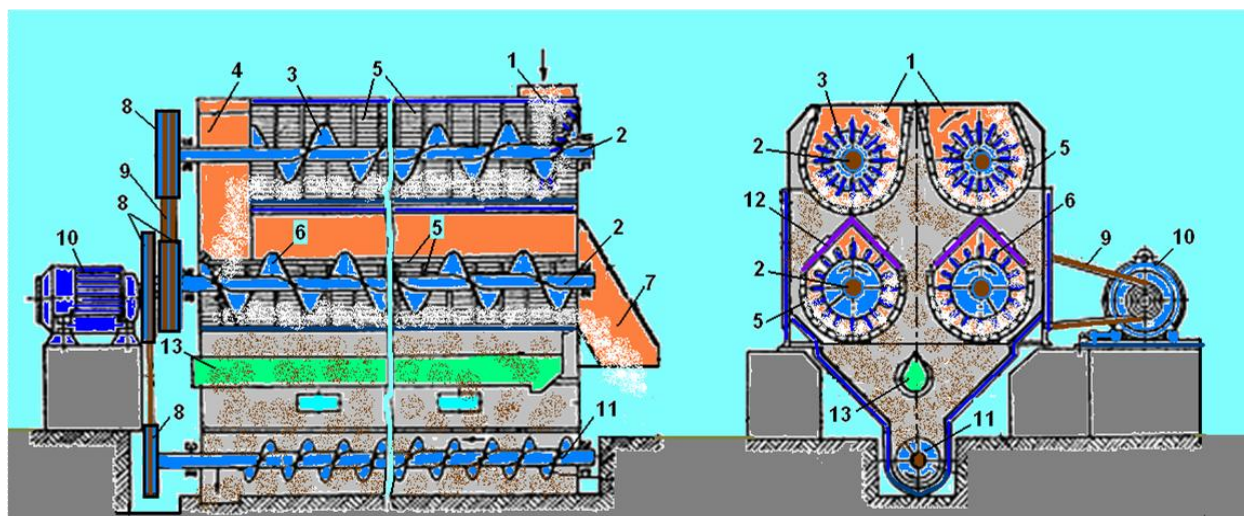


Figure 2. 6A-12M Screwdriver Cleaning Scheme

Mine 1; 2- cotton swab screw screwdriver; 3,6-Snap blades; 4-vertical shaft; 5th surface; 7- Cotton Cotton Bar; 8- screws; 9-ribbon transmission; 10- electric motor; 11th filth; The 12th; 13th dusty air transfer

The screws along the screw pins vibrate the cotton wool and slowly slide along the screw axis to the other side of the machine.

As a result of constant shaking and movement of cotton seeds inside the machine, the impurities are removed from it. Cotton cotton is cleaned with the two upper screws, the two screws are cleaned through the bottom two screws, the coupling vertical shaft is rotated, and the shaft 5 is removed from the machine. Dirty impurities isolated on top and bottom screws are removed using conveyor 7 mounted on bunker 6.

Each piece of cotton seed stays in the 6A-12M machine for an average of 30..35 sec, while the screwdriver beats them repeatedly and separates the small bits of cotton from the cotton.

Near this cleaner, 1.0 to 1.3 m³ / h of dust is absorbed from each cleaner to improve working conditions [2].

Currently, cotton ginneries mainly use 8-pc drum SCh-02 for cleaning cotton seeds from minor impurities. 1XK cleaners and EN178 block units are in use. Figure 3 shows the process flow diagram of 1XK minor impurities.

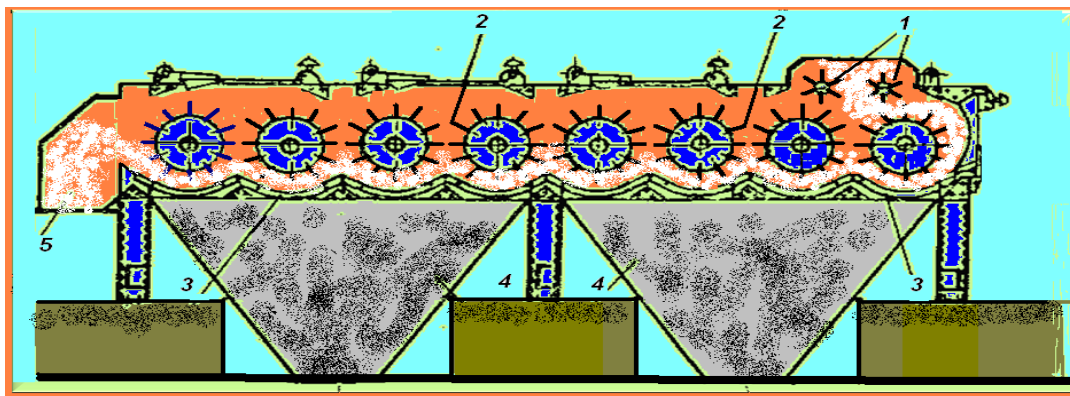


Figure 3. Technological scheme for cleaning 1XK cotton wool from dirt Supply Chain 1; 2-pipe drum; 3-lattice surface (surface); 4th filth bunker; Lot 5 (nov).

The process is as follows: Seeds are lowered to the shaft mounted on the supply rollers (1). The rotating supply rollers transfer the cotton seeds to the drum (2) (Fig. 4) evenly. The drum with a pile, in turn, carries the cotton wool over the lattice surface (3) and extends it to the second drum.

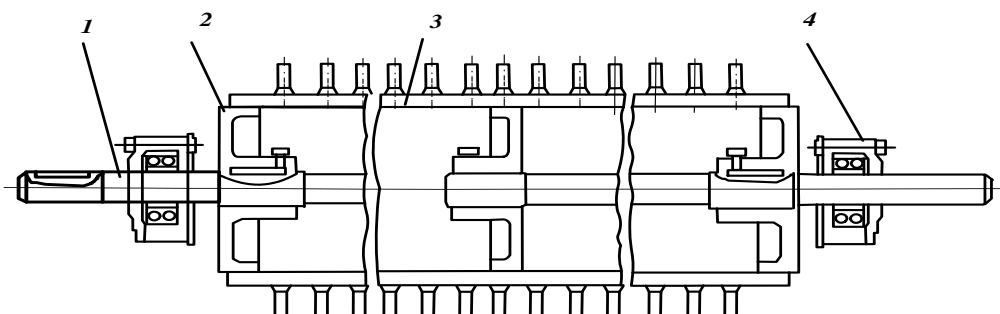


Figure 4. The design of a drum drum used to remove minor impurities 1-arrow (val); 2-flyers; 3rd drum tunnel (kojik); 4th gear.

In this way, the cotton seeds are separated from minor impurities as a result of repeated cleaning in all drums. Separated impurities fall through the sloping surfaces of the drum bunkers (4) through mesh surface holes under the drums and are absorbed by pneumatic transport. Cottonseed cotton is then removed from the equipment and transferred to the next process [3].

As we know, there are significant disadvantages of the structures for cleaning cotton seeds from minor contamination. For example, the 1st HK machine has four drums with a single section, and the same section has the same total number of drummers. Its principle of operation is purified by rubbing the incoming cotton from the surface of the net with the help of piles. The mechanical effect of the drums on it is the mechanical impact of the cotton on the cotton, which causes fiber and fibers to scratch on the surface.

Considering these drawbacks, we recommend a new minor impurities separator cleaner [4].

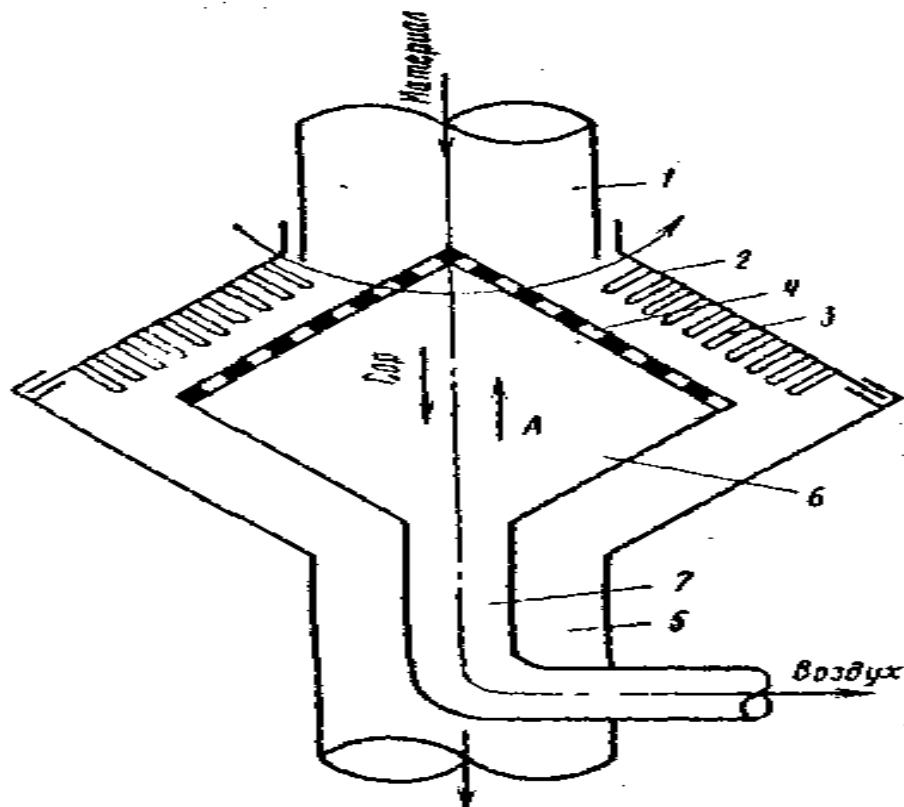


Figure 5. Separator Cleaner (SU 1541313) for minor impurities. 1st inlet, 2nd body, 3 piles, 4-way surface, 5th outlet, 6th chamber, 7th air outlet.

This apparatus operates as follows: through the inverted cotton (1) to the lattice surface (4) through the retina surface (6), leaving the cotton surface on the surface of the lattice and inverted by the upper body clockwise to the body (2). It is removed from the net by means of the installed piles (3) and the cotton seeds are removed from the cotton pipe (5). Through this process, we also reduce the technological burden in the cleaning shop, significantly reducing mechanical damage and efficient cleaning of cotton seeds.

CONCLUSION

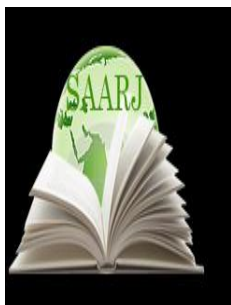
In this new design, the cotton is not heated during the removal of minor impurities, and the fiber does not form different knots. At the same time higher cleaning efficiency is achieved.

New advanced varnishes have been proposed to eliminate deficiencies in existing cleaning equipment and to effectively clean them. Implementation of the proposed cleaning machines will increase the production efficiency of the enterprise, accelerate the cleaning process and reduce defects.

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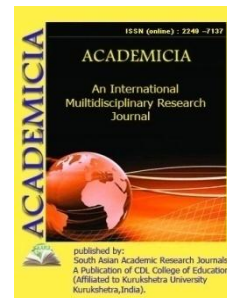
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TEXT EDITING OF THE MUTRIB'S POEMS

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ABSTRACT

In the late 19th and early 20th centuries, in Khorezm, Muhammad Rahimkhan Feruz created a unique literary atmosphere around his palace. Artists such as Tabibi, Mutrib, Bayani, AvazOtar, and Chokar worked during this period. The works of the poets are in Persian-Tajik and Turkish languages and have their own traditions. Interest in science is growing in the Khiva khanate. According to the khan's decree, qualified secretaries set up devons, muhammasats, bayozs, tazkirs, and complexes. At present, such works are kept in the manuscript fund of the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan and in the KhivaIchon Fortress Museum. The collection "MajmuaimuhammasotisyshuaroiFeruzshahiy" is a large source of lyrical works of Khorezm literary environment. The complex was built in the second half of the 19th century and was built by Tabibiroyal decree. It contains examples of poems by contemporary artists. This source, which provides valuable information about the literary environment of its time, is now stored in the main fund of the Institute of Oriental Studies named after Abu RayhonBeruni of the Academy of Sciences of Uzbekistan under inventory number 1134. The collection differs from other collections in that it consists of poems in the muhammas genre. One of the most influential examples of the poet's creative legacy is MutribKhonaharob, the son of Muhammad Hasan Devon Haji Tabib. The article analyzes the muhammas of MutribKhonaharob, which are connected with the ghazals of the master poets Agahi and Feruz. The artistic features of Mutrib's muhammas, which are not found in manuscripts, have been studied. It is based on primary sources that the poet's ghazal retains aspects such as weight and content, and introduces innovations, focusing on the gradual development of the content. The muhammas and musaddas included in the collection were studied from the point of view of textual and source studies, comparing them with the poems copied to the manuscript.

KEYWORDS: *Manuscript, lithography, complex, masnavi, ghazal, poem, muhammas, musaddas, inventory, source.*

INTRODUCTION

The study of its history, national culture, rich literary heritage left by our ancestors is one of the most important issues today. It is a good idea to study such a heritage, the works of which have not yet been fully incorporated into scientific use. 1134 inventory digital manuscripts kept in the fund of the Institute of Oriental Studies named after Abu Rayhon Beruni of the Academy of Sciences of Uzbekistan are valuable sources.

This complex, written in the second half of the XIX century, contains lyrical works of poets of the Khorezm literary environment of the XIX century. Another important aspect of the complex is the muhammas associated with Feruz's poems by poets of the time.

MATERIAL METHOD

The manuscript, entitled "Majmuai muhammasoti sy shuaroi Feruzshahiy", is preceded in red ink by the title: "Bismillahir Rahmanir Rahim" is followed by poems praising, reciting and describing the four caliphs. An eleven-byte verse of the Masnavi master, the mutaqarib musammani, dedicated to the Agahi definition, is an example of respect for the poet. Here are some bytes of this masnavi:

*Shahi oliy iqbolu gardun sarir,
Jahon mulki ichra amiri kabir...
So 'zi dur, dil oinasin sayqali,
Ko 'ngul uqdasi mushkulining halli.
Qachon bir suxan aylasa oshkor,
Ongo fazl eli jonin aylar nisor.
O 'zi chun balog 'atg 'a ma 'dan erur,
So 'zi ham fasohatg 'a ma 'dan erur.
Kalomi dur ichra donishdurur,
Sifoti mahv avji biynishdurur...
Taxallus ongo bor edi Ogahiy,
Maqomi va lekin fanoning rahi....*

The author describes Agahi in this masnavi and mentions that his heart is mine. The word is likened to a mirror that polishes the tongue. "He is a man of maturity, a man of eloquence," he said, adding that when he speaks, the people of grace die.

The manuscript contains transcripts of Feruz's muhammas connected with Agahi's ghazals after the masnavi. The complex also includes Sultani, Sadiq, Saadi, Ghazi, Assad, Bayani, Aqil, Mirza, Nazir, Shinosi, Ghulami, Purkomil, Kamali, Inoyat, Doi, Ojiz, Haqiri, Niazi, Khaki, Habib The muhammas of 33 poets, such as Yusuf, Tabibi, Rogib, Devoni, Mutrib Khonaharob, Avaz, Nadimi, Khadim, Chokar, Muznib, Umidi, Totor, which were first connected to Agahi's ghazals and then to Feruz's ghazals, are arranged in order. These assumptions about Agahi's

ghazals, in turn, indicate that he was a kind of teacher for the creators of the Khorezm literary environment after him.

The complex was built by Tabibi in 1326/1908 AH by the decree of Sayyid Muhammad Rahim Bahodirkhan.

DISCUSSION

There are also muhammads of Muhammad Hasan devon Haji Tabib oglu Mutrib in the complex, which are connected with Agahi and Feruz ghazals. Each Muhammad is preceded by a text of two or four lines written by the author. The fact that all 33 poets were preceded in their poems by masnavis reveals their qualities, indicating the tazkira nature of this collection. The text of the Masnavi is as follows:

*Biri Mutrib ul zoru Xonaxarob –
Ki, nag'amotg'a qilg'usi irtikob..[7]*

Or:

*Qilib Mutrib zoru Xonaxarob,
Bu olam aro mayli changu rubob[7].
Biri nazm elin Mutribi zor erur –
Ki, sozandayi changu setor erur[7].
Ongo gar xarob o'lmasa xonasi,
Bu ash'or bo'lg'usi afsonasi.*

Speaking about Mutrib's work under the pseudonym "Khonaharob" and composing music, Bayani said that writing poetry was his motto. He says he is sharp-witted and self-confident. The following bytes also confirm this idea:

*Demaki, nazm bo'lmish shiori oning,
Jahon mulkida yodgori oning [7]
Vale gohi fikri musaddas qilib,
Muni qildi zohir muxammas qilib[7].
Kelib Mutrib ul zoru xonaxarob –
Ki, hushu xiraddin erur bahrayob [7]/
Muni aylamish zohir ul bo xirad –
Ki, fazl ahli ichra erur mu'tamad [7]/
Dedi, Mutrib zoru Xonaxarob,
Bu shiorni jahd etib behisob[7].*

Bobojon Tarroh Khodim also wrote in his commentary "Khorezm poets and musicians" that the poet had the talent to play the tanbur, memorized six and a half notes, studied seven different

sciences, namely, poetry, music, books, medicine, Persian. He speaks fluent Tajik and is invincible.

The collection contains 5 muhammads of Mutrib related to Agahi and Feruz. These are not found in the manuscripts of the poet's office kept in the Uzbek Academy of Sciences. In particular, the poet Agahi's ghazal, which begins with the verses of the "rajazi musammani salim" (- - V - / - - V - / - - V - / - - V -), which begins with the verses 'lagan. The first paragraph of Muhammad is as follows:

*Qildi xirad begonasi ko 'rgach, nigoro, orazing,
Aylab manga har lahzada mehr oshkoro orazing,
Bazming 'a yetkurdi bu tun ming zebu oro orazing,
Jonbaxsh la 'ling uzra to xat qildi paydo orazing,
Xurshid uza jam ' ayladi Xizru Masiho orazing.*

The poet omits the third and sixth bytes of Agahi's 9-byte ghazal and connects them to 7 bytes. The omitted bytes are as follows:

*Zohid tilar jannat guli sarvin magarkim ko 'rmamish,
Lutf ichra zebo qomating husn ichra hamro orazing.
Oydek yuzung mahjurlari shom g 'amini yorutur,
Partav maning shoming 'a ham solg 'aymu oyo orazing.*

Creator Agahi's rajazi musammani salim (- - V - / - - V - / - - V - / - - V -) is also associated with the radifi ghazal "Qoshu kozung". The first paragraph of the work is as follows:

*Bir g 'amzada soldi mango sonsiz yaro qoshu ko 'zung,
Jonu dilimg 'a yetkurur ming mojaru qoshu ko 'zung,
Man xastadin yo topdimu jurmu xato qoshu ko 'zung.
Vah, ne balodur bilmadim, ey dilrabo, qoshu ko 'zung –
Kim, bir nazarda soldi o 't jonim aro qoshu ko 'zung.*

This poem is thirteen bytes long. The takhmis created by the poet consists of seven verses. Apparently, the six verses of the ghazal, the third, fifth, eighth, tenth, eleventh and twelfth verses, were omitted by the poet. Here are the bytes:

*Jonimg 'a qo 'ydi dog 'lar rashk o 'tidin xoli labing,
Ko 'nglumga yetkurdi tumon dardu balo qoshu ko 'zung.
Qoshu ko 'zung bedodidin dod aylasam ermas ajab –
Kim, ne jafolar qilmadi oxir mango qoshu ko 'zung.
Yo 'qtur mango ishqing aro yurmak tirik imkonikim,
Jonimni yoqut yuzung olg 'usi yo, qoshu ko 'zung.*

*El qatlini qasd aylabon mastona qilg'och bir nazar,
Soldi jahong'a nolayi vo hasrato qoshu ko'zung.
Aylay hayotim naqdini har dam nisoru sadqasi,
Yoshurmog'il man zordin aylab hayo qoshu ko'zung.
Majlis fazosida usul etgan chog'i raqqos o'lub,
Har g'amzada yuz jon olur, ey mahliqo, qoshu ko'zung.*

Mutrib Agahi's poems "Orazing" and "Qoshu Kozung" were not changed by his teacher. But most of the bytes of the poem are omitted. In our opinion, the reasons for this can be explained as follows: first, the poet did not dare to make any assumptions in these verses of the poems composed by Agahi; secondly, it is probable that the above bytes were abbreviated in the source on which the poet relied, i.e. in the manuscripts of the variants copied to the bayoz, the complex, or the devons; and third, that the poet may have composed only the verses of his choice.

The first verse of the verse, which is related to Feruz's eleven-byte "Slowly" verse:

*Muruvvat ko'rguzub, huro, nishon ohista-ohista,
Mayi la'ling qilib rohat rason ohista-ohista,
Boqib yuz.jilva birla har zamon ohista-ohista,
Mango rahm aylab ul shirinzabon ohista-ohista,
Yetushti boshim uzra nogahon ohista-ohista.*

This muhammas is also found in Inventory Number 1127. The text in this source and in Inventory Number 1134 are compared. At the same time, the ghazal, which is the basis of the muhammad, was examined in comparison with the text in Feruz's Inventory Number Manuscript No. 1152 (p. 676a) compiled by Tabibi. In Mutrib's muhammad, it is observed that some parts of Feruz's ghazal have been changed.

In the second stanza of the ghazal, the word "kylgali" has been edited and copied as "turned" into 1127 (p. 57b), 1134 (p. 54a / b) inventory numbers. This verse of Muhammad is as follows:

*Uzorin gulgul aylab jannatosa o'lgali gulshan,
Tarahhumlar qilib, bikkull bo'lurg'a bu kecha bir tan,
Ko'rub holi xarobim hajr aro ul dilbari purfan,
Firoqida qarorg'on ko'zlarimni ayladi ravshan,
Ochib ruxsorayixurshidi son ohista-ohista.*

In the inventory number 1127 [10], the word "ruxsorayi" in the compound "Ochib ruxsorayi" is copied in the form "ruxsorani". The phrase "Qucharsan, quch" in the eighth verse of this ghazal is edited in the muhammas as "Vagar quchsang":

*Agar istarsen o'pmaklikni eng jonfizo la'lim,
Qucharsan quchbelim eng miyon ohista-ohista.*

In Mutrib Muhammas:

Vagar quchsang belim eng miyon ohista-ohista.

There is no doubt that such edits were made by Mutrib. This is because in most cases the weight of the poet's muhammas verses is preserved, but in some places the text has been changed.

Mutrib also linked Feruz's seven-byte ghazal, which begins in the form of a question and answer, with the words, "Dedim, ko'zumni ravshan et, mehri jamoling ko'rsatib." The first paragraph of Muhammad is as follows:

*Bu ne itob, ul maning dardi nihonim qo'zg'otib,
Yetdim o'larga furqating domida g'am birla yotib,
O'zni nihon etmak nedur, yuz uzra zulfing torqotib,
Dedim, ko'zumni ravshan et, mehri jamoling ko'rsotib,
Dedi, uzorim o'tig'a joning netarsan o'rtotib [7],*

The comparison of the sango bergumoni compound in the fourth stanza of Feruz's ghazal with the text in the inventory number 1152 (p. 79b) and the text of the inventory number 1134 is as follows.

In fact:

*Dedim, visol ichra labing shahdi maning komim erur
Dedi, sango bergumoni zahri firoq ichra qotib[6].*

Inventory Digital Manuscript 1134:

*Bag'rimni qoni hajr aro sahboyi gulfomim erur,
Ishq ichra chekkan nolishim zotingg'a payg'omim erur,
Tokim tirikman, halqai zulfing mani domim erur,
Dedim, visol ichra labing shahdi maning komim erur,
Dedi, oni bergum sango zahri firoq ichra qotib[7].*

The same muhammas have been copied to Inventory No. 1127 in the digital manuscript collection [p. 10: 78b] in accordance with the original. The fourth paragraph of Muhammas is copied to Inventory Manuscript No. 1134 in the form of "Bazm ichra topti shodlig' bu lahza ko'nglum uyi." This muhammas text has been restored from Inventory Digital Manuscript 1127 [10: 23b, 24a]. The edited item is as follows:

*Bazm ichra topti shodlig' bu lahza ko'nglumning uyi,
Sunbulmu atrafshon erur boshingni, jono, gesuyi,
Ketdi ko'zumdin tiyralig' tushgach jamoling partavi,
Dedim, labingni sharbati, shirinmu yo kavsar suyi,
Dedi, bo'lurmu har suvni obi baqog'a o'xshotib.*

The word "suvni" in the last verse is copied to Manuscript No. 1127 as سویی (suyi) from Inventory No. 1152.

The change in the place of the composition "Oni bergum sango" did not affect the content of the work. However, due to the negligence of the secretary, the omission of the suffix "in" caused a weight loss.

ANALYSIS

Professor Nurboy Jabborov recommends studying editing in two ways according to its size and scope: "1) editing of the whole text; 2) editing related to a particular part of the text" [3, 28]. The examples also show that the edits in the source under study are mainly related to a particular part of the text. The praise of the above ghazal has also been slightly edited by Mutrib. For example, "Dedim, ko'zungdin o'rgulay Feruzg'a bir bo'sa ber..." to the words "dilso'zg'a", "qunduzg'a", "navro'zg'a" in the muhammas verses. accordingly changed to "Feruzg'a" (Inventory Digital Manuscript 1127. Ibid. [10]; Inventory Digital Manuscript 1134. Pages 79a / b [7]). The text of the poem is as follows:

*Fosh aylabon mehru vafo man tashnayi dilso'zg'a,
Keldi qoshimg'a cho'lg'anib, sanjob ila qunduzg'a,
Ey Mutribo, emdi do'nub, har bir kuning navro'zg'a,
Dedim, ko'zungdin o'rgulay, bir bo'sa ber Feruzg'a,
Dedi, yuzumni og'ritur har yon xating nishi botib.*

The first verse of Mutrib's hymn to Feruz's nine-byte rajazi musamman is a healthy ghazal "Labing":

*Tushgach ko'zum qildi mani sargashtayi hayron labing,
Har nuktasida bergusi o'lgan tanimga jon labing,
Aylab oyo ilking tutub qilg'ung mango pinhon labing,
Yoqutdurmu bilmadim yo, la'l, ey jonon, labing.
Yo orazing gulzorida bormu guli xandon labing.*

In the second verse of Feruz's poem, the poet replaces the words "jovidon", "jonon" and "tozakim", "hayvon". For example,

*La'lingni bir o'pmak bila topdim hayoti **jovidon,**
I'jozi Isomu ekan yo sharbati **jonon**labing[1152-inv.].
La'lingni bir o'pmak bila topdim hayoti **tozakim,**
I'jozi Isomu ekan yo sharbati **hayvon** labing[1134-inv.].*

The seventh verse of Feruz's ghazal has also been edited. Mutrib in the line "Always keep in mind the passion of the hidden lip" (Manuscript No. 1152, pp. 387b-288a) applies the future. For example:

*Jon ichra tun-kun osradim jonon labingni shavqini,
Aylab dili mahzunima mehmon labingni shavqini,
Xavf aylab ag'yor ahlidin olon labingni shavqini,
Doim ko 'ngulda saqlabon pinhon **labingni** shavqini,
Emdi yetibman o'lgali o'ptur mango pinhon labing.*

Textologist Nafas Shodmonov writes: "... the author of a text undergoes a certain creative mental process while reflecting the reality of the action. In the process, under the influence of objective and subjective reasons, he can change his attitude to certain parts of the text and make corrections of various sizes. Such corrections and alterations form the basis for the study of the historical, artistic, ideological and methodological aspects of the text, its creation, formation, construction, etc. Although Mutrib's poems in the collection do not reflect the reality of the movement, it is clear that the author underwent a certain creative mental process. Edits in the text should be considered as a product of this creative process. Therefore, the edits mainly served to improve the text.

The above-mentioned muhammas were not copied to the manuscripts of Hamid Suleiman of the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan and Muhammad Hasan Devon Haji Tabib o'glu Mutrib Devon, inventory numbers 2679 / II, 903 / V, 906 / VII. Although this bayoz was copied in 1326 A.D., 1908 AD, (2679 / II inventory was copied in the same year as the digital manuscript, 903 / V inventory was copied in 1907, 906 / VII inventory digital manuscript the year of copying the manuscript is not known) is not included in any of the above three devons. These muhammas vary in size, with the smallest being 7 points and the largest being 11 points.

Some of the muhammas transferred to the collection (beginning with Feruz's 7-line verse "Dedim, ko'zumni ravshan et, mehri jamoling ko'rsatib..." and 11-verse "Ohista-ohista", 7-byte "Labing", Agahi's There is also a manuscript numbered 1127, copied in 1908. Only Agahi's 7-point radiz muhammad "Orazing" was not found in this complex.

One Muhammed and two musaddas of Mutrib, which are included in inventory number 2679 / II, are also found in the 1134 inventory number. However, when comparing the texts of these poems from these two sources, differences were observed. For example, *Ko'rgach yuzingni ketdi ilkimdin ixtiyorim...* The fourth verse of the 9-byte muhammas, which begins with the verses, is copied to the devon: *Bu dam kelib boshing'a daf' aylagil xumorim...* Manuscript No. 1134, on the other hand, was edited *Bir tun kelib yoning'a raf' aylagil xumorim.*

In the dictionary [6], the phrase "Raf" aylamak" has two meanings. 1. Raise, elevate; 2. Delete. "Daf aylamak" means to return, to reject, to remove, to drive away. "When analyzing Muhammas's verses, the word "daf" comes from the context.

It turns out that some of these subtleties were overlooked during the copying process. The author does not make such a mistake. However, in this muhammas text, which was copied to the manuscript, there are a number of places where the weight is preserved.

RESULT

The differences between the two sources analyzed above are shown in the table below:

No	Inventory Digital Manuscript No. 2679	1134 inventory digital complex
Differences in the first paragraph:		
1/1	<i>Ko 'rgach yuzingni ketdi ilkimdin ixtiyorim,</i>	<i>Ko 'rgach yuzingni ketdi ilkimdin ixtiyorim,</i>
	<i>Chiqdi falakka, ey sho 'x, ishqingda ohu zorim,</i>	<i>Chiqdi falakka, ey sho 'x, ishqingda ohu zorim,</i>
	<i>Mag 'ruri husning o 'lg 'ach hech qolmadi qarorim,</i>	<i>Mag 'ruri husning o 'lg 'ach hech qolmadi qarorim,</i>
	<i><u>Bir dam</u> kelib yonimg 'a <u>daf</u> aylagil xumorim</i>	<i><u>Bir tun</u> kelib yonimg 'a <u>raf</u> aylagil xumorim</i>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the second paragraph:		
2/2	<i><u>Vaslingg 'a bermasang yo 'l, ey sarvari diloru</u></i>	<i><u>Soldi xayoli husning boshing 'a turfa g 'avg 'o,</u></i>
	<i>La 'ling zilolin istab ko 'nglumda <u>muncha savdo,</u></i>	<i>La 'ling zilolin istab, ko 'nglumda <u>yuz tamanno,</u></i>
	<i><u>Husning xayoli birla boshimda muncha g 'avg 'o,</u></i>	<i><u>Hajr ofatidin aylab qaddimni xam mudomo,</u></i>
	<i>Tokay jafu qilursan, <u>tark</u> aylamassan aslo,</i>	<i>Tokay jafu qilursan, <u>kam</u> aylamassan aslo,</i>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the third paragraph:		
3/3	<i>Fahm aylamassan, ey sho 'x, ishqingda mubtaloman,</i>	<i>Fahm aylamassan, ey sho 'x, ishqingda mubtaloman,</i>
	<i>Kelmasmu <u>emdi</u> rahming, <u>bezori</u> benavoman,</i>	<i>Kelmasmu <u>zarra</u> rahming, <u>bir zori</u> benavoman,</i>
	<i><u>Tokaytilab</u> visoling <u>shomi sahar</u> gadoman,</i>	<i><u>Har dam</u> tilab visoling <u>sargashtai</u> gadoman</i>
	<i>Vaslingdin, ey sumanbar, bilmon ne deb judoman,</i>	<i>Vaslingdin, ey sumanbar, bilmon ne deb judoman,</i>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the fourth point:		
4/6	<i><u>Shavq o 'ti(g 'a)</u> jong 'a etgach beixtiyor o 'lubman,</i>	<i><u>Ishq o 'ti</u> jong 'a etgach beixtiyor o 'lubman,</i>
	<i><u>Gul orazingni bir</u> dam ko 'rmakka zor o 'lubman,</i>	<i><u>Mehri ruxingni har</u> dam ko 'rmakka zor o 'lubman,</i>
	<i><u>La 'ling mayini, jonon, behad xumor o 'lubman,</u></i>	<i><u>Shirin kaloming istab devonavor o 'lubman,</u></i>
	<i><u>Shirin kaloming istab ko 'b intizor o 'lubman,</u></i>	<i><u>La 'ling mayini, jono behad xumor o 'lubman,</u></i>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the fifth paragraph:		

5/8	<i>Sansiz manga tiriklik dahr ichra pur jafodur,</i>	<i>Sansiz manga tiriklik dahr ichra pur jafodur,</i>
	<u><i>Zeboqading xayoli ko'nglunga muttakodur,</i></u>	<u><i>Sarvi qading xayoli ko'nglunga muttakodur,</i></u>
	<u><i>Baxtim kamolig'a ham la'li labing davodur,</i></u>	<u><i>Har g'amza(nga), nigoro, jonu jahon fidodur</i></u>
	<u><i>Har g'amzanga, nigoro, jonu jahon fidodur,</i></u>	<u><i>Chun murg'i ko'nglum ikki zulfunga mubtalodur</i></u>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the sixth paragraph:		
6/7	<u><i>Chekmak ishim fig'ondur la'li ziloling istab,</i></u>	<u><i>Tinmay ko'zumni ashki la'ling zilolin istab,</i></u>
	<i>Har lahza iztirobim ikki hiloling istab,</i>	<i>Har lahza iztirobim ikki hiloling istab</i>
	<u><i>Sorg'ordiorazim, chun nozik niholim(ng)istab,</i></u>	<u><i>Sorg'ordi rangi ro'yim, nozik niholingistab,</i></u>
	<u><i>Jodu ko'zing tegida parvona xoling istab,</i></u>	<u><i>Oadim duto yuzungni bir dona xolinistab,</i></u>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the seventh paragraph:		
7/5	<i>O'rtar xayoli hajring, <u>ey podshohi xo'bon,</u></i>	<i>O'rtar xayoli hajring, <u>aylab ko'zumni giryon,</u></i>
	<u><i>Kulbam sori qadam qo'y chekdurma ohu afg'on,</i></u>	<u><i>Etdi chiqarg'a jonim, ey kokili parishon,</i></u>
	<u><i>Vomuq g'amida goldim, ey kokili parishon,</i></u>	<u><i>Muncha jafo qilursan ne muddao sanga jon,</i></u>
	<u><i>Muncha jafo qilursan, ne muddao sanga jon,</i></u>	<u><i>Chekmak ishim tunu kun shavq ichra ohu afg'on,</i></u>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
The eighth paragraph of the muhammas copied to the Devon is radically different from the muhammas bytes copied to the complex.		
8/4	<i>Ko'rma ravo jafoni boshingdin oylonaman,</i>	<i>Yig'larman hasratingdin begona bo'lmag'uncha,</i>
	<i>Tuz ahdinga vafoni qoshingdin oylonaman,</i>	<i>Tiyg'i firoqing ichra vayrona bo'lmag'uncha,</i>
	<i>Etganda, o'n sakizda boshingdin oylonaman,</i>	<i>Ishqingda dahr eliga afsona bo'lmag'uncha</i>
	<i>Ming jilva birla otg'on toshingdin oylonaman,</i>	<i>Rahm aylagil g'amingda g'amxona bo'lmag'uncha,</i>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		
Differences in the ninth paragraph:		

9/9	<i>Bemori hajring o'ldim, <u>ey xo'b la'li xandon.</u></i>	<i>Bemori hajring o'ldim, ey <u>lablari durafshon.</u></i>
	<i><u>Ko'ksing</u>jahon boshimg'a go'yoki bo'ldi zindon,</i>	<i><u>Bo'ling(di)</u> jahon boshimg'a go'yoki, bo'ldi zindon,</i>
	<i><u>Furqat yarosi ichra bu Mutribi xush alhon.</u></i>	<i><u>Nolangni qilmag'ilkim, ey Mutribi xush alhon.</u></i>
	<i><u>Bu dam kelib, nigoro, dardimga ayla darmon.</u></i>	<i><u>Shoyad kelib nigoring, dardingg'a qilsa darmon.</u></i>
<i>Oromijon nigorim, sarvi ravon nigorim.</i>		

It should be noted that the table fully reflects the issue of the history of the text of the muhammad. According to DS Likhachev "Matn tarixi" history covers all issues of the text of a particular work. Only a thorough (or, if possible) study of all issues related to the work will allow us to truly explore the history of the text of the work "[5, 33]. Nurboy Jabborov explains in detail how the history of the text covers the processes leading to the creation, booking and publication of a work of art: "... the history of the text It covers all the processes from the study of the verse, from the realization of the author's creative intention in the creation of the work to its creation to the study of its interrelationships with other literary monuments to which it is related to one degree or another "[4, 12] . It would be more accurate to link the edits here to the factor of "asarning yuzaga kelishida muallif ijodiy niyatining ro'yobga chiqishi" It seems that within a single lyrical work, there is a mismatch between the whole verses. This, firstly, affected the content of the muhammas, and secondly, caused the weight loss. For example, in the text of the muhammas copied to the devon, the word "Bir zori" is in the form of "Bezori", the suffix "... g'a" is superfluous, rhyming "Ziloling istab", "Niholing istab". the fact that the compound is given in the third stanza of the muhammas as "Ziloling istab", "Niholing istab" caused serious errors.

Mistakes in the collection: The word "Har g'amza(nga) nigoro jonu jahon fidodur..." in the verse is "g'amzanga", ", "Bo'ling(di) jahon boshimg'a go'yoki, bo'ldi zindon..." The word "Bo'ldi" in the verse is copied with textual flaws in the style of "Bo'ling".

The text of Mutrib's musaddas, which begins with the "Mash'ali bazmima husnini balosini ko'rung...", "Gulshan ichra jilva-u yuz nozi izhor ayladi...", the manuscript was studied comparatively on the basis of a complex.

When comparing the text of these poems, there are some differences between them. For example, in the seven-line verse, "Mash'ali bazmima husnini balosini ko'rung..." (pp. 231a / b), the phrase "Balosini ko'ring" has been copied to the complex as "Jilosini ko'ring". It should be noted that the option "Mash'ali bazmima husnini jilosini ko'rung..." is correct in content. Therefore, it can be said that in the future, in the preparation of the scientific-critical text of the poet's works, it would be expedient to restore this sacred text on the basis of the version in the manuscript collection inventory number 1134.

The following table shows the differences in the text of the poem, which begins with the verse "Gulshan ichra jilva-u yuz noz izhor ayladi...":

Poem and verse	2679- inventory digital manuscript cabinet	1134- inventory digital manuscript set
1/1	“ <i>Qilmadim komim ravo <u>ulyorlig</u>‘ hangomida</i> ” (232 ^b -page)	“ <i>Qilmadim komim ravo <u>chun</u> yorlig‘ hangomida</i> ” (209 ^a -page).
3/1	<i><u>Doimo</u> ko‘rgach o‘zin majnunshior aylar ongo...</i>	<i><u>Dahr eli</u> ko‘rgach o‘zin majnunshior aylar ongo...</i>
6/3	<i>Ohkim, ehsoni lutf ila dame <u>shodetmayin</u>, Xasta ko‘nglumni g‘amu hijrondin <u>ozod etmayin</u>, <u>Lablarini kavsaridin</u> qatra <u>xayrodetmayin</u>, Mutribi sargashtani bir jom ila <u>yod etmayin</u>, Do‘stlar, ul dilrabo ishqi mani zor ayladi, Rashk tiyg‘i jon ila ko‘nglumni afgor ayladi.</i>	<i>Ohkim, ehsoni lutf ila dame <u>shodetmayin</u>, Xasta ko‘nglumni g‘amu hijrondin <u>ozod etmayin</u>, <u>Lablaridin kavsarini</u> qatra <u>xaridoretmayin</u>, Mutribi sargashtani bir jom ila <u>yod etmayin</u>, Do‘stlar, ul dilrabo ishqi mani zor ayladi, Rashk tiyg‘i jon ila ko‘nglumni afgor ayladi.</i>

Apparently, the word "ul" was edited as "chun" and the word as "dahr eli". The next line of the poem, "Lablarini kavsaridin qatra xayrodetmayin", is copied into the Bayozi Complex as "Lablaridin kavsarini qatra xaridoretmayin". In particular, it is illogical to translate the word "Xaridor" as a *shod*, *ozod*, *yodin* the following verses of the musaddas.

In general, based on the analysis of the sources, it can be said that the text of this poem is more perfectly found only in the source number inventory 2679 / II. Inventory number 1134 contains many weight and rhyming errors in the text of muhammas and musaddas.

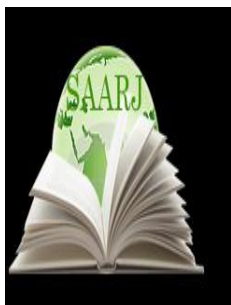
This source is covered with solid black cardboard. The title "Amali Muhammad Rahim sahhof 1326" is inscribed on the top and bottom of the three ornaments on the cover. The text was copied on factory paper in black and red ink, in Nasta'liq script, in the form of two columns. Each page contains 17 lines of text. Dimensions 27x17. The collection consists of 432 pages, 4 pages are blank at the beginning and end of the source. The manuscript is very well preserved.

CONCLUSION

In short, "MajmuaiMuhammasotisyshuaroiFeruzshahi" is a source of special importance not only in the study of the works of Agahi and Feruz, but also in the literary environment of Khorezm. In particular, the source plays an important role in the study of Mutrib's lyrical heritage from the literary point of view. The comparative study of Mutrib's poems in this manuscript with other sources preserved in the fund of the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan also plays an important role in the study of the textual history of the poet's works. The facts surrounding the text editing in the collection are also valuable in that they provide a deeper insight into Mutrib's creative laboratory, explore the poet's secrets of working on words, and explore his creative spiritual world more fully.

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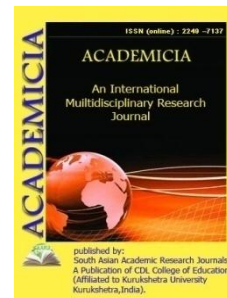
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ABOUT SOME VERBAL AND NONVERBAL FORMS OF POLITENESS IN GERMAN, UZBEK AND KARAKALPAK CULTURES

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ABSTRACT

The article analyses the verbal and nonverbal expression of politeness in German, Uzbek and Karakalpak languages. Similarities and differences in the form of apology in these cultures are also observed. One can be aware that a violation of politeness can lead to conflicts among communicators, we have tried to present the term as a phenomenon of intercultural misunderstanding which reveals and analyzes the problems of imparting information among the people of German, Uzbek and Karakalpak cultures as well as the cases that arise in mutual comprehension. One of them is adaptor gestures which is a specific action of a person associated with an attempt to communicate: touching, tapping on the partner's shoulder; stroking objects under the arm, counting (pen, button, etc.). Affective gestures are gestures that express certain emotions using the body, facial muscles. This condition is distinctly observed in different cultures. In general, all nonverbal means play a major (sometimes independent) role in the communication process. Through the association with verbal communication system, they provide the information that people need to organize collaborative activities. Some of these tools represent politeness.

KEYWORDS: *Politeness, verbal and nonverbal means, gestures, intercultural communication, situation, apology.*

INTRODUCTION

It is known that politeness is characterized as a linguistic phenomenon, while the term has its socio-cultural nature too. Politeness has been considered one of the most problematic issues in human communication as this is a very complex phenomenon which can be observed in terms of the use of words including *thank you* and *please*.

Politeness is a universal phenomenon; however it varies in different cultures. The phrases which could be exact samples for politeness such as "jemanden anreden" / "to address to someone",

"sich entschuldigen" / "to apologize", "danken" / "thank you", "bitten" / "to ask" and others are considered quite crucial in the relationship between addresser and addressee.

One can be aware that a violation of politeness can lead to conflicts among communicators, we have tried to present the term as a phenomenon of intercultural misunderstanding which reveals and analyzes the problems of imparting information among the people of German, Uzbek and Karakalpak cultures as well as the cases that arise in mutual comprehension. Based on the specific lifestyles and different experiences in the culture of nations, one can conform to study the behavioral culture that is specific to that nation. According to all these phenomena the necessity of intercultural comparison is observed in several areas.

MAIN PART

In his research, B. Frank presents the expression of courtesy in the conversational process in the XV and XVIII centuries through verbal and nonverbal means. According to him,

Linguistic area: a phrase expressing *sincerity* and its semantic equivalents, polite adverbs, the interlocutor's respectful address to the third person singular, forms of the expression of respect, apology, acts of speech that serve to express sincerity or identity [1].

In addition to the areas listed above, B. Frank also introduced nonverbal means of *bowing*, *bending* and etc.

These forms of politeness only limited to the fifteenth and eighteenth centuries, but they are found in today's culture of politeness well, including sincerity, apology, and the use of various nonverbal means to express politeness.

Another "mirror" of etiquette is the human look, the gaze, the unspoken non-verbal actions. It is acknowledged that, for some reason, human unspoken feelings, demands, his culture, respect for the interlocutor are reflected in a person's gaze, facial expressions, hand gestures. For instance, waving a hand without listening to the other person to the end means rudeness in behavior. Sometimes the look itself has a stronger effect than the word itself.

Nonverbal expression of behavior allows the interlocutors to understand each other and change moral qualities in the process of communication. Facial expressions and gestures play an important role in the process of perception, different situations, interactions, and the course of a conversation.

The nonverbal features of politeness are expressed differently in each culture. There are also special symbols that explicate the term of politeness in most cultures. It manifests itself in relation to the authenticity of the expression. The facial expression serves to present moral action [2].

Through facial gestures one has the possibility to identify people's joy, kindness, hatred, or interest. One of the natural facial expressions is a smile, which corrects aggressive behavior and creates a friendly relationship. There are several approaches which favours to group gestures. One of them is adaptor gestures which is a specific action of a person associated with an attempt to communicate: touching, tapping on the partner's shoulder; stroking objects under the arm, counting (pen, button, etc.). Affective gestures are gestures that express certain emotions using the body, facial muscles. There are also micro gestures: eye movements, facial redness, a part of the opening and closing the eye for a minute, swallowing the lips and etc.; gestures of expressing

confidence - bowing, clenching the fingers; gestures of uncertainty, nervousness – rubbing the palm, finger tapping, knocking, holding the back of the chair before sitting, etc.; gesture associated with self-control - the hands are behind, in which case one hand squeezes the another; the man sits in a chair, holding his back firmly with his hand, and so on; waiting gestures – hands rubbing, gently wiping sweaty palms on a cloth; rejection gestures – shaking the head, shaking hands, turning back, lowering eyebrows, etc.; gestures of inclination to conversation - putting your hand on your chest, smiling, complimenting, etc.; gestures of priority - self-deprecation, complacency and so on; insincere gestures - closing the mouth with the hand, reluctant behavior, looking at the interlocutor with disbelief and so on [3].

This condition is distinctly observed in different cultures. In general, all nonverbal means play a major (sometimes independent) role in the communication process. Through the association with verbal communication system, they provide the information that people need to organize collaborative activities. Some of these tools represent politeness. The expression of the face (eyes, eyebrows, lips) is a reflection of the feelings of the speaker and reflects the state of the person, which is possible to understand the attitude of the interlocutor: probably he or she is polite or dissatisfied, open-minded or unfamiliar, etc.

The speech process in artistic work is followed by the actions of speech etiquette and at the same time supplemented by them.

- *Хайр, Пат, - Кестер қўлини узатиб, унга мулойим нигоҳ ташлади. – Баҳорда олиб кетаман.*

- *Яхши боринг, Кестер, - Пат унинг қўлини маҳкам қисди. – Сизни кўрганимдан хурсандман. Готтфрид Ленега салом айтинг [4].*

As mentioned above, the gestures used in nonverbal means of each nation are expressed through the movement of certain organs of the person (head, eyebrows, eyes, shoulders, hands, etc.) and are part of the speech process. The gentle look and handshake in this example are the same in German, Uzbek and Karakalpak cultures, that is, they show the friendly relations and reciprocate reverence of the interlocutors.

Besides, nonverbal communication which comprises bowing one's head with a slight respect in distant relationships between sapots is an expression of gratitude [5]. M. Saidkhonov divides the forms of behavior that have been used for a long time and used in the process of communication in Uzbek culture into the following groups:

1. Rituals(custom) are traditions and customs-related actions and their sum(process of the ceremony).
2. Forms of etiquette (forms of courteousness) - rules of etiquette in the process of treatment.
3. Gestures are actions that convey certain information in communication [6].

Communication takes place in a verbal form, however, this process can be interchanged or followed by certain actions. The culture of behavior of certain people differs from the culture of behavior of other people, while the forms of behavior and gestures used in certain peoples are mutually close phenomena too.

Sternin distinguished the model of nonverbal communicative behavior as follows:

Distance of communication

To choose the communication place

Silence in communication

Degrees of silence

Objects of silence degrees

Respect and disrespect

Respect, courtesy, cultural

Disrespect, rudeness, uncultural [7].

The speech culture of every nation and people acquires a variety of differences. The role of a smile, various differences in handshaking, hugging when meeting, greeting and farewell are important. One can recognize that a smile is an important factor in trying to get in a conversation and establishing a friendly relationship between the interlocutors.

Germans greet each other with a smile which can be perfect example for one of the conditions of a courtesy greeting.

“Ach ja”, sagte er und lächelte starker, “Sie haben recht. Aber warten Sie noch einen Augenblick, ich muß Ihnen doch zeigen, warum ich hier ein wenig sitzenbleiben mußte” [8].

- Қа – я, - деди у ва яна кўпроқ жўлмайди. - Гапингиз тўғри. Лекин бирпас шоимасангиз, мен сизга бу ерда нима учун бир оз ўтириб қолишимнинг сабабини тушунтириб берман.

Through the use of nonverbal means such as stark lächeln, more smile in these examples, it is possible to understand the existence of a warm, friendly relationship between the interlocutors, i.e. in German, Uzbek and Karakalpak cultures smile (lächeln) is often reflected in courtesy communication.

Therefore, the use of nonverbal means also has similarities and differences in different cultures. This is due, on the one hand, to the lack of clear symbols, and, on the other hand, to the different interpretations of them in different cultures by the cultures and traditions of the peoples of the world.

E.N. Zvereva also acknowledges the modulation of sound as a means of expressing politeness. According to her, the sound should be low, same and warm according to the timbre [9].

– Илтимос, кечиринг, - дедим мен ниҳоят. – Мошинада ўтирганингизни кўрмай қолибмиз, акс ҳолда бунақа шўхлик қилмаган бўлардик. Қиз менга қаради.

- Нега энди? – дея эътироз билдирди у паст, майин товушда. – Бунинг асло ёмон ери йўқ.

In the example which was given above, the expression of forgiveness that is typical of the Uzbek nation and its polite response in a low, gentle voice reflect the national-cultural features.

Verbal means form part of speech etiquette. B. Bremer [10] recognizes that certain types of communication, expressed through verbal means, require different locations (e.g., home, apartment, service location, shop, public transportation).

We can observe the verbal expression of politeness through its various forms. It is likely that the form of apologizing to them will have similarities and differences in different cultures.

One of the different situations in communication is the situation when apologizing is also important. This situation can be described on the basis of the following available components:

- 1) Interlocutors: addressee (the person who is apologizing) and addressee (the person to whom the apology is addressed);
- 2) apologizing for serious or unimportant damage;
- 3) condition of the conversation (place, time);
- 4) expression of verbal and nonverbal means in establishing this communication between interlocutors.

In Karakalpak culture, the following phrases are often used to apologize to unknown addressees: *Кеширерсиз! Кешириңиз!* These forms of apology are used to address the addressee politely, if the addressee is younger than the addresser, the phrases like *Кеширесең балам! Кеширесең қызым! Кешир!* is utilized, whereas German culture does not pay attention in such cases including the age, sex, social status of the unknown addressee and these kind of simple phrases are used *Entschuldigen Sie bitte! Entschuldigung!*.

The use of *балам, қызым* forms of address indicates the existence of mutual respect and sincerity between people in Karakalpak culture. Obviously, kinship, age, gender, social status are taken into account among familiar interlocutors

–*Ырза бол, Чора? Мени кешир, еситип атырсаңба, Чора, мени кешир!* [11].

In the above example the phrase *Мени кешир* expresses the closeness between the interlocutors.

The use of the apology form in German, Uzbek and Karakalpak is characterized by the following similarities and differences: age, gender, and social status are taken into account among familiar interlocutors in German culture; *Entschuldigen Sie bitte! Entschuldigung!* phrases are used among unfamiliar interlocutors;

Uzbek people use the phrases *Кечирасиз! Кечиринг! Илтимос кечиринг!* in any situation, contrasting to German and Karakalpak people, regardless of whether the interlocutors are familiar or unfamiliar, morphemes such as (-siz), (-ing) are polite indicators of addressing the addressee; in Karakalpak culture, between the familiar and unfamiliar interlocutors, attention is always paid to the age of the addressee, if the unknown addressee is much younger than the addresser, then they use the phrases *Кеширесең балам! Кеширесең қызым! Кешир!*, familiar interlocutors, as in other cultures, are treated according to kinship, age, sex, social status.

CONCLUSION

In conclusion, forms of apology are important in order to achieve a successful outcome in a conversation:

- uses apology forms according to the situation and directs the relationship between the interlocutors on the basis of the intention;
- the listener realizes and accepts that the interlocutor has committed an act of contrary to the rules of politeness, the speaker acknowledges that he is responsible for these actions;

- the speaker regrets for his actions;
- the listener makes sure that the speaker does his best to avoid any disagreements that may arise in the relationship as a result of his actions.

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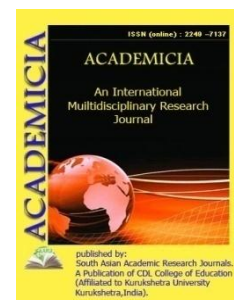
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FINANCIAL RISKS IN REAL SECTOR ENTERPRISES: EVIDENCE FROM UZBEKISTAN

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ABSTRACT

Since the real sector is an important sector of the economy, it is important to study the risks it poses. The article discusses the types of financial risks of real sector enterprises, the risk factors, and the mechanisms for managing and reducing them. Analyzes and conclusions regarding the risks affecting the financial and economic activities of real sector enterprises in the Republic of Uzbekistan. In the case of Turkey, the enterprises of the real sector of the economy at preventing the production of the product in accordance with the risks and high prices for raw materials, electricity, the weight of the tax burden, lack of qualified personnel. As for export of goods, the main risks are the low demand for goods, lack of information about new markets and high transportation costs. As the company enters into financial relationships, it seeks to organize its financial activities effectively, maintain its financial stability and maximize profits. It is natural that there are many risks to this end, and the risks that come to them in every aspect of life, with the exception of businesses, are always expected to exist. In the 1940s and 1980s, scientific research on risk prediction and control began to be put into practice. By the late 1940s, the relationship between insurance risk and anthropogenic risk was studied, and the first national and international association in the field of risk assessment and regulation of commercial activities. and institutions began to emerge.

KEYWORDS: *Real Sector, Financial Risk, Economy, Mechanism, Enterprises.*

INTRODUCTION

Development of the economy is the main factor of the country's development, through which the welfare of the population is improved. The support of the real sector is the most important step in the development of the country, because the real sector is the basis of the economy. By supporting they:

- increased production and saturation of the market;
- increase manufacturers and create a competitive environment;
- Innovative ideas are multiplied;
- Increased income, increased purchasing power;
- Financial market development;
- People use their internal resources, the money flow is reduced;
- The export potential of the state will increase;
- increasing import-substituting goods;
- As competition increases, quality grows;
- The monopoly is gone;
- Large mergers and acquisitions will be possible.

All this creates conditions for the development of our country. What we need to do is: first, we explore the challenges facing the real sector and look for ways to address them second, we need to identify, evaluate and apply modern methods of managing financial risks affecting the real sector.

The purpose of this article is to take steps to improve financial risk management in the real sector.

As the company enters into financial relationships, it seeks to organize its financial activities effectively, maintain its financial stability and maximize profits. It is natural that there are many risks to this end, and the risks that come to them in every aspect of life, with the exception of businesses, are always expected to exist. The notion of risk and its essence has not been clearly understood by economists. The word risk comes from the ancient Spanish-Portuguese word meaning "under the rock." This is the origin of the word, the old sailors engaged in active trade with Spain and Portugal, as well as income-generating ships invisible under the water and rocks, ran away to avoid the danger of [1]

Scientific point of view, the concept of risk as an economic category, for the first time as a learned scholar, learned the game in 1654, "Bone", the French philosopher, mathematician, scientist and inventor B.Pascal can bring. As a result of his collaboration with mathematician P.Ferma , the theory of probabilistic value of the future was created. [2]

Subsequently, in 1730 A.D. Muar proposed a system of normal risk distribution and standard deviation (Bernard), while Bernoulli noted that different owners react differently to the same financial risk.[1]

Based on the new science of risk and risk, the fanatic philosopher J. J. Rousseau is responsible for the great losses caused by the devastating earthquake in Lisbon in 1755 - the responsibility of the people and their decision-making. to do it. At the same time, the question was why more than 20,000 16-storey houses were built in a high-risk area.

The link between risk and profitability in entrepreneurship in a free competition is fully described by A. Smith and Richard Ricardo, who argued that with the increase in risk, income

would rise further. In the 1920s, Dr. Knight stated that the phenomenon of risk in the economy is more complex and diverse, and that risk is not always managed. [3]

In the 1940s and 1980s, scientific research on risk prediction and control began to be put into practice. By the late 1940s, the relationship between insurance risk and anthropogenic risk was studied, and the first national and international association in the field of risk assessment and regulation of commercial activities and institutions began to emerge. In 1955, the United States Temple University professor of insurance U. Snayder science that the concept of "risk management" won 1955 Bologna R. Gallaxer "risk-described" professional manager.

Currently, economic science has different interpretations of risk and the nature of its origins, due to its versatility and inadequate use of assessment techniques and management mechanisms in the business activities of organizations.

In many dictionaries, we find that the opposite is true. For example, Ojegov interprets risk as "an activity for luck, a hope for a happy event", and Webster views it as "a possibility of danger, loss or damage."

Summarizing the above, we come to the conclusion that risk is a fear! As much as a person who overcomes fears can achieve great success, the higher the risk, the higher the profit. For example, when it comes to venture funds, 80% of their projects are successful, and 20% offset their losses!

What is financial risk?

Relating to the financial operation of an entity and includes:

Credit risk: the possibility that a loss may occur from the failure of another party to perform in accordance with the terms of a contract

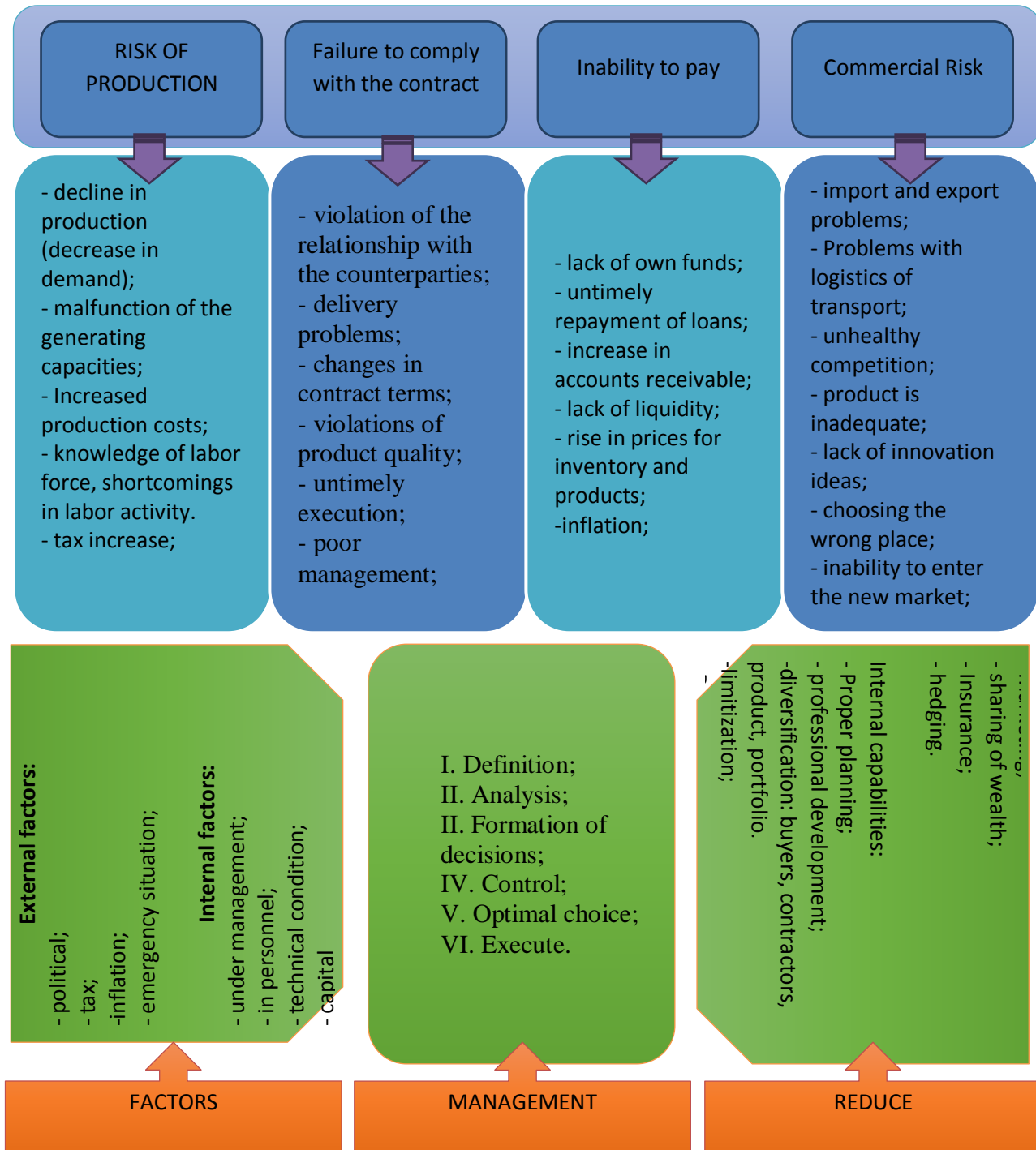
Currency risk: the risk that the value of a financial instrument will fluctuate due to changes in foreign exchange rates (IAS 32)

Interest rate risk: risk that interest rate changes will affect the financial well-being of an entity

Liquidity risk: The risk that an entity will face a risk in realizing assets or otherwise raising funds to meet commitments associated with financial instruments - this is also known as risk financing.

* *CIMA Official Terminology*, 2005

In the real sector, we see the following risks:



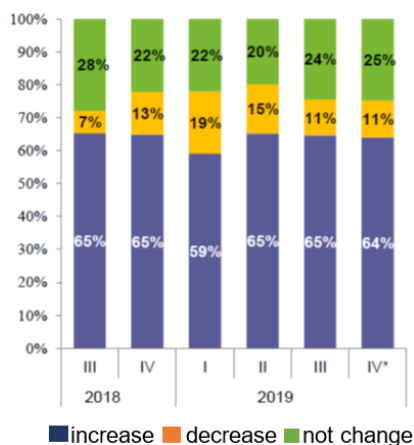
* Prepared by the author.

We believe that all of the above risks, if they are financially damaging, will be recognized as financial risks.

Accordingly, let's get acquainted with the activities of real sector enterprises in Uzbekistan.

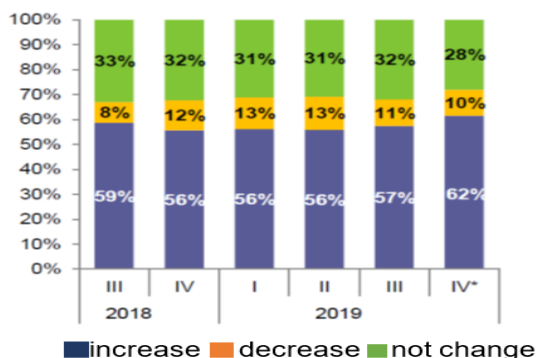
The Central Bank has been conducting a survey to find out what the real sector is facing today. The survey covered 850 businesses, which is more than twice as much as in the second quarter of 2019, indicating that businesses and organizations are ready to undertake risk-oriented planning. According to the survey, following the results of Q3 2019, the following was identified:

Diagram 1: Distribution of responsibility for changes in production volumes.



This means that production increased by 65% in the third quarter of 2019, and remained unchanged at 24% , and the best news is that the number of enterprises with reduced production has declined by 4% compared to the previous period. 11%. This is an evidence of improved production in the real sector.

Diagram 2. Distribution of responsibility for changes in demand for products (works, services).



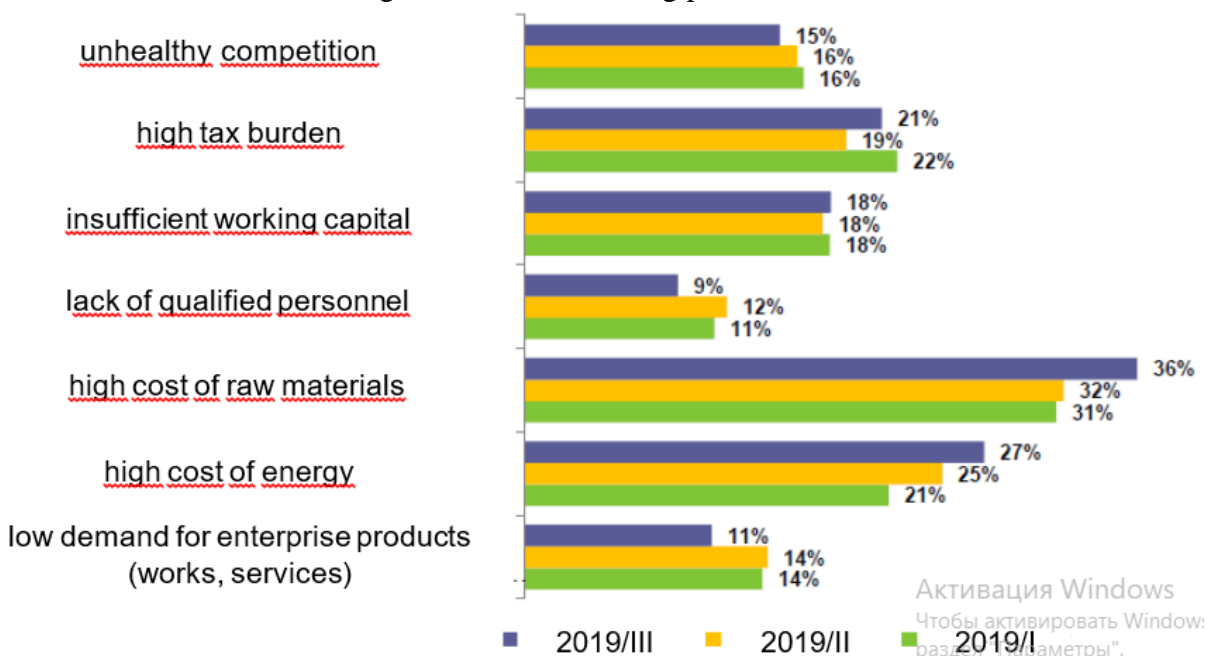
As you can see from this picture, we can see a positive trend even though there was no significant change in demand for the products of the enterprises . In the third quarter of 2019, demand for products decreased by 2% compared to the other quarter of 2019.

* Based on the data of the Central Bank of the Republic of Uzbekistan. (cbu.uz)

Financial risk in the real sector is mainly a reduction in demand and volume of products they produce. According to the data for the second quarter of 2019 in the real sector of the republic, one of the factors that impeded the growth of production was the increase in prices for energy carriers and raw materials.

So what are the factors affecting the financial position of real sector enterprises, creating financial risks, and hindering production? We can see this in diagram 3.

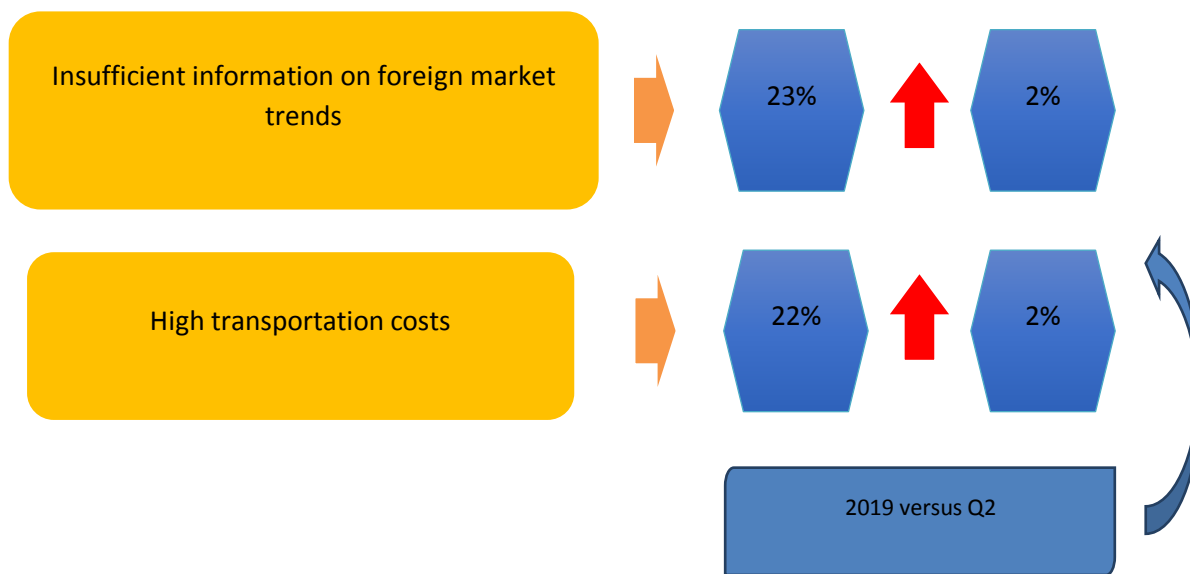
Diagram 3. Risks affecting production



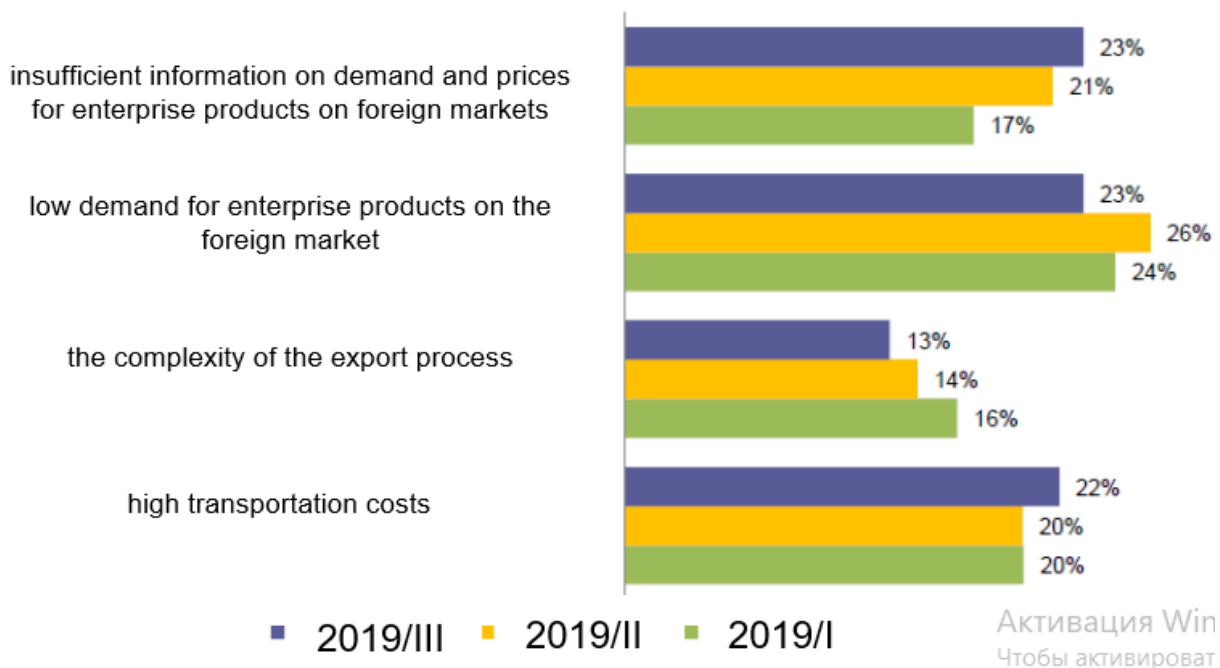
* Based on the data of the Central Bank of the Republic of Uzbekistan. (cbu.uz)

Another important indicator is the volume of exports. Its growth is a backbone for the economic growth through entering a new market, increasing foreign exchange inflows and improving the balance of payments. Therefore, we must take into account the risks and risks that impede exports. Currently, these factors respondendlar of the following risks Access ti adding:

4 .1 -diagramma: risks affecting the volume of exports



4 2 -diagramma: Risks affecting the volume of exports

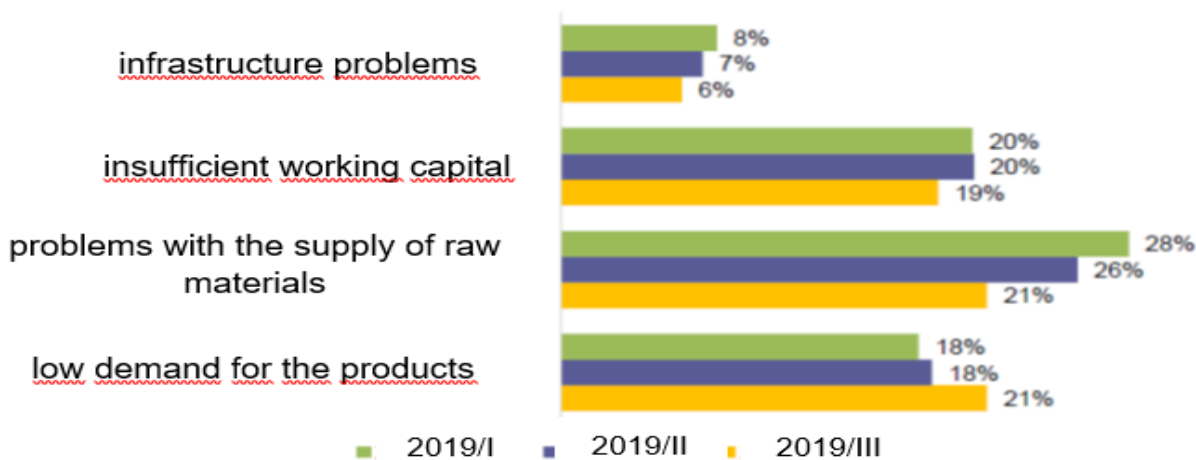


* Based on the data of the Central Bank of the Republic of Uzbekistan. (cbu.uz)

It can be seen from the diagram that the level of foreign market research and the demand for enterprise products on the external market are low. The high cost of transportation is also a negative result, which is 2% higher than in the previous quarter. It is noteworthy that very few respondents used the complexity of exports. As a result, it is apparent that their policies are helping them.

Businesses in the real sector need to make the most of their potential to function normally. However, there are problems that may hinder their operations. As a result of the survey, we have seen the following risks to businesses and organizations. (Diagram 5)

Diagram 5. Risks of using existing production facilities.



Real sector businesses cited raw materials as the biggest risk for their full potential, up 2% compared to the previous quarter, and infrastructure issues by 1% in Q3. However, it should be noted that this problem was seen as the least collected. It is assumed that if the risk associated with working capital is always considered as an existing risk, its risk remains unchanged. The decline in demand for real-sector products compared to previous quarters is seen as a positive factor for businesses.

In summary, we can say that the real sector of the economy is at least at least risk than other financial sectors. We have seen that most of it is related to production. In the case of Turkey, the enterprises of the real sector of the economy at preventing the production of the product in accordance with the risks and high prices for raw materials, electricity, the weight of the tax burden, lack of qualified personnel. As for export of goods, the main risks are the low demand for goods, lack of information about new markets and high transportation costs. We have mentioned the lack of access to real opportunities by the real sector enterprises, low supply, low demand for products and low turnover.

We can therefore offer:

- Work on product quality. Then the demand is high, it is sold fast, the working capital is increased and demand is raised in foreign markets.
- Expanding the product range, that is, diversifying it.
- Application of new technologies. In this way, energy savings can be achieved.
- Involvement of qualified personnel, professional development of personnel.
- Tracking information of news agencies, exploring new markets, improving marketing services.

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GRAMMAR FUNCTIONS OF INFINITIVE VERBS IN GERMAN LANGUAGE

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ABSTRACT

The article examines the grammatical functions performed by infinitive verbs, which are of great importance for the completeness of the meaning of thought. The different lexical-semantic meanings of verbs and their role in the use of speech are analyzed with the help of various examples. The category of verbs is one of the most important and largest word groups, second only after a noun in number, and is considered to have a important place in speech with its semantic feature. Recently, in linguistics, the meaning of a verb category is analyzed as either an action process, or an action state. It should also be noted that the state of motion can be dynamic and static. From a morphological point of view, the classification of verbs has a form of conjugation on the one hand, and kinds of conjugation on the other hand. The verb paradigm refers to the conjugation of words in individuals, the change in singular and plural, and the change in tense and mood. Usually the definite forms of the verb have personal suffixes, while the indefinite form has no suffixes.

KEYWORDS: *Verb category, main verbs, auxiliary verbs, modal verbs, infinitive forms of verbs, participles*

INTRODUCTION

Grammatical categories are special types of linguistic characters that regularly complement the meaning of any sentence, that is, turn words in speech into a single sentence. The category of verbs is one of the most important and largest word groups, second only after a noun in number, and is considered to have a important place in speech with its semantic feature. Also, verbs make up almost 25% of the lexical word structure. It is well known that verbs denote the process, action, and state of execution of events. Main verbs have only a grammatical function in a sentence, and it serves as a predicate.

MAIN PART

In grammar the meaning of action is very wide boardened, it is that verbs like *kommen*, *gehen*, *laufen* represent action, verbs like *aufstehen*, *erwachen*, *einschlafen* represent state, verbs like *sich freuen*, *sich erregen* represent changes in state of mind, verbs like *aufwachsen*, *verwelcken* represent process and also they include actions and events. While all of these have their own characteristics, there are also aspects that are common to all of them, in other words, they are events that occur in relation to time.

Recently, in linguistics, the meaning of a verb category is analyzed as either an action process, or an action state. It should also be noted that the state of motion can be dynamic and static. From a morphological point of view, the classification of verbs has a form of conjugation on the one hand, and kinds of conjugation on the other hand.

From a morphological point of view, the classification of verbs has a form of conjugation on the one hand, and kinds of conjugation on the other hand. The verbs devided into finite and infinitive based on their. "The difference between the infinitive and finite forms of a verb is in conjugation, so they have an advanced system of grammatical categories - these are the category of person, number, tense, inclination, and degree of the verb."(1)

The verb paradigm refers to the conjugation of words in individuals, the change in singular and plural, and the change in tense and mood. Usually the definite forms of the verb have personal suffixes, while the indefinite form has no suffixes.

The infinitive form of the verb is the infinitive and the participle (Partizipien), which are forms that are not dependent on the person and are not conjugated. They cannot express the categories of person, number, and inclination.

The infinitive is one of the 3 basic forms of the verb, which denotes only the process without giving the moving person, and expresses the tense form. In German, the 6-infinity system is presented as follows:

Inf. 1 Aktiv – bauen, kommen;

Inf.1 Passiv – gebaut werden,

Inf. 1 Stativ – gebaut sein,

Inf. 2 Aktiv – gebaut haben, gekommen sein,

Inf. 2 Passiv – gebaut worden sein,

Inf. 2 Stativ – gebaut gewesen sein.

In Duden's grammar, two more infinitives are added, though they have no construction (2):

der Inf. Futur 1 Aktiv (erwachen werden) and *der Inf. Futur 2 Aktiv (erwacht haben werden)*.

Infinitives also have syntactic functions such as morphology. Their morphological function consists of the following function as the main element of the verbs formed in the analytic form, such as Futur I, II and Conditionalis I, II. The syntactic function includes them object, predicate, state and the functions they perform in the construction of Accusativus cum Infinitivo (**Ich höre sie singen**).

Their construction faces various limitations determined by the grammatical semantics of the verb. Only Infinitive 1 Active and der Infinitive 2 Active can be composed of all verbs. The infinitive of passive voice can be made up of transitive verbs (in certain cases). The stative passive infinitive is made only of perfect (time-limited) transitive verbs.

Partizip I the verb in the infinitive form is formed by adding the suffix - (e)nd to itself: *schlafend, lächelnd*.

Theoretically, in this case, all verbs except modal verbs can be structured in this way. Partizip I cannot perform the conjugation system of the verb and therefore it has no morphological function. It serves as a determiner, a state syntactic function, and a predicate complement.

For instance:

Man fand ihn auf dem Boden *liegend*.

From a grammatical-syntactic point of view, Partizip I is used in the active voice sense of the verb to indicate an incomplete, continuous state, and is used at the same time as the predicate in the sentence.

For instance:

Ich sehe (sah, werde sehen) die *aufgehende* Sonne.

Partizip II is one of the 3 main forms of the verb, Perfect and Plusquamperfect are used as the main forms of all tense forms of the passive and in tense forms formed with the infinitive 2.

Partizip II is prefixed with ge- and the addition of (e)t to the root of weak verbs, (e)n to the root of strong verbs, the change of vowels in the root of some plurals, the addition of ge- between postfix and verb words in separable verbs. In this case, if the verb has an inseparable prefix and a suffix -ieren, ge- is not added.

For instance:

- *angefügt werden: ge-stell-t, ermittel-t, ge-komm-en, erzog-en.*

Partizip II, which is made up of transitive verbs in meaning, differs from intransitive verbs made up of transitive verbs. Partizip II, made up of transitive verbs, can make a passive voice:

For instance: das gelesene Buch – das Buch, das gelesen worden ist.

Partizip II, made up of intransitive verbs, has a limited meaning and is used only in the active voice sense:

For instance: die angekommene Delegation – die Delegation, die angekommen ist.

In these examples, it refers to a completed process and indicates that the sentence preceded the predicate-related event:

For instance: Ich sehe (sah, werde sehen) die aufgegangene Sonne.

Partizip II, made up of intransitive verbs with unlimited meaning, is only necessary in the construction of the verb form of the analytic form, and is used in the construction of the 3 basic forms of the verb. It cannot have any verbs and other nominal features that are expressed by the

adjective forms of other verbs. It represents an unfinished process and is represented simultaneously with the predicate-related event of the sentence:

For instance: Er fuhr, von Erika begleitet, in **geschlossenen** Wagen zum Bahnhof.

When the infinitive form of a verb comes with a **zu** particle, it is generally appropriate to consider it as an object, state, or attribute part of a sentence, rather than as a verb form:

For instance:

Er fing an, den Erfolg zu suchen.

In the given example *den Erfolg zu suchen* served as a object to the sentence.

The infinitive form of the verb also includes the Partizip I form (suchend). But the adverbial form is used not as a verb form, but as an auxiliary word to the main verb. (3)

For instance: *Die Formulierung war eher suchend эки sein suchender Blick*

In the examples, the verb comes in the adjective form and is expressed in the auxiliary sense of the verb. It is necessary to base it on the relationship between the verb in the relative form and the verb attached to it. If a verb in the adverbial form indicates the sign of the next verb, the self-following verb becomes an independent verb. Conversely, a verb attached to a relative form is an auxiliary verb if it shows a characteristic of the action it expresses, then it becomes a auxiliary verb. In this sense, the verb suchend seek - "suchen" "search for" can be an independent or auxiliary verb.

An auxiliary verb can have a meaning very close to the meaning it represents as an independent verb. Even in such cases, the above sign should be taken into account.

For instance:

Er begann den Brief *zu schreiben*

The phrase "**zu schreiben beginnen**" in the example means **beginnen** verb, but this does not mean that it is an independent verb. The reason is that in the phrase "**zu schreiben**" the verb in the adverbial form (writing) does not indicate the sign of the verb to begin. Conversely, the verb "**begin**" is an auxiliary verb because it provides a characteristic of the action expressed by the verb "**to write**".

CONCLUSION

In short, in modern German language, the affixes -end, -t, -en and prefix ge- can be specified as active part affixes forming Partizip (participle).

The main syntactic function of participle (Partizip) is to become an attribute and a state. A person cannot conjugate with a number and cannot express the meanings of inclination and tense. Partizip II can act as a predicate only if it comes with the auxiliary verbs sein / haben or werden.

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RESEARCH OF THE AIR-WATER-VAPOR COOLING PROCESS IN AIR COOLING DEVICES

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ABSTRACT

Water consumption for cooling in industry is very large, an increase in consumption, especially in the summer, is highly undesirable. Cooling recycled water also causes additional energy costs associated with its losses. In this regard, the improvement of the process of air-water-vapor cooling through the use of nozzles is the most preferable and economically beneficial. The article presents the results of an experimental study of the process of air-water-vapor cooling in the air conditioning system. The summer airflow efficiency in the southern regions of Uzbekistan is determined by the air temperature control system due to water-vapor cooling. Lowering the temperature of summer air to optimum values is ensured by the evaporation of water dispersed in the flow. The complete evaporation of water provides cooling of the air to the temperature of the wet thermometer and increases the total heat removal from 1 m² of the heat exchange surface. The set temperature is determined by the type of product manufactured and the nature of its further processing. Cooling of products and various technological environments is an important technological process characterized by continuity, high reliability requirements, accuracy of maintaining set temperatures, automation, fire and explosion safety. Adiabatic hydration occurs with a constant amount of heat ($\Delta Q = 0$). With increasing relative humidity, its temperature decreases. In conventional air humidification and cooling systems, the maximum relative air humidity is $\varphi = 85 - 95\%$ and decreases rapidly during heating processes. By dispersing a certain amount of water, you can control the air humidity. In this case, the air temperature decreases, relative humidity and moisture content increase, the heat content and water temperature remain unchanged.

KEYWORDS: *Air-Water Evaporative Cooling, Air Cooling Apparatus, I-D Diagram, Nozzle.*

1. INTRODUCTION

Oil and gas refineries are the largest consumers of water, fuel and energy resources, as well as thermal and electric energy. The efficiency, rationality of their use in the processing processes is largely determined by the efficiency of the plant's technological equipment [1]. However, the technological installations of existing plants are mainly large-capacity facilities built many years ago and they do not meet modern requirements for product quality, safety, level of automation of process control, etc.

To meet modern requirements, existing installations are undergoing reconstruction. During such reconstruction, investment in a new equipment should be minimized by making the most of the existing equipment.

Cooling is among the significant technological steps in the processing of gas, gas condensate and the production of various types of oil products at oil and gas refineries (refineries, gas processing plants). At one of the final stages of production, the hot product needs to be cooled. The temperature of the heated product varies over a wide range and depends on the type of product (gas, gas condensate, gasoline, kerosene, diesel fuel), the technological regime, the time of year and day, and can reach 200°C or more. For the further use of gas, condensate, and oil products, they need to be cooled to a temperature equal to the value set by the technology requirements. The set temperature is determined by the type of product manufactured and the nature of its further processing. Cooling of products and various technological environments is an important technological process characterized by continuity, high reliability requirements, accuracy of maintaining set temperatures, automation, fire and explosion safety. The process of reducing the temperature of gas, condensate, oil products to a predetermined temperature is carried out by an air cooling apparatus (ABO) [2].

The development of modern engineering and technology are accompanied by the widespread use of air cooling devices (ABO), while ensuring reduced water consumption for technical purposes, optimal placement of plants, regardless of the source technical water supply with the goal to meet the increasing requirements of environmental protection from thermal and chemical pollution [3,4].

2. An experimental study of air-water cooling

2.1. Investigation of the adiabatic humidification process during air - water evaporation cooling

Application: air-water evaporative cooling in ABO has great advantages and prospects. An analysis of the literature data on heat and mass transfer in two-phase flows shows that even a small amount of moisture sprayed in the air flow can increase the heat transfer of the heat exchange surface, which makes it possible to increase the efficiency of the surface without special costs and complications. In air-cooled condensers - KBO - this helps to increase the condensate yield, decrease the amount of passing vapor, which significantly increases the efficiency of the whole process and allows you to reduce energy consumption, since there is no need to duplicate air heaters in summer with water coolers.

The essence of the process of adiabatic air cooling is to spray water with a nozzle and to evaporate a certain amount of supplied water. Energy is expended on evaporation, which is absorbed from the air itself, while the air is cooled. This principle of humidification called spray

type is widely used in various industries. Adiabatic hydration occurs with a constant amount of heat ($\Delta Q = 0$). With increasing relative humidity, its temperature decreases. In conventional air humidification and cooling systems, the maximum relative air humidity is $\phi = 85 - 95\%$ and decreases rapidly during heating processes. By dispersing a certain amount of water, you can control the air humidity.

The authors at the universal experimental stand [5] carried out studies of the process of air-water-vapor cooling in the air conditioning system.

The purpose of the experiments was to solve the following problems:

1. Creating a design of a dispersing device, which will provide: - a high degree of dispersion of water, which determines the possibility of complete evaporation; - minimum water consumption; - simplicity of the design of the dispersing device; - full ablation of the dispersed phase.
2. Ensure complete evaporation of the dispersed phase, guaranteeing the maximum decrease in air temperature to the temperature of the wet thermometer.
3. Ensure maximum heat removal from a unit of finned heat transfer surface.

To solve the set tasks, nozzles of a new design were designed, manufactured and tested at the universal experimental stand. The nozzles in the ascending air flow of summer parameters were tested to study the adiabatic process of water-evaporative air cooling.

The experiments were carried out in the following range of parameters: the initial air temperature $t_B = 29,0-35,0^\circ\text{C}$; relative humidity $\phi = 45\%$; water pressure supplied to the nozzle $P = 0-20 \text{ kg/cm}^2$; air velocity $w = 0,5 - 6,0 \text{ m/s}$; degree of irrigation $\rho = 0,0013-0,004 \text{ kg/kg}$. Water was supplied to the nozzles by a pump of the HIII-10E brand. Water consumption was $G = 1 - 200 \text{ l/h}$.

Figure 1 shows the results of adiabatic humidification using the example of constructing an I – d diagram for a nozzle of a new design with an outlet nozzle diameter $D = 1 \text{ mm}$.

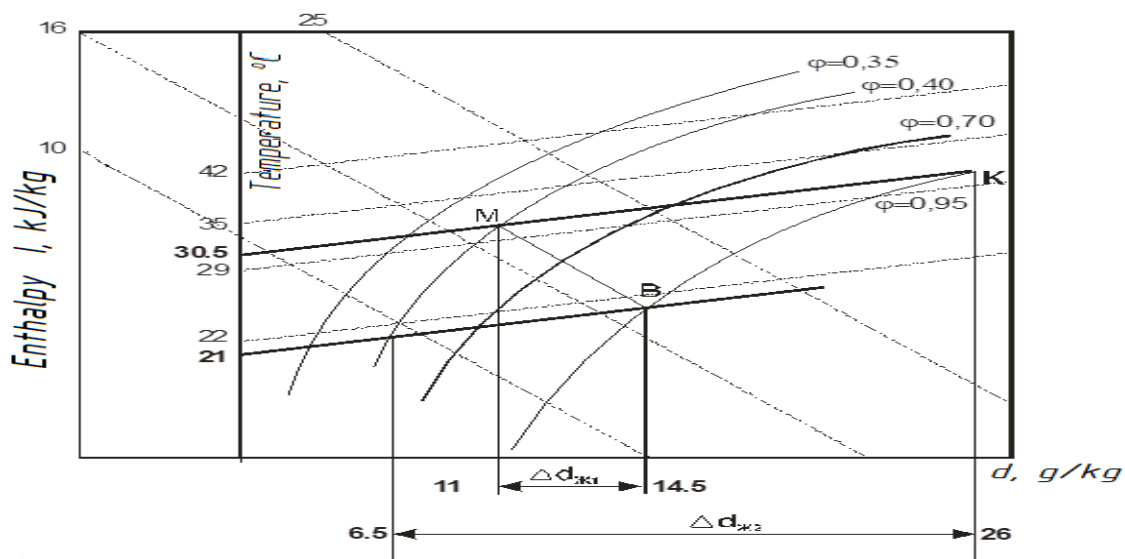


Fig. 1. Construction on the I-d diagram of the process of humidification

For figure, the notation is accepted:

K- point characterizing the state of the air at the end of the process of humidification,

BK - humidification process at $\varphi = 95\%$

B - air condition at the end of the humidification process;

M - air condition at the beginning of the humidification process:

BM - a segment characterizing the initial moisture content of air,

$\Delta d_{\text{ж1}}$ - suspended moisture at the beginning of the humidification process, g/kg;

$\Delta d_{\text{ж2}}$ - suspended moisture at the end of the humidification process, g/kg;

The initial ambient temperature is $t_B = 30,5^\circ\text{C}$; initial relative humidity - $\varphi = 40\%$; initial moisture content of air - $d_{\text{ж1}} = 11 \text{ g / kg}$; final air temperature at the inlet to the air-conditioning system - $t_K = 21^\circ\text{C}$; final moisture content of air - $d_{\text{ж2}} = 14.5 \text{ g / kg}$; relative humidity in front of the heat exchange sections - $\varphi = 95\%$; heat content of air - $I = 14 \text{ kcal/kg}$; water pressure at the nozzle $P = 5 \text{ kgf/cm}^2$; degree of irrigation $\rho = 0,0013 \text{ kg / kg}$

An analysis of the results shows that at different values of the water's pressure at the nozzle, the increase in moisture content is approximately the same - about 3-4 times. Perhaps this is due to the fact that at $P = 5 \text{ kgf/cm}^2$ the air flow is completely saturated, and at a higher pressure, the evaporation of the injected water is not completely ensured and moisture settles on the surface of the air heater, and the thermal resistance increases.

2.2. Comparison of flow characteristics and range of nozzles of various designs

Nozzles of the new design are compared with industrial designs in terms of flow characteristics and spraying range. (Fig. 2, 3).

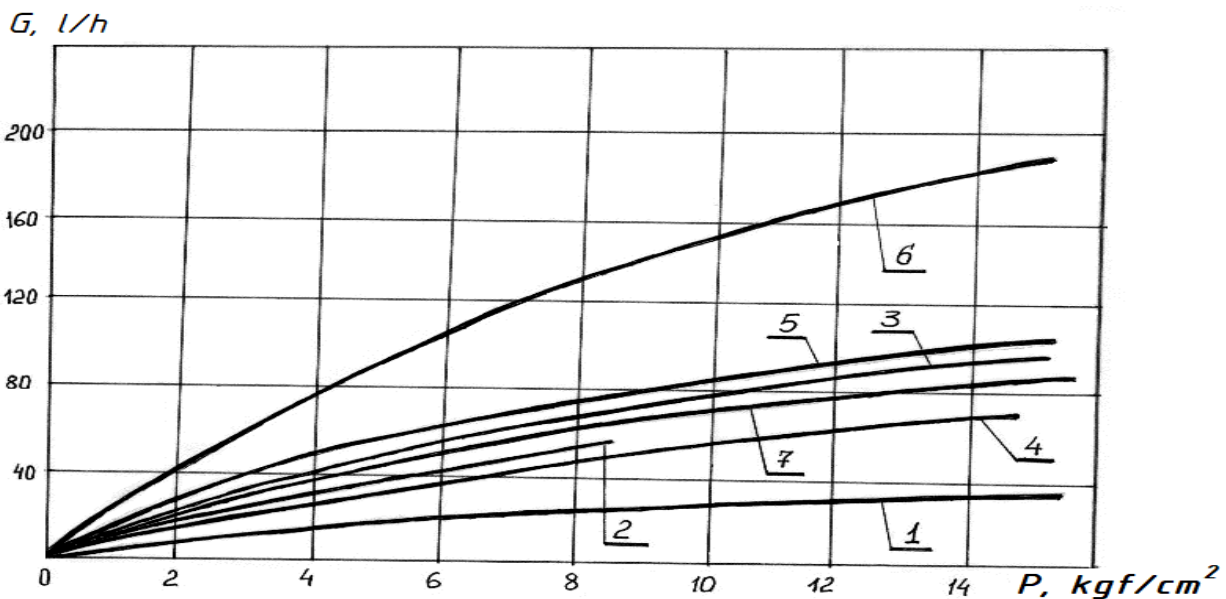


Fig. 2. The dependence of the flow characteristics of the nozzles on the pressure of the water forcing

Curves 1 and 7 are experimental characteristics of nozzles of a new design; curve 4 characterizes the nozzle of the Tallinn Machine-Building Plant (TM3); and curves 2,3,5,6 are consumable characteristics of the Grigoriev - Polyak nozzle. By changing some parameters of the nozzle insert of the Grigoriev – Polyak nozzle [6], various flow characteristics can be obtained. For comparative characteristics, we take the pressure of $P = 4$ and 6 kgf / cm^2 . Here, for curve 2, the flow rate of water (G) supplied for spraying is 30 l / h , for curve 3 this value is 40 l / h , for curve 5 the flow rate is 50 l / h , curve 6 shows an even greater flow rate sprayed water - 80 l / h . For a TM3 nozzle, the flow rate at the same pressure of 4 kgf / cm^2 is about 43 l / h . For curves 1 and 7 at a discharge pressure of 4 kgf / cm^2 , the water flow rate of nozzles of a new design is 18 l / h and 20 l / h , respectively. A further increase in the discharge pressure to 6 kgf / cm^2 led to an increase in the flow characteristics of the nozzles under consideration: for the Grigoriev – Polyak nozzle, the water consumption was 42 l / h (curve 2), 52 l / h (curve 3), 65 l / h (curve 5) and 110 l / h (curve 6); for the TM3 nozzle, the flow rate was 57 l / h ; in experimental nozzles of a new design, the flow rate of water supplied to the spray was 20 l / h and 39 l / h , respectively.

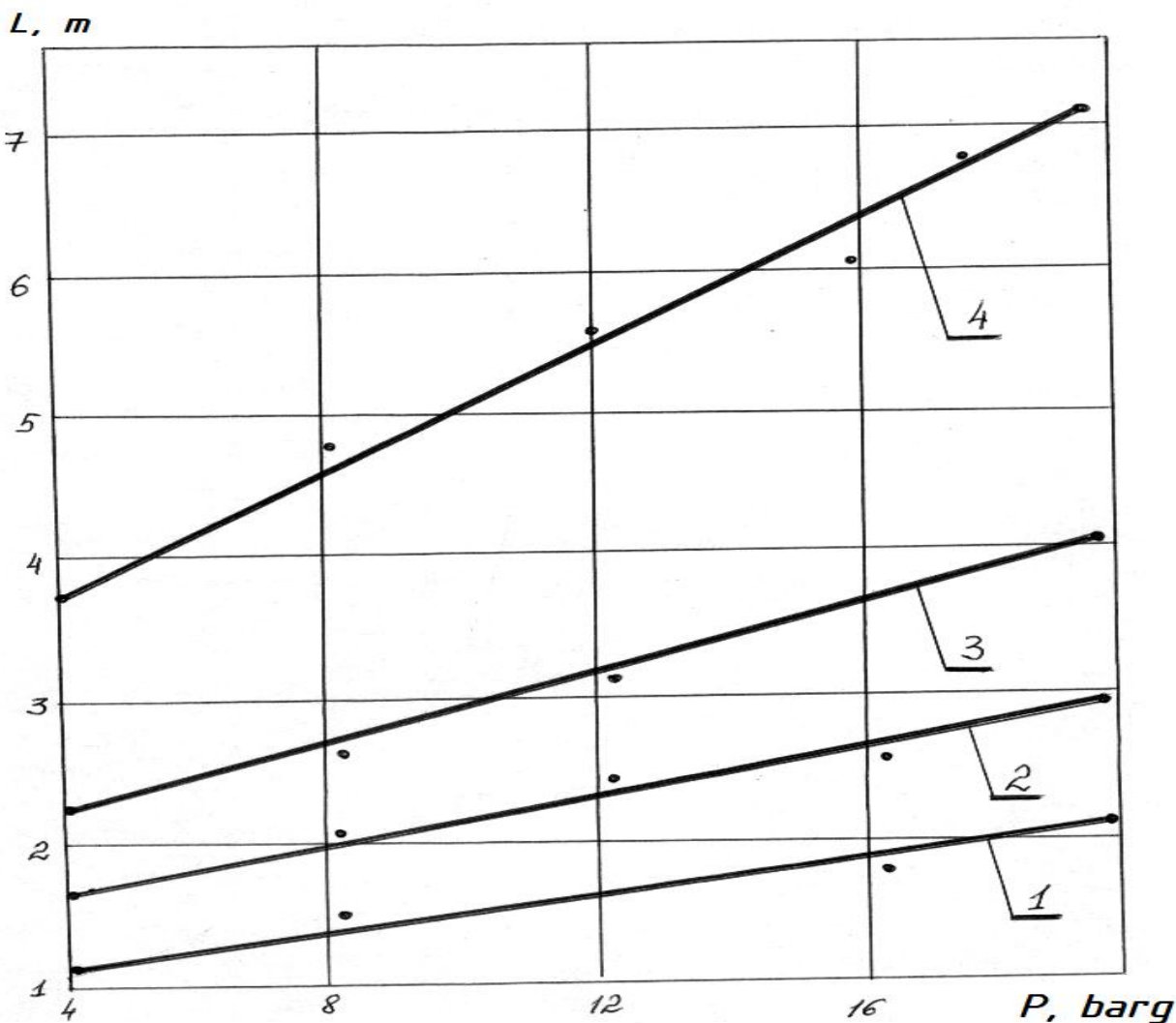


Fig. 3. The dependence of the range of the nozzles on the pressure of the discharge of water

The most important characteristics of dispersants are the length and the angle of the spray pattern. The nozzle design provided a fully filled fa-cell with a spray angle of 80° - 110° . Figure 3. shows a comparative graph of the range (L) of the experimental nozzles and typical nozzles of other designs used in industrial plants (TM3 nozzle, NIIKhIMMash nozzle).

In fig. 3 curves 1 and 2 refer to nozzles of a new design; curve 3 characterizes the range of the nozzle design TMZ; curve 4 characterizes the range of the NIICHIMMash nozzle.

Analysis of the figure allows us to conclude that the range of the nozzles of a new design is small in comparison with those used in industry. So at different injection pressures of sprayed water, the nozzle torch length of the new design is less than the TM3 torch length by an average of 2.0 times. Compared with the NIICHIMMash design nozzle, the range of the new design nozzles is almost 3.3 times less.

3. CONCLUSION

The scarcity of chemically purified water makes it necessary to replace water refrigerators with air-cooled devices, while maintenance is simplified, operating costs for cooling are reduced, and the consumption of process water in large quantities is eliminated. The development of modern high-tech industries and the introduction of effective air-cooling equipment is associated with the need to create an adiabatic humidification and air-cooling process. Dispersing water into the air stream is carried out by nozzles.

In this case, the air temperature decreases, relative humidity and moisture content increase, the heat content and water temperature remain unchanged. The obtained results show that at various values of the degree of irrigation, the temperature of the cooling air decreases by $8-16^{\circ}\text{C}$ and the heat transfer intensity increases significantly. Air – water evaporation cooling has significant advantages; it preserves the relative simplicity of air cooling and greatly increases its efficiency, which is consistent with [7].

The summer airflow efficiency in the southern regions of Uzbekistan is determined by the air temperature control system due to water-vapor cooling. Lowering the temperature of summer air to optimum values is ensured by the evaporation of water dispersed in the flow. The complete evaporation of water provides cooling of the air to the temperature of the wet thermometer and increases the total heat removal from 1 m^2 of the heat exchange surface. The completeness of moisture evaporation depends to a large extent on the degree of dispersion of water, i.e. determined by the size - the radius of the droplets, their number and total surface [8]. The size of the evaporation chamber in industrial air handling units is very limited, the passage time of the chamber with a drop obeying the laws of gas flow is $0,25 - 0,6$ sec. Atomizers used at present in industrial air-blasting machines - nozzles give a polydisperse spray of particles with a size of $80 - 100$ microns, the time of complete evaporation of which is $2 - 5$ seconds, which leads to the separation of droplets, under-saturation of the air with vapor. The high consumption and range of these devices also contribute to the uneven irrigation of the air flow [3]. All this leads to low performance of industrial cooling systems.

The results of the experimental studies allow us to conclude that the efficiency of nozzles of a new design depend on such parameters as the initial and final air temperature and its moisture content, the amount of sprayed water is low flow rate, as well as a short spray torch.

Designation List

Q - the heat removed, W;

t_B - initial ambient temperature, °C;

t_K - air temperature, before the heat-exchange sections ABO, °C;

φ_1 - initial relative humidity, %;

φ_2 — relative air humidity in front of the heat exchange sections, %;

$d_{ж1}$ - initial moisture content of air, g / kg;

$d_{ж2}$ - final moisture content of air, g / kg;

I - Enthalpy, kJ / kg;

P is the pressure of the water on the nozzle, kgf/cm²;

ρ - degree of irrigation, kg / kg;

$\Delta d_{ж1}$ - suspended moisture at the beginning of the humidification process, g / kg;

$\Delta d_{ж2}$ - suspended moisture at the end of the humidification process, g / kg;

G - water consumption per nozzle, liter / hour;

L - the length of the spray nozzle.

D - outlet nozzle diameter

Indexs:

B - air;

K - Final;

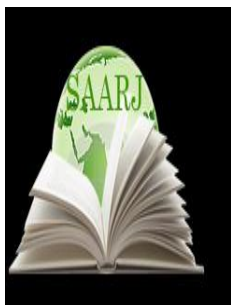
ж – Liquid.

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THE ISSUES OF ORAL TRANSLATION WHICH IS IN TEXTS AMONG ESP STUDENTS

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ABSTRACT

We know that ESP (English for Specific Purposes) students work with a variety of texts in English classes. In this process they face to some problems. In the interpreting process, students encounter difficulties such as vocabulary, pronunciation, correct choice of words, and correct accent. Thus, students are required to study oral translation, its types, lexical and semantic features in the classroom. Interpreting is traditionally divided into synchronous and sequential, has its own options. In synchronous interpretation speaker's speech is interpreted by the simultaneous interpreter which is the demanded foreign language. In series translation as simultaneous translation is utilized after formal communication, as well as in less rigid forms of communication: meetings, accompanying delegations, and so on.

KEYWORDS: *Oral Translation, ESP (English For Specific Purposes), Synchronous, Sequential, Lexical Feature, Semantic Feature, Vocabulary, Intonation*

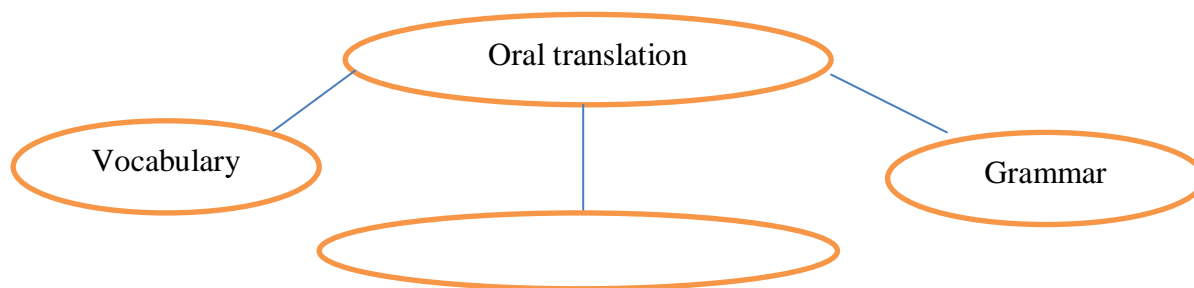
INTRODUCTION

Bilamizki, ESP talabalari ingliz tili darslarida turli xil matnlar bilan ishlashadi. Bu jarayonda ular ba'zi bir muammolarga duch kelishadi. Og'zaki tarjima jarayonida talabalarda so'z boyligi, talaffuz, so'zlarni to'g'ri tanlay olish va urg'uni to'g'ri qo'ya olish kabi qiyinchiliklar yuzaga keladi. Shuning uchun talabalardandars jarayonida og'zaki tarjima, uning turlar, leksik va semantik xususiyatlarini o'rganish talab etiladi. Og'zaki tarjima o'zaro sinxron (bir vaqtda) va ketma-ket tarjima jarayoniga bo'linadi. Sinxron tarjimada so'zlovchining nutqi kerakli chet tiliga sinxron tarzda tarjima qilinadi. Ketma – ketlikdagi tarjimada sinxron tarjimadagidek rasmiy muloqotning quyidagi ushrashuvlar, hamkorlik deligatsiyalari uchrashuvlari vahokoza shakllarida foydalaniladi.

Kalitso'zlar: og'zakitarjima, ESP (maxsusyo'nalishlaruchuningliztili), sinxron (birvaqtda), ketma-ket, leksikxususiyati, semantikxususiyati, so'zboyli, intonatsiya

We know that ESP(English for Specific Purposes)students work with a variety of texts in English classes. In this process they face to some problems. In the interpreting process, students encounter difficulties such as vocabulary, pronunciation, correct choice of words, and correct accent. Thus, students are required to study oral translation, its types, lexical and semantic features in the classroom.

Oral translation allows us to represent a productive communication between spokesmen of different language traditions and cultures. This structure delivers the content of oral speech by vocabulary, grammar and peculiarity of intonation structures.



Especially, there are two main options of interpretation:

1. **Synchronous**
2. **Sequential.**

Both types of versions are actively used, when communicating at very different stages: from formal speeches to interpersonal communication, from international conferences to business negotiations. To supply with the clarity of the data transmission and the accuracy of the application dictionary, translators of a particular specialization are involved in interpretation, but apart from oral competences, they must be competent in this or that experience

Features of oral translation: Interpreting is traditionally divided into synchronous and sequential, has its own options.

Synchronous interpretation is considered to be the most complex form of translation in this field of activity. In synchronous interpretation speaker's speech is interpreted by the simultaneous interpreter which is the demanded foreign language. This situation allows listeners receive information easily. This form of it is widely used in official speeches, conferences and international meetings.

Sequential interpretation involves providing the speaker's speech, followed by the same translation in logical pauses. In series translation as simultaneous translation is utilized after formal communication, as well as in less rigid forms of communication: meetings, accompanying delegations, and so on. Sequential interpretation is required several hours by a specialist. Any expert in this field should have a thorough knowledge, because he/she cannot communicate with anyone if there is a misunderstanding in the speech of the speaker during the translation process. Providing a flawless translation, the translator must have sufficient vocabulary in the field, as well as be familiar with the specifics of the field of translation.

Based on the above information, English lessons are taught differently in different courses and specialties, and as students' knowledge progresses from course to course, they develop skills in

interpreting. Oral translation is required to choose words lexically and semantically correctly. This situation according to the student's specialty is differently. Besides, Memory is also important in interpreting. In texts, students sometimes encounter with grammatically complex sentences, phrases, units and field terms. The complexity of the text varies depending on the directions. Another problem in this process is that in some branches there are not many alternative versions of the specialization words in English. This suggests that they should be classified. A number of problems arise during the classification process. Various classification of ESP students are offered by different expert. For example, David Carter¹ identifies three types of ESP:

- English as a restricted language;
- English for academic and occupational purposes;
- English with specific topics.

According to Mackay and Mountford² "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose." In the same vein Robinson³ states that generally the students study English "not because they are interested in the English language or English culture as such, but because they need English for study or work purposes"

The second type of ESP identified by Carter is English for Academic and Occupational Purposes. Carter is implying that the end purpose of both EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed.

The third and final type of ESP identified by Carter is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace setting (Gatehouse, 2001)⁴.

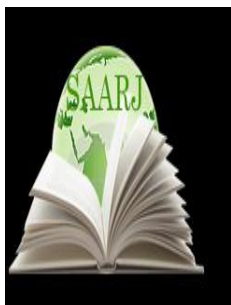
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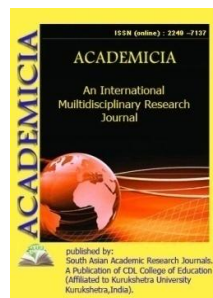
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READING STRATEGIES AND TECHNIQUES FOR READING COMPREHENSION

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ABSTRACT

Reading is one of the most important skill in language skills what learners really need to improve. Where there is no reading, there is no improvement in foreign language learning. Reading is one of the most challenging and troublesome skills in our universities. This article attempts to investigate developing students' reading skill through the reading principles and strategies. Strategies for Reading Comprehension. In comprehending reading materials, the teacher has to know several useful strategies that can guide the students in getting the writer's intention easily and efficiently. Brown states ten strategies in reading comprehension. Nowadays, English is worth not just knows, but it is worth really knowing. There is a great importance role to understand modern English in order to make a conversation people who live in foreign countries. In order to do this decree methodological skills are developed and assessed according to the world standards in order to prepare our teachers and future specialists answering the demands of new education system. Teaching techniques are necessary terms that the teacher has to know, especially when applying the approaches of teaching reading. They can ease the way to conduct the approaches to the materials which are explained to the students.

KEYWORDS: *Strategies, Comprehension, Reading Techniques, Efficiently, Approach, Purpose, Opportunity, Background, Comprehension, Sensitizing, Speed Reading.*

INTRODUCTION

After the independence of the republic of Uzbekistan great reforms have done in the education system of the country. Teaching and learning foreign languages in Uzbekistan has become very essential and global process since the first days of the Independence of our country. It pays much attention to the increasing of educational level of people, their intellectual knowledge. Nowadays, English is worth not just knows, but it is worth really knowing. There is a great importance role to understand modern English in order to make a conversation people

who live in foreign countries. Many directions are being implemented to improve the reformation of foreign language in our country. Remodeling the system of teaching is to put biggest responsibilities in front of the teacher who teaches at school, at universities, and colleges. Reforming the teaching system into CEFR is also the main factor to develop the teaching foreign language. According to decree of the first president of Uzbekistan Islam Karimov “On measures to further improve foreign language learning system” pupil must learn foreign languages from their first grade.¹

Besides that, student-centered teaching requires not only implementation of new up-to-date methodology and materials but new approaches to assessment as well. Consequently, it gives more emphasis on the teaching and learning process of foreign languages. In order to do this decree methodological skills are developed and assessed according to the world standards in order to prepare our teachers and future specialists answering the demands of new education system.

MATERIALS AND METHODS

Strategies for Reading Comprehension. In comprehending reading materials, the teacher has to know several useful strategies that can guide the students in getting the writer’s intention easily and efficiently. Brown states ten strategies in reading comprehension. They are: identifying the purpose in reading, using graphemic rules and patterns to aid in the bottom-up decoding (especially for beginning level learners), using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), skimming the text for main ideas, scanning the text for specific information, using semantic mapping or clustering, guessing when you aren’t certain, analyzing vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers to process relationships.

The strategies in reading comprehension are important to be understood. They are useful in helping the teacher to prepare the lesson and to apply the interactive reading approach in the lesson. Those strategies can also help the teacher to find the way to activate the students’ schemata by knowing the strategies that the students use while they start reading.

In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

Reading Techniques. Reading techniques are several things that the readers have to know before start reading. Reading techniques are very useful, especially when the readers want to concern in getting the ideas of the writer from a certain text. Brown divides reading techniques into three phases. They are:

- 1) **Before you read:** Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.
- 2) **While you read:** Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.
- 3) **After you read:** Comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author’s purpose, discussing the

author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise. Meanwhile, states several reading techniques which are presented in a different way, they are:

1) **Sensitizing:** The aim is to provide exercises that will develop the strategies that students need to cope with unfamiliar words and complex or apparently obscure sentences. It should ensure that they do not stumble on every difficulty or get discouraged from the outset.

2) **Speed Reading:** One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. A conversion table, taking the length of the text and reading time into account, will tell them what their reading speed is and this will make it easier for them to try and read a little faster every time.

3) **Skimming to Scanning:** When skimming, we go through the reading material quickly in the order to get the gist of it to know how it is organized, or to get an idea of the tone or the intention of the writer. When Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.

Different experts tend to have different reading techniques. Those techniques are indeed various, but they have a similar purpose. They are made in order to help the reader understand the text. This can be useful especially when the researcher wants to analyze the techniques that the students choose.²

RESULT AND DISCUSSION

Teaching Techniques in Reading. The techniques in teaching are important terms that must be known by the teacher. Knowing the teaching techniques used by the teacher of native speaker to teach their students is also necessary. In teaching native speakers, Nation (2009: 3) states several teaching techniques. They include shared reading, guided reading and independent reading.

1) **Shared Reading:** The learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures and the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together. The procedure is an attempt to make the shared book activity like a parent reading a child a bedtime story.

2) **Guided Reading:** Guided reading can be done silently or with a child reading aloud to a friend, parent or teacher. Before the reading the learner and teacher talk about the book.

3) **Independent Reading:** In independent reading the learner chooses a book to read and quietly gets on with reading it. During this quiet period of class time, the teacher may also read or may use the time as an opportunity for individual learners to come up to read to the teacher.

Teaching techniques are necessary terms that the teacher has to know, especially when applying the approaches of teaching reading. They can ease the way to conduct the approaches to the materials which are explained to the students.

CONCLUSION

Principles for Teaching Reading

Principles for teaching reading can be used to guide the design and practice of a reading program. Williams (1986) in Nation states several principles for teaching reading. ³They are:

1) *Meaning-focused Input:* In meaning-focused input, there are three major things that should be understood. The first one, a reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write. The second one, the course should include reading simplified material at a range of levels, particularly extensive reading of graded readers. The last one, reading should be used as a way of developing language proficiency.

2) *Meaning-focused Output:* In meaning-focused output, reading should be simply related to other language skills that can be used. The course should involve listening, speaking and writing activities related to the reading.

3) *Language-focused Learning:* In language-focused learning, the course should work on the sub-skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Moreover, the strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context critiquing, and reflecting on the text.

4) *Fluency Development:* In fluency development, the reading material should be familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

Supporting this, Nuttall, in Rahman also defines the top-down approach as: We draw on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. ... We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at next step.⁴

Principles of teaching reading have big influence in helping the teacher to understand what things necessary and unnecessary to do when he/she starts a reading lesson. Principles are made in order to guide the teacher to do a good preparation before teaching.

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MEDICINAL FLORA AND BIOGRAPHY OF THE SULTAN UVAYS MOUNTAIN TERRITORY OF THE REPUBLIC OF KARAKALPAKSTAN

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ABSTRACT

In the north-western part of the Kyzylkum of Karakalpakstan, in the Sultan Uvays, in the Ustyurt part, in all parts of the Lower Amudarya, the reserves of raw materials are sufficient. In folk medicine, a decoction of the plant flower is used against epilepsy. The juice of the plant is used in nervous diseases and insomnia. The essential oil of the plant is used in the preparation of lipstick and scented soaps. One of the foothills in Karakalpakstan is Sultan Uvays. In the south of the Kyzylkum of Karakalpakstan, the territory of the Sultan Uvays foothills (485 m above sea level) begins in the Amudarya delta, from east to west there is Lake Khojakul. The roots and rhizomes of this plant contain up to 23% saponin-glycyrrhizin glycyrrhizic acid, essential oil, asparagine, ascorbic acid, saponin, additives, flavonoids, sugars and additives, glucose, starch, pectin and other substances. However, these plants have not been fully studied scientifically and are not used sufficiently in folk medicine. After conducting phytochemical, pharmacological, clinical studies on these medicinal plant species, it is possible to replenish the arsenal of medicinal plants in scientific medicine.

KEYWORDS: *Karakalpakstan, Sultan Uvays, Medicinal Plants, Taxonomy, Endemic.*

INTRODUCTION

Today, there is a growing need for herbal remedies and natural herbal remedies. Currently, there are 634 families, 444 species of 240 genera, naturally growing medicinal plants in the territory of Karakalpakstan [1].

One of the foothills in Karakalpakstan is Sultan Uvays. In the south of the Kyzylkum of Karakalpakstan, the territory of the Sultan Uvays foothills (485 m above sea level) begins in the Amudarya delta, from east to west there is Lake Khojakul. In the Kyzylkum Desert of

Karakalpakstan, the total area of Sultan Uvays, located in the remnant foothills: Qulotog, Yahshi Kokche, Yomon Kokche, Beshtepa and Beltog, is 700 sq. Km. There are barren and barren sands around it. Many scientists have studied the flora and flora of this region[4].

R.A. Abdurahmanov's research [2] was devoted to the vegetation and flora of Sultan Uvays and Aristantog. According to him, the mountain flora of Sultan Uvays includes 32 families, 249 species belonging to 132 genera.

In his many years of research in the Sultan Uvays mountain range, B.Sherbaev cited a list of 444 species belonging to 53 families, 126 genera, for this remnant mountain flora. Among the endemic species of this flora are *Lappula parvula* Nabiev et Zakirov, *Jurinea multiloba* Iljin, *Scorzonera bungei* Krasch. and Lipsch. etc. [3].

MATERIALS AND METHODS

In determining the Latin names of families, genera and species of medicinal plants distributed in the foothills of the Sultan Uvays of Karakalpakstan: S.K. Cherepanov [6] also published the International Plants Names Index (www.ipni.org) [7], www.plantarium.ru [8], and The Plant List (www.theplantlist.org) [9]. In determining: Plants determiner of Central Asia [5], data were used.

RESULTS AND DISCUSSION

Based on the results of scientific expeditions to nature and the collection of herbarium samples, herbarium materials stored at the Institute of Botany of the Academy of Sciences of the Republic of Uzbekistan (TASH) and the Karakalpak Research Institute of Natural Sciences of the Academy of Sciences of the Republic of Uzbekistan (KK), Sultan Uvays growth of 168 species of medicinal plants belonging to 110 families belonging to 42 families in the frontal regions was identified (Table 1).

List medicinal plants Sultan Uvays of Karakalpakstan

TABLE 1

No	Families	Genera	Species	
1.		<i>Agriophyllum</i> M. Bieb.	<i>A. lateriflorum</i> (Lam.) Moq.	
2.			<i>A. latifolium</i> Fisch. et C.A. Mey.	
3.			<i>A. minus</i> Fisch. et C.A. Mey.	
4.			<i>A. paletzianum</i> Litv.	
5.			<i>A. squarrosum</i> (L.) Moq.	
6.	<i>Amaranthus</i> L.		<i>A. graecizans</i> L.	
7.			<i>A. retroflexus</i> L.	
8.		<i>Anabasis</i> L.		<i>A. aphylla</i> L.
9.				<i>A. brachiata</i> Fisch. et C.A.Mey.
10.				<i>A. eriopoda</i> (Schrenk) Paulsen
11.				<i>A. salsa</i> (Ledeb.) Benth. ex Volkens,
12.				<i>A. truncata</i> (Schrenk) Bunge
13.			<i>A. turkestanica</i> Korovin ex Iljin	

14.	Amaranthaceae Juss.	<i>Atriplex</i> L.	<i>A. micrantha</i> Ledeb.,		
15.		<i>Bassia</i> All.	<i>B. prostrata</i> (L.) Beck		
16.			<i>B. scoparia</i> (L.) A.J.Scott		
17.		<i>Ceratocarpus</i> L.	<i>C. arenarius</i> L.		
18.		<i>Chenopodium</i> L.		<i>Ch. album</i> L.	
19.				<i>Ch. glaucum</i> L.	
20.				<i>Ch. rubrum</i> L.	
21.				<i>Ch. urbicum</i> L.	
22.			<i>Climacoptera</i> Botsch.	<i>C. lanata</i> (Pall.) Botsch.	
23.			<i>Corispermum</i> L.	<i>C. lehmannianum</i> Bunge	
24.			<i>Gamanthus</i> Bunge	<i>G. gamocarpus</i> (Moq.) Bunge	
25.			<i>Girgensohnia</i> Bunge ex Fenzl	<i>G. oppositiflora</i> (Pall.) Fenzl	
26.			<i>Halocharis</i> Moq.	<i>H. hispida</i> (Schrenk ex C.A. Mey.) Bunge	
27.			<i>Halocnemum</i> M. Bieb.	<i>H. strobilaceum</i> (Pall.) M. Bieb.	
28.			<i>Halogeton</i> C.A. Mey.	<i>H. glomeratus</i> (M. Bieb.) Ledeb.	
29.			<i>Halostachys</i> C.A. Mey.	<i>H. bélangeriana</i> (Moq.) Botsch.	
30.			<i>Halothamnus</i> Jaub. et Spach	<i>H. glaucus</i> (M. Bieb.) Botsch.	
31.				<i>H. subaphyllus</i> (C.A. Mey.) Botsch.	
32.			<i>Haloxylon</i> Bunge	<i>H. ammodendron</i> (C.A.Mey.) Bunge ex Fenzl	
33.				<i>H. persicum</i> Bunge	
34.			<i>Kalidium</i> Moq.	<i>K. caspicum</i> (L.) Ung.-Sternb.	
35.			<i>Kochia</i> Roth	<i>K. iranica</i> Bornm.	
36.			<i>Krascheninnikovia</i> Gueldenst.	<i>K. ceratoides</i> (L.) Gueldenst.	
37.				<i>K. ewersmanniana</i> (Stschegl. ex Losinks.) Grubov	
38.			<i>Salicornia</i> L.	<i>S. europaea</i> L.	
39.			<i>Salsola</i> L.	<i>S. arbuscula</i> Pall.	
40.				<i>S. gemmascens</i> Pall.	
41.				<i>S. richterii</i> (Moq.) Karel ex Litv.	
42.				<i>S. soda</i> L.	
43.				<i>S. sogdiana</i> Bunge	
44.				<i>Suaeda</i> Forssk. ex Scop.	<i>S. arcuata</i> Bunge
45.			<i>S. microphylla</i> Pall.		
46.		Amaryllidaceae J.St.-Hil.	<i>Allium</i> L.	<i>A. sabulosum</i> Stev. ex C. Claus	
47.		Apiaceae Lindl.	<i>Cuminum</i> L.	<i>C. setifolium</i> (Boiss.) Koso-Pol.	
48.			<i>Dorema</i> D. Don	<i>D. sabulosum</i> Litv.	
49.			<i>Ferula</i> L.		<i>F. foetida</i> (Bunge) Regel
50.					<i>F. karelinii</i> Bunge
51.				<i>Zosima</i> Hoffm.	<i>Z. orientalis</i> Hoffm.

52.	<i>Apocynaceae</i> Juss.	<i>Trachomitum</i> Woodson	<i>T. scabrum</i> (Russanov) Pobed.	
53.	<i>Araceae</i> Juss.	<i>Eminium</i> (Blume) Schott	<i>E. lehmannii</i> (Bunge) Kuntze, Revis.	
54.	<i>Asparagaceae</i> Juss.	<i>Asparagus</i> L.	<i>A. turkestanicus</i> Popov	
55.	<i>Asphodelaceae</i> Juss.	<i>Eremurus</i> L.	<i>E. anisopterus</i> (Kar. et Kir.) Regel	
56.			<i>E. inderiensis</i> (M.Bieb.) Regel	
57.	<i>Asteraceae</i> Dumort.	<i>Amberboa</i> (Pers.) Less.	<i>A. nana</i> (Boiss.) Iljin	
58.		<i>Artemisia</i> L.	<i>A. santolina</i> Schrenk	
59.			<i>A. scoparia</i> Waldst. et Kitag	
60.			<i>A. songarica</i> Schrenk ex Fisch. & C.A.Mey.,	
61.			<i>A. terrae-albae</i> Krasch.	
62.			<i>A. tournefortiana</i> Rchb.	
63.			<i>A. turanica</i> Krasch.	
64.			<i>Cirsium</i> Mill.	<i>C. arvense</i> (L.) Scop.
65.			<i>Erigeron</i> L.	<i>Erigeron canadensis</i> L.
66.		<i>Inula</i> L.	<i>I. caspia</i> F.K.Blum ex Ledeb.	
67.		<i>Koelpinia</i> Pall.	<i>K. linearis</i> Pall.	
68.		<i>Lactuca</i> L.	<i>L. serriola</i> L.	
69.			<i>L. tatarica</i> (L.) C.A. Mey.	
70.		<i>Microcephala</i> Pobed.	<i>M. lamellata</i> (Bunge) Pobed.	
71.		<i>Scorzonera</i> L.	<i>S. gageoides</i> Boiss.	
72.		<i>Senecio</i> L.	<i>S. subdentatus</i> (Bunge) Ledeb.	
73.		<i>Sonchus</i> L.	<i>S. asper</i> (L.) Hill	
74.		<i>Taraxacum</i> F. H. Wigg.	<i>T. bicornis</i> Dahlst.	
75.	<i>Xanthium</i> L.	<i>X. strumarium</i> L.		
76.	<i>Berberidaceae</i> Juss.	<i>Leontice</i> L.	<i>L. ewersmannii</i> Bunge	
77.	<i>Boraginaceae</i> Juss.	<i>Arnebia</i> Forssk.	<i>A. decumbens</i> (Vent.) Coss. et M. Král.	
78.		<i>Heliotropium</i> L.	<i>H. arguzioides</i> Kar. et Kir.	
79.		<i>Lappula</i> Moench	<i>L. microcarpa</i> (Ledeb.) Gürke	
80.	<i>Brassicaceae</i> Burnett	<i>Brassica</i> L.	<i>B. juncea</i> (L.) Czern.	
81.		<i>Capsella</i> Medik.	<i>C. bursa-pastoris</i> (L.) Medik.	
82.		<i>Descurainia</i> Webb. et Berth.	<i>D. sophia</i> (L.) Webb. ex Prantl	
83.		<i>Goldbachia</i> DC	<i>G. laevigata</i> (M. Bieb.) DC.	
84.		<i>Lepidium</i> L.	<i>L. latifolium</i> L.	
85.		<i>Sinapis</i> L.	<i>S. arvensis</i> L.	
86.	<i>Capparaceae</i> Juss.	<i>Capparis</i> L.	<i>C. spinosa</i> L.	
87.			<i>A. borszczowii</i> Litv.	

88.	<i>Caryophyllaceae</i> Juss.	<i>Acanthophyllum</i> C.A. Mey.	<i>A. elatius</i> Bunge, Fl. Orient.
89.			<i>A. pungens</i> (Bunge) Boiss.
90.			<i>A. stenostegium</i> Freyn
91.	<i>Convolvulaceae</i> Juss.	<i>Convolvulus</i> L.	<i>C. arvensis</i> L.
92.			<i>C. hamadae</i> (Vved.) Petrov
93.	<i>Cuscutaceae</i> Dumort.	<i>Cuscuta</i> L.	<i>C. lehmanniana</i> Bunge, Mem.
94.			<i>C. monogyna</i> Vahl,
95.	<i>Ephedraceae</i> Dumort.	<i>Ephedra</i> L.	<i>E. distachya</i> L.
96.			<i>E. lomatolepis</i> Schrenk
97.			<i>E. strobilacea</i> Bunge
98.	<i>Equisetaceae</i> Rich. ex DC.	<i>Equisetum</i> L.	<i>E. ramosissimum</i> Desf.
99.	<i>Euphorbiaceae</i> Juss.	<i>Andrachne</i> L.	<i>Andrachne telephioides</i> L.
100.		<i>Chrozophora</i> Juss.	<i>Ch. gracilis</i> Fisch.
101.			<i>Ch. sabulosa</i> Kar. et Kir.
102.		<i>Euphorbia</i> L.	<i>E. densa</i> Schrenk
103.			<i>E. turczaninowii</i> Kar. et Kir.
104.	<i>Fabaceae</i> Lindl.	<i>Alhagi</i> Gagnebin	<i>A. canescens</i> (Regel) Shap. ex Keller et Shap.
105.		<i>Ammodendron</i> Fisch.	<i>A. pseudoalhagi</i> (M. Bieb.) Desv.
106.			<i>A. conollyi</i> Bunge ex Boiss.
107.		<i>Astragalus</i> L.	<i>A. erioceras</i> Fisch. et C.A. Mey.
108.			<i>A. filicaulis</i> Fisch. et C.A. Mey. ex Kar.
109.			<i>A. flexus</i> Fisch.
110.			<i>A. villosissimus</i> Bunge
111.		<i>Glycyrriza</i> L.	<i>G. aspera</i> Pall.
112.			<i>G. glabra</i> L.
113.		<i>Halimodendron</i> Fisch. ex DC.	<i>H. halodendron</i> (Pall.) Druce
114.		<i>Melilotus</i> Mill.	<i>M. albus</i> Medik.
115.		<i>Meristotropis</i> Fisch. & C.A. Mey.	<i>M. triphylla</i> Fisch. & C.A. Mey.
116.		<i>Smirnowia</i> Bunge	<i>S. turkestanica</i> Bunge
117.		<i>Sphaerophysa</i> DC.	<i>S. salsula</i> (Pall.) DC.
118.	<i>Trifolium</i> L.	<i>T. repens</i> L.	
119.	<i>Frankeniaceae</i> S. F. Gray	<i>Frankenia</i> L.	<i>F. hirsuta</i> L.
120.	<i>Geraniaceae</i> Juss.	<i>Erodium</i> L'Hér.	<i>E. oxirhynchum</i> M. Bieb.
121.	<i>Iridaceae</i> Juss.	<i>Iris</i> L.	<i>I. songarica</i> Schrenk,
122.	<i>Lamiaceae</i> Lindl.	<i>Lallemantia</i> Fisch. et C.A. Mey.	<i>L. royleana</i> (Benth.) Benth.
123.		<i>Ziziphora</i> L.	<i>Z. tenuior</i> L.
124.	<i>Liliaceae</i> Juss.	<i>Gagea</i> Salisb.	<i>G. reticulata</i> (Pall.) Schult.

125.	<i>Nitrariaceae</i>		<i>N. schoberii</i> L.
126.	Bercht. & O. Presl.	<i>Nitraria</i> L.	<i>N. sibirica</i> Pall.
127.	<i>Peganaceae</i> (Engl.) Tiegh. ex Takht.	<i>Peganum</i> L.	<i>P. harmala</i> L.
128.	<i>Orobanchaceae</i> Vent.	<i>Orobanche</i> L.	<i>O. cernua</i> Loefl.
129.		<i>Papaver</i> L.	<i>P. pavoninum</i> Fisch. ex C.A.Mey.
130.	<i>Papaveraceae</i>	<i>Roemeria</i> Medik.	<i>R. hybrida</i> (L.) DC.
130.	Juss.		<i>R. refracta</i> (Stev.) DC.
131.	<i>Plantaginaceae</i>		<i>L. lachnantha</i> Bunge
132.	Juss.		<i>P. lanceolata</i> L.
133.		<i>Plantago</i> L.	<i>P. major</i> L.
134.			<i>L. maritima</i> L.
135.		<i>Bothriochloa</i> Kuntze	<i>B. ischaemum</i> (L.) H. Keng
136.		<i>Chloris</i> Sw.	<i>Ch. virgata</i> Sw.
137.		<i>Cynodon</i> Rich.	<i>C. dactylon</i> (L.) Pers.
138.		<i>Echinochloa</i> P. Beauv.	<i>E. crus-galli</i> (L.) P. Beauv.
139.	<i>Poaceae</i>	<i>Phragmites</i> Adans.	<i>Ph. australis</i> (Cav.) Trin. ex Steud.
140.	Barnhart	<i>Poa</i> L.	<i>P. bulbosa</i> L.
141.		<i>Stipagrostis</i> Nees	<i>S. pennata</i> De Winter
142.		<i>Atraphaxis</i> L.	<i>A. spinosa</i> L.
143.			<i>C. aphyllum</i> (Pall.) Gürke
144.			<i>C. caput-medusae</i> Schrenk
145.	<i>Polygonaceae</i>	<i>Calligonum</i> L.	<i>C. elatum</i> Litv.
146.	Juss.		<i>C. junceum</i> (Fisch. et C.A. Mey.) Litv.
147.			<i>C. leucocladum</i> (Schrenk) Bunge
148.		<i>Polygonum</i> L.	<i>P. aviculare</i> L.,
149.	<i>Portulacaceae</i> Juss.	<i>Portulaca</i> L.	<i>P. oleracea</i> L.
150.		<i>Ceratocephala</i> Moench	<i>C. falcata</i> (L.) Pers.
151.	<i>Ranunculaceae</i>		<i>C. testiculata</i> (Crantz) Besser
152.	Juss.	<i>Clematis</i> L.	<i>C. orientalis</i> L.
153.		<i>Thalictrum</i> L.	<i>Th. isopyroides</i> C.A.Mey.
154.	<i>Rosaceae</i> Juss.	<i>Potentilla</i> L.	<i>P. supina</i> L.
155.	<i>Rubiaceae</i> Juss.	<i>Galium</i> L.	<i>G. spurium</i> L.
156.		<i>Haplophyllum</i> Juss.	<i>H. obtusifolium</i> Ledeb.
157.			<i>H. ramosissimum</i> (Paulsen) Vved.
158.	<i>Rutaceae</i> Juss.		<i>H. robustum</i> Bunge

159.		<i>Hyoscyamus</i> L.	<i>H. niger</i> L.
160.	Solanaceae Juss.		<i>H. pusillus</i> L.
161.		<i>Lycium</i> L.	<i>L. ruthenicum</i> Murray
162.	Tamaricaceae	<i>Tamarix</i> L.	<i>T. hispida</i> Willd.,
163.	Link		<i>T. laxa</i> Willd.
164.	Typhaceae Juss.	<i>Typha</i> L.	<i>T. angustifolia</i> L.
165.	Ulmaceae Mirb.	<i>Ulmus</i> L.	<i>U. pumila</i> L.
166.	Valerianaceae Batsch	<i>Valeriana</i> L.	<i>V. triplaris</i> (Boiss. et Buhse) Christenh. & Byng
167.	Zygophyllaceae R. Br.	<i>Tribulus</i> L.	<i>T. terrestris</i> L.
168.		<i>Zygophyllum</i> L.	<i>Z. oxianum</i> Boriss.
Total	42	110	168

According to obtained data, we can make conclusion that this situation express flora character not only Uzbekistan, but for whole Central Asia.

As can be seen in the table, the leading families rich in species are: Amaranthaceae Juss. - 45 rounds, 23 rounds, Asteraceae Dumort. - 19 rounds, 13 rounds, Fabaceae Lindl. -15 rounds, 10 rounds, Poaceae Barnhart - 7 rounds, 7 rounds, Brassicaceae Burnett -6 rounds, 6 rounds, Polygonaceae Juss. - 6 rounds, 3 rounds, Euphorbiaceae Juss. - 5 rounds, 3 rounds, Apiaceae Lindl. - 4 series, 5 rounds and others.

The most widely used species in the region: *Glycyrrhiza glabra* L.– (Shirinmiya-uzb., Boyan-qq.), A perennial herbaceous plant belonging to the family Fabaceae. The roots and rhizomes of this plant contain up to 23% saponin-glycyrrhizin glycyrrhizic acid, essential oil, asparagine, ascorbic acid, saponin, additives, flavonoids, sugars and additives, glucose, starch, pectin and other substances. In folk medicine and scientific medicine, the decoction of the roots and rhizomes is used for dry throat, shortness of breath, whooping cough, gastrointestinal, diarrheal, emollient and diuretic, expectorant, regular water-salt exchange. Dry alcohol extract is used in diseases of the gastrointestinal tract, breast [1].

Peganum harmala L. - (isiriq-uzb., Adiraspan-qq.) A perennial branching plant belonging to the family Nitrariaceae. In scientific medicine, the above-ground part of the plant is used. Its seeds contain 3.5-6.0% total alkaloids, 60% garmalin, 30% garmin, 60% peganin (vasicina) and vasicinones. The plant contains 2.15-2.70% of alkaloids in the root of the alkaloids peganidine, peganine, peganol and deoxypeganin in small amounts. Dyes and fatty oils in the seeds make up 14.25% [1]. In scientific medicine, the substance garmin derived from the leaves and seeds of the plant is used against epilepsy, encephalitis, paralysis, Parkinson's disease, colds among the local population.

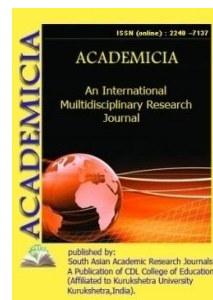
Artemisia scoparia Waldst. & Kitag – (Asteraceae), (shovok-uzb., juwsan-qq.). In scientific medicine of Uzbekistan the above-ground part of the plant is used in fever, malaria, hepatitis, diseases of the gastrointestinal tract and bronchial tract. In the north-western part of the

Kyzylkum of Karakalpakstan, in the Sultan Uvays, in the Ustyurt part, in all parts of the Lower Amudarya, the reserves of raw materials are sufficient. In folk medicine, a decoction of the plant flower is used against epilepsy. The juice of the plant is used in nervous diseases and insomnia. The essential oil of the plant is used in the preparation of lipstick and scented soaps. In Turkmenistan, as a diuretic, diuretic and expectorant, decoction of the inflorescence is used in bod, fever, malaria and inflammation of the respiratory tract, the powder prepared from the underground part is used as a expectorant [1].

In conclusion, the territory of Karakalpakstan is rich in natural medicinal plants and is found in large quantities. However, these plants have not been fully studied scientifically and are not used sufficiently in folk medicine. After conducting phytochemical, pharmacological, clinical studies on these medicinal plant species, it is possible to replenish the arsenal of medicinal plants in scientific medicine.

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“THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE TEACHING OF SCIENCE IN PRIMARY SCHOOL AND METHODS OF APPLICATION IN THE CLASSROOM”

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ABSTRACT

A teacher cannot achieve effective results in his/her professional activity without the use of modern teaching methods and information and communication technologies. However, it is important to choose the right goals and content, methods and tools, organizational forms of education. “Innovation” means “creation”, “innovation”. It uses forms of work aimed at increasing the effectiveness of the educational process on the basis of innovations, rather than on the basis of uniformity, as in traditional education. The use of various interactive methods aimed at pedagogical activation in the classroom helps to successfully achieve the educational goal. More environmentally friendly lessons develop children’s consciousness, worldview, free thinking, ability to express themselves, and independent work skills. It is well known that the use of interactive methods is invaluable in developing student’s thinking skills and teaching them to think freely and deeply. The development of children into a harmoniously developed generation should include a culture of communication and the ability to speak correctly and logically. Each of the above methods should be relevant to the topic of the lesson, taking into account the age, thinking and level of knowledge of the students. Regular organization of these methods requires a lot of research from the teacher and serves to increase the effectiveness of the lesson and ensure the quality of education. The above interactive methods are used in conjunction with traditional methods. The teacher determines at what stage and how to use them by pre-designing the lesson that is, paying attention to the nature of the subject and the subject. This responsible task requires modern teachers to improve their professional skills, to understand the essence of advanced pedagogical technologies and to use them effectively in their lessons. This is the main task of today’s teacher.

KEYWORDS: *Increasing, Harmoniously, Interactive*

INTRODUCTION

This responsible task requires modern teachers to improve their professional skills, to understand the essence of advanced pedagogical technologies and to use them effectively in their lessons. This is the main task of today's teacher. It means that every teacher should be able to search, educate themselves in accordance with today's requirements, work on themselves, master modern pedagogical and information and communication technologies and teach. Should be able to apply in the area.

Nowadays, there is a growing interest in the use of technology, pedagogy and information technology in education, one of the reasons for which is that in traditional education, students are taught only ready-made knowledge, while modern technology it teaches them to search for their own knowledge, to study and analyze it independently, and even to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, education and upbringing of the individual. We must not forget,-said the First President of the Republic of Uzbekistan I.A.Karimov,-"The foundation of our future will be laid in educational institutions, in other words, the future of our people depends on the education and upbringing of our children today." Therefore, a teacher who plays an important role in human development must have a high level of professionalism. It is well know that the quality of teaching depends on the foundation of the primary education system, which places a great responsibility on the primary school teacher. A teacher cannot achieve effective results in his/her professional activity without the use of modern teaching methods and information and communication technologies. However, it is important to choose the right goals and content, methods and tools, organizational forms of education. The convenience of lessons using modern pedagogical and information and communication technologies is that it allows you to constantly monitor the student's mastery of the material, to make adjustments, if necessary, to make corrections. Therefore, a teacher who plays an important role in human development must have a high level of professional and personal training and professionalism. It is well known that the quality of teaching depends on the primary education system, which places a great responsibility on the primary school teacher. A teacher cannot achieve effective. Therefore, interest in information technology-based lessons, self-management and the desire to learn new knowledge will be maintained until the end of the lesson. In such classes, the student's motivation to learn increases. The use of such methods increases the effectiveness and efficiency of education, increases the motivation of students to learn. Lessons based on pedagogical technologies should be adapted to the needs of students in terms of organizational methods and teaching methods. Because such lessons are closer to the child's psyche. Student's interest in learning materials, strengthening students' knowledge, the use of innovative technologies and interactive methods to increase students' interest in the lesson is becoming more widespread. "Innovation" means "creation", "innovation". It uses forms of work aimed at increasing the effectiveness of the educational process on the basis of innovations, rather than on the basis of uniformity, as in traditional education. The use of various interactive methods aimed at pedagogical activation in the classroom helps to successfully achieve the educational goal. In order to organize the educational process using innovative methods, first of all, it is necessary to clearly develop a lesson plan and project. When designing a lesson plan, the teacher should clearly define the scope of the students' work in the process of acquiring the skills. It is also important to know what teaching methods to use. A teaching method is a sequence of actions to achieve a goal or a specific goal that has been developed. The great

philosopher Confucius said 2,500 years ago: “I forget what I hear, I remember what I see, I understand when I do it independently”. It is important to keep in mind the age and level of education of more children in the primary grades. It is best for them to take lessons using simple, easy, and time-consuming game exercises. More environmentally friendly lessons develop children’s consciousness, worldview, free thinking, ability to express themselves, and independent work skills. It is well known that the use of interactive methods is invaluable in developing student’s thinking skills and teaching them to think freely and deeply. The development of children into a harmoniously developed generation should include a culture of communication and the ability to speak correctly and logically. Today, the use of modern pedagogical technology in the teaching of primary subjects through the use of interactive methods has a great impact on the improvement of the level of lessons, the activation of children with learning difficulties and the enrichment of their worldview and thinking. There are many interactive methods and exercises for teaching science in elementary school, working with students in pairs, in groups-“Working in groups”, “Presentation”, “BBB”, “Small lecture”, “We can use role-playing games, brainstorming, synchronization, and brainstorming exercises. In the process of learning, they work in groups, work together, perform independently and remember. First of all, students develop friendly agreement and life skills. Different interactive methods can be used at different stages of mathematics, mother tongue, reading and science lessons.

For example, step-by-step technology. This technology teaches students to think individually and in small groups on a topic that has been or should be covered, and to be able to generalize ideas and express them in writing, drawing, and sketching can be used in the following lessons. Let’s look at an example of a lessons on strengthening the topic “Noun vocabulary”. The first group will be given a task to write down what they know about “ Noun”, the second group will be asked to write what they know about “Used of nouns with conjunctions”, and the third group will be given a task to write what they know about “Use of nouns with conjunctions”. Each group leader defends his/her topic by giving information about the tasks he/she has completed.

“Round table” method. In this method, a sheet of paper on which the task is written is passed in a circle. Each student writes his/her answer and passes the sheet to another student. All students write their answers, then discuss: incorrect answers, incorrect answers. This method can be used not only in writing, but also orally. Examples of possible assignments:

-How many vowels are there in Uzbek and what are they?

-Give examples of words that indicate the action. A well-asked questions is one that has half the answer.

“The Gallery Rotate” method. All members of the small groups are given one problems. Each group writes their thoughts for five to six minutes and replaces the answer sheets with the second group. The next group evaluates the previous group’s answer. If not, it should offer its own option.

The “Tree of Decisions” method. This method is mainly used to review and summarize the topics covered. In this group, students are divided into small groups. Each group writes information on a given topic for 3-5 minutes, then group 1 to group 2, The group is assigned to Group 3, Group 3 to Group 4, and Group 4 to Group 1 to continue their assignments. This is done until one group returns to its assignment. Language, reading, mathematics, science, and etiquette.

Essay method. Students describe their impressions of reading, science, and parenting in a short essay on a picture, film, or trip. An essay can often be written on a specific topic.” How did I spend my vacation?”, “Impressions from a fairy tale”, “Field work”, etc.

The above interactive methods are used in conjunction with traditional methods. The teacher determines at what stage and how to use them by pre-designing the lesson that is, paying attention to the nature of the subject and the subject.

In short, using innovative technologies, students will be able to demonstrate their abilities and potential in the classroom, gain the skills to work in a team, and learn to respect the opinions of others. Each of the above methods should be relevant to the topic of the lesson, taking into account the age, thinking and level of knowledge of the students. Regular organization of these methods requires a lot of research from the teacher and serves to increase the effectiveness of the lesson and ensure the quality of education.

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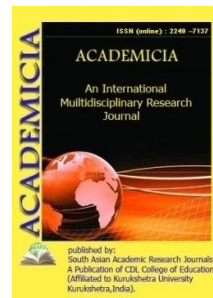
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LEXICAL-SEMANTIC STUDY OF THE TERMS OF TOURISM IN THE UZBEK LANGUAGE

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ABSTRACT

In the lexical-semantic analysis of the terminology of tourism, it should be noted that on the one hand, on the lexical level there is a more mature status of English terminology in the field of Tourism and appears as a basis in the Uzbek language. On the other hand, in recent times there is a tendency to parallelism in the lexical-semantic processes of English and Uzbek languages. Thus, it can be said that the terminology of tourism is distinguished by the internationality of its components, which, first of all, depends on the processes of globalization, which led to the convergence of concretionary and terminological systems, that is, the emergence of a common part of the terminological vocabulary for both languages. During the course of historical development, the words of other ethnic groups were adopted by people, sometimes voluntarily, sometimes under certain pressure, as a result of economic, political and cultural ties of different nations and nationalities of different scales. Particularly, during our study, we will focus more on linguistic phenomena associated with the process of learning. Having studied the terminology of English tourism, it is possible to predict with great confidence that soon there will be a need to master the terminology of tourism statistics in Uzbek tourism terminology. Because while we aim to ensure that tourism takes steps towards it within the borders of our country, it is a very important strategic task to head on tourism physiology, marketing and management. Over the past few years, our state has fallen into the global community's esteem as a progressively developing country. As a result of this, the standard of living of our people has increased, along with the reception of foreign guests; there is an opportunity to travel to other countries. For example, the preferred option in the synonymic series of sleeping seat - sleperette – dormette would be the sliperetta and or dormetta forms of ухлаш ўриндиғи which is considered the resting place.

KEYWORDS: *Tourism, Term, Terminology, Vocabulary, Semantics, Uzbekify, Uzbekize, Integration, Usage, Derivation.*

I. INTRODUCTION

Speaking about the terminology of the Uzbek language tourism, we need to highlight a few specific aspects here:

1. Since we have promoted the practice of Tourism Entrepreneurship on a relatively later scale and have turned it into a special perspective front of the economy, we will master the terms that have been formed up earlier and have become the world leader.
2. We enrich the terminology of Uzbek tourism, as well as the terminology of world (i.e. English) tourism with new concepts based on Uzbek art, traditions, cuisine and sport, which have demonstrated itself in the world stages.
3. We pay more attention to architectural and construction descriptive terminology than to the fact that the main theme in Uzbek tourism as a monument.

At the first stage, the mastering of the terminology of English Tourism, which is the sum of a large number of cultures, is selectively carried out and the task is aimed at lowering the terms and concepts that are beyond our need or adapting them to the conditions of our national mentality. For example, the adoption of the term *credit card* will be hindered by the fact that the banking operation associated with this concept is not valid in our country, and will on the contrary be the stimulus for us to prefer the term *bank/debit card*, which refers to our current plastic cards as an alternative.

II. LITERATURE REVIEW

It is also a natural phenomenon that in the process of the formation of terminology there is a certain need for lexemes that were not previously in the dictionary. After all, " terms are a rapidly changing field of lexicon, the origin of a new discipline and its branches, new streams and theories cause the origin of new terms." This is explained by the process of progress that continues without interruption. For example, in recent years, a special tourism police has been operating on the territory of our republic and the term automatically coordinating it has also been adopted (*tourism police* → туризм полицияси). Having studied the terminology of English tourism, it is possible to predict with great confidence that soon there will be a need to master the terminology of tourism statistics in Uzbek tourism terminology. Because while we aim to ensure that tourism takes steps towards it within the borders of our country, it is a very important strategic task to head on tourism physiology, marketing and management. Therefore, in the near future, the creation of the Uzbek Explanatory Dictionary of Tourism Statistics is considered the next promising issue for philologists and linguists. This terminology under observation is an example of many concepts in the English Tourism terminology such as *connectivity index*, *customer satisfaction questionnaire*, *compactness index*, *comparative advantage*, *competitive advantage*.

Over the past few years, our state has fallen into the global community's esteem as a progressively developing country. As a result of this, the standard of living of our people has increased, along with the reception of foreign guests; there is an opportunity to travel to other countries. This in turn leads to the assimilation of the concepts of *disposable income* (that is, "the income that the population spends on primary needs") and *discretionary income* (that is, "the income that the population receives from primary needs, if the additional goals are spent in an extra sum"). That is, progress can become a customer of a new terminology.

As already mentioned above, not only in tourism, but also in mastering the terminology of other voluntary spheres, we can lie on the side of this or that term in the influence of the conditions of our national culture, our socio-psychological views. For example, learning the lexeme of the *hospitality industry* (меҳмоннавозлик саноати) as an alternative in place of the *tourism industry* (туризм саноати) would be a very prodigious work for the culture of our hospitable people. Understanding the *Golden Age Passport* term, which represents a special discount for the age of the consumers of the goods of the tourism industry, would also be an precise term for our people who keep the respective passion for the elderly. But it is more expedient to "uzbekify" than to learn this term. After all, the reason why such concepts as the *Golden Age*, *The Silver Age*, *the golden wedding*, *the silver wedding* lie in our culture is that we can practice this term in the form of the *grand-age passport*.

III. METHODS AND ANALYSES

From the point of view of different views of tourism, in the national-cultural and socio-geographical conditions of Uzbekistan, the possibilities of creating the *rural tourism* (қишлоқ туризми), *ethic tourism* (этник туризм *heritage tourism* (маданий меърос/ёдгорликлар туризми) are greater. In itself, it is natural that the terminology of these fields constitutes a separate national – ethnic layer of the Uzbek tourist terminology. In the near future, in the conditions of the inevitable success of tourism in our region, the concepts of these directions occupy a special place in the World Tourism terminology with the expression "Uzbek". After all, these concepts are not repeated in any culture of the world and are exactly Uzbekish. Among these are *shiypon*, *chorpoya*, *oftoba*, *chopon*, *ayron*, *chakki* and many others words that has an oriental colors in the words. Lexemes such as *palov*, *somsa*, *bozor*, *kurash*, *halol*, *karvon*, *hammom*, etc. have already entered the widespread consumption. In this process, the general acceptance of the term denoting the concept of this one follows other terms related to it. For example, according to Sh. Sh. Khushmurodova, only one concept of "*kurash*" itself appeared in the dictionary of the world such terms as *halol*, *dakki*, *g`irrom*, *to`xta*.

The prominent field of our culture – the historical Uzbek archeology, makes a significant contribution to the terminology of World Tourism with a separate group of terms. Visiting the lands of our country, admiring its unique style, the squares of our monuments and memorials for centuries, sharing unique impressions with its contemporaries, widely propagating through the guests of our country, finding world recognition, the terminology of our oriental architecture is considered to be a significant and pure national part of Uzbek tourist terminology.

Below are some architectural terms introduced into the world consumption from the Uzbek language:

<i>Islamic buildings</i>	<i>Исломий бинолар</i>
<i>turquoise dome</i>	<i>Туркий гумбаз</i>
<i>desert citadels</i>	<i>Чўлдаги қўрғон (карвонсарой)лар</i>
<i>fortified palaces</i>	<i>Қалъа- саройлар</i>
<i>colored tilework</i>	<i>Рангли гиштинсозлик</i>
<i>pishtak</i>	<i>Петоқ</i>
<i>ark</i> (fortified citadel)	<i>Арк</i>
<i>shahristan</i> (inner city)	<i>Шаҳристон</i>
<i>rabad</i> (suburbs)	<i>Рабод</i>

<i>hammams</i> (multidomed bathhouses)	<i>Ҳаммом</i>
<i>rabat</i> (caravanserais)	<i>Работ</i>
<i>tim</i> (shopping arcades)	<i>Тим</i>
<i>tok</i> (or tak; covered crossroad bazaars)	<i>Тоқ</i>
<i>hauz</i> (reservoirs)	<i>Ҳовуз</i>
<i>Masjid</i> (mosques)	<i>Масжид</i>
<i>guzar</i> (local mosque)	<i>Гузар (маҳаллий масжид)</i>
<i>jami masjid</i> (Friday mosque)	<i>Жомеъ масжид</i>
<i>namazgokh</i> (festival mosque)	<i>Намозгоҳ (байрам/сайл масжиди)</i>
<i>Mihrab</i>	<i>Меҳроб</i>
<i>Medressas</i>	<i>Мадраса</i>
<i>aivan</i> (or aiwan; arched portals)	<i>Айвон</i>
<i>hujra</i> (cell-like living quarters for students and teachers)	<i>Ҳужра</i>
<i>khanaka</i> (prayer cells or entire buildings)	<i>Хонақо</i>
<i>darskhana</i> (lecture room)	<i>Дарсхона</i>
<i>mazar</i> (mausoleum)	<i>Мозор</i>
<i>ziaratkhana</i> (prayer room)	<i>Зиёратхона</i>
<i>gurkhana</i> (tomb)	<i>Гўрхона</i>
<i>Minarets</i>	<i>Минора</i>
<i>chorsu</i> (market arcade)	<i>Чорсу</i>
<i>ghanch</i> (carved and painted alabaster decoration)	<i>Ганч</i>
<i>qala</i> (fortress (also kala))	<i>Қалъа</i>
<i>Girikh</i> (Geometric and knot designs)	<i>Гирих (геометрик ва тугунли нақшлар)</i>

When analyzing the terms of the Uzbek architecture, it should be said that the first 5 terms in the table are pure Uzbek words, if the concepts in our land appear to be expressed by English names. If we look at the variants of these words, which are converted in English, they are mostly changed in the sound plan, that is, they are adapted mainly to the phonetic features of the English language, and exactly the same change has given them a foreign character. Phonetic compatibility, in turn, is reflected in the graph.

IV. DISCUSSIONS

Having studied the terminology of Uzbek tourism lexically-semantically, once again we note that a large part of it is formed from foreign (literally from English terminology) in the means of word acquisition. After all, there is no absolutely pure language itself, without foreign words. During the course of historical development, the words of other ethnic groups were adopted by people, sometimes voluntarily, sometimes under certain pressure, as a result of economic, political and cultural ties of different nations and nationalities of different scales. Particularly, during our study, we will focus more on linguistic phenomena associated with the process of learning.

In some cases, if the Uzbek tourist terminology is directly translated into foreign terms, in many cases it is necessary to fall into the process of "uzbekization", which requires deeper observation.

The mastering of terms in which structural components are dominant, the meaning of one meaning or another (base) is evident, is carried out directly by translation. For example, *departure card* (кетиш/жўнаш варақаси), *arrival card* (келиш варақаси), *agency agreement* (агентлик шартномаси), *airport terminal* (аэропорт терминали), *farm tourism* (ферма туризми), *agency coupon* (агентлик купони), *alternate airport* (муқобил аэропорт), *air carrier* (ҳаво ташувчиси), *baggage tag* (юк/багаж ёрлиғи), *excess baggage* (ортиқча юк), *dome car* (гумбазли автоулов), *connecting flight* (уловчи парвоз), *one-way ticket* (бир томонлама чипта), *direct selling* (бевосита сотув/савдо), *e-ticket* (электрон чипта), *duplicate reservation* (дубликат буюртма), *industrial tourism* (индустриал/саноат туризми), *Hajj Pilgrimage* (Ҳаж зиёрати), *mass tourism* (оммавий туризм), *seasonality* (мавсумийлик), *transit traveler* (транзит сайёҳ/ўйловчи), *aquatic sports* (сув спорти), *cultural heritage* (маданий меърос), *field sports* (дала спорти), *hotel tariff* (меҳмонхона тарифи).

When deriving the *baggage room*, *auto rental* lexemes, we can observe that in the Uzbek language they have become a single-component word with two components (юкхона, автоижара).

The terms *cafeteria*, *Business Class*, *duty-free*, *ecotourism*, *agritourism*, *ethnic tourism*, *business center*, *festival*, *catering*, *force majeure* are "uzbek-integrated" with slight orthographic changes.

In order to remove the outlandish color from the terms *couchette*, *diversification*, *brochure*, *theme park*, *sanatorium*, *planetarium* their core is preserved and changed to an additional front plan:

Couchette → кушетка

Diversification → диверсификация

Brochure → брошюра

Theme park → тематик парк

Sanatorium → санаторий

Planetarium → планетарий

In the process of integrating these words, the influence of the fraternal Russian language is evident. Subsequently, the lexemes affixation, which has acquired a new appearance, has a Russian character.

Seaplane, *flying boat* terms itself presented themselves in the innovations in the development of transport, representing a concept whose structural components consist of a hybrid combination of different types of transport (that is, in the form of *денгиз самолёти*, *учар қайиқ*).

There are even more hybrid compounds in the English tourist terminology. For example, in the form of *fly cruise*, *fly drive*, *fly rail*.

V. RESULTS AND CONCLUSIONS

In the process of integrating the terminology of English tourism, we sometimes have to accept one form of understanding, which has two or even more synonyms, as an equivalent, into our language. It is worth noting that the preferred form corresponds to the level of possibilities of our

national language, the presence of lexicon of neighbor or fraternal languages and, or simply, seems familiar. For example, the preferred option in the synonymic series of *sleeping seat - sleperette – dormette* would be the *sliperetta* and or *dormetta* forms of *ухлаш ўриндиғи* which is considered the resting place. The reason for the selection of the word *дача*, which is known to all from the series *dacha-summer house – second house*, is its presence in the language of Russian culture of the neighbor country. In relation to the meaning of *day-visitor - same-day visitor - excursionist*, the same attitude can also be used. In a pair of words *Термал булоқ (thermal springs) – иссиқ булоқ (hot springs)*, the possession of the second form in a wide range of usages among the people causes it to be included in the dictionary as a tourist term. The term *room service (хона хизмати) - floor service (қават хизмати)* is comprehensive in all aspects. *Acclimatization (акклиматизация) – assimilation (ассимиляция) – acculturation (аккультурация) – adaptation (адаптация)*, the last term is considered the most familiar concept to our culture. Also, in the preferred conditions, the usage of the *assimilation* lexeme in another area (linguistics) would lead to misinterpretation.

Abbreviations are transferred to a new language lexicon, like simple vocabulary-lexemes, unchanged or translated. For example, because it does not apply in the spread form, it can also directly captivate the concept of *ATM (automated teller machine – банкомат)*. It is desirable to integrate the *CSS (customer satisfaction survey – харидор мамнунияти сўровномаси)* in translation. Because it is practically in the spread form.

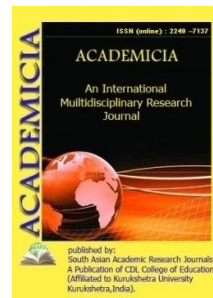
In conclusion, 1) the terminology of English Tourism was formed on the basis of the influence of many cultures; 2) the synonyms, antonyms, polysemes and the figurative meaning in the terminology of English tourism were at a significant level; 3) the majority of the terminology of Uzbek tourism came from abroad, in particular, through the development of Vocabulary from the English language; 4) the Uzbek culture has enriched the world dictionary with terms related to many areas, especially connected with oriental architecture.

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ORIENTALISM IN THE EARLY ENGLISH ROMANTIC LITERATURE AND THE IMPORTANCE OF THE ARABIAN TALES ONE THOUSAND AND ONE NIGHTS

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ABSTRACT

In the eighteenth century, English interest in exploring the Eastern world had increased tremendously. Orientalism was recognized as a cultural phenomenon and it had a great influence on architecture, gardening, art and literature too. As for the poets and writers, the oriental environment created a different mood and new modes of expression that inspired them to compose works with the eastern motifs. The main contribution of Orientalism to English literature was a distraction of the poets' mind from outdated ideas and filling it with fresh views. And the translation of the Arabian tales One Thousand and One Nights created a new atmosphere in England and inspired many writers to compose Oriental works. This article researches the role of Orient in the early English Romantic literature and writers' enthusiasm to create an extraordinary eastern world and motifs in their works. By examining these historically important researches, I clarify that how the concept of Orientalism appeared in English literature and its contribution to the formation of poetry and language. According to the sources, the oriental works by Byron, Robert Southey and Thomas More were well received by the readers, but their creativity was not limited to the poems on this theme. For the first time, a translation of the Arabic tales of One thousand and One Nights in English between 1706 and 1707 was published.

KEYWORDS: *The Eastern Motifs, Lyrical Genre, Orientalism, Romantic Literature, One Thousand And One Nights, Merchants, Manuscript, Romanticism.*

INTRODUCTION

It is natural that those who are interested in poetry, when they research eighteenth century English literature, will first begin to look for Oriental characters in it. Almost all of those poets that time had a glance in oriental themes at least. Some of them are extremely eclectic and blend with different ideas and theories during their attempts. According to the sources, the oriental works by Byron, Robert Southey and Thomas More were well received by the readers, but their creativity was not limited to the poems on this theme. Before the beginning of the Romantic period, it is clear that the oriental materials appeared with scattered expressions, last qualities, and even poems that did not have the motifs of Orientalism. The structure of the eastern poems, created during that period, was not unusual. The literary devices of English poetry were created on the basis of usual lines of non-Oriental origin: rhyme, eight-syllable poems, non rhyming poems and other lyrical genres.

As for the rhyme, Byron's poem *The Destruction of Sennacherib* (1815) was written except for rhythmic rules. This work tells us about the Assyrian King Sennacherib travels to Yerusalem. In the oriental poem, the poet approaches various lyrical genres. These include epic, lyrical, ode, eclogus (pastoral language), storytelling and many other genres.

The English Romantic poets, despite they got used to compose oriental poems, still were in the old structures of the English poetry which they accustomed to. Although they were not yet ready to adapt to the oriental atmosphere and mood, they considered themselves indebted and diligently studied the classical traditions of the East. The earliest information on the causes of long-standing classical literature probably disappeared on the eve of the death of John Husbands, who prepared this for the press an article called *Comparison of the Eastern and Western Poetry*.¹ He writes about it in the preface of his book *Miscellanly of Poems* (1731): "Their phrases are certainly more ardent and intense than Those in any European Language, and the Figures more bold and vehement. Tho' Their Poetry was less artificial, 'twas more nervous, lively, and expressive than ours. They have nothing of the Finesse, Nothing that is over-wrought. This renders them so vivid, beautiful, and affecting."²

Orientalism contributed to developing English literature by enriching its vocabulary and adding extraordinary themes. English poets inspired by fairy tales, colorful scenes, scenes of goodness and evil in the Oriental literature. However, Orientalism did not encourage them to abandon their classical traditions. As the English historian Edward Gibbon (1737-1794) said: "Our education in the Greek and Latin schools may have fixed in our minds a standard of exclusive taste; and I am not forward to condemn the literature and judgement of nations of whose language I am ignorant. Yet I know that the classics have much to teach, and I believe that the Orientals have much to learn; the temperate dignity of style, the graceful proportions of art, the forms of visible and intellectual beauty, the just delineation of character and passion, the rhetoric of narrative and argument, the regular fabric of epic and dramatic poetry. The influence of truth and reason is of less ambiguous complexion."³

As we have already noted, the interest in the Orient did not have a significant influence on the style of the English poetry and its lyrical devices, but the poets enriched their works with a variety of thematic scenes by exploring the Orient. New words from Arabic, Turkish, Hindi and other oriental languages appeared that were not found in the English dictionary. For instance, genie ['dʒi:ni] – demon (from Arabic), nadir ['neɪdɪə] – depression (arabic), giaour ['dʒaʊə] –

disbeliever (Arabic-Turkish), elixir [i'liksə] – water-life (Arabic), orange [ɔrɪn(d)ʒ] – fiery (Arabian-Persian).

Orientalists did not only enrich their knowledge of the Oriental world through the books they read, but they broadened their outlook by writing travelling letters, stories and fairy-tales during their journey to the Eastern countries. Especially, the writers who have known the East through the collected tales of *One Thousand and One Nights* faced many difficulties in writing prose works based on real events. As a result, their writings were filled with the extra explanations. We can find such kind of explanations in *Thalaba the Destroyer* by Robert Southey and *The Prelude* by Wordsworth.

It is well known that the meaning of the word in literature is immeasurable. A writer expresses his own ideas, whether it is poetry, prose or in a publicistic style, a matter is that by using the right combination of words and phrases, he must take place in the heart of the reader. English Romantic poets and writers brought a new glossary into literature by exploring the Eastern world. In the beginning they wrote explanations to the each new word. Then they became absorbed gradually in the English dictionary. The following words were mentioned by Edna Osborne in her book *Oriental Diction and Theme in English Verse, 1740-1840*. Almost all words are still used widely: admiral (arabic), alcohol (arabic), arsenal (arabic), azure (persian), bamboo (malay), bazaar (persian), caravan (persian), dervish (persian), elixir (arabic), genie (arabic), giaour (arabic-turkish), lemon (persian), magazine (arabic), orange (persian-arabic), silk (eastern languages), zero (arabic).

This list includes the words that have been adapted from Oriental languages to English. However, this list is not limited to the above words and can be continued. Thus, the following example can be considered as one of the greatest contribution of the eighteenth century English romantic poetry to literature. At the end of the eighteenth century and beginning of the nineteenth century, an oriental culture was highly developed in English literature. So the writers began to write true stories representing real life of the Orient. Composed performances depicting oriental customs and traditions were also prohibited in the theatre of that time.

It is natural that a cultural exchange is essential in the study of the life, customs and traditions of another nation, and these changes influence the minds of literary people with different ideas. Europe has taken a more positive approach to the oriental art and culture than the Latin and Greek influence of the West. The elements of the oriental literature, which were already growing among Westerners, charmed Europeans.⁴ In this way, the Eastern elements contributed to the continuation of earlier European movements in a new way. The British enthusiasm for the East led a cultural and literary movement called Romanticism. The interest in Orientalism has especially appeared in the eighteenth and nineteenth centuries. For the first time, a translation of the Arabic tales of *One thousand and One Nights* in English between 1706 and 1707 was published. After the publication of James Morier's short story *The Adventures of Hajji Baba of Ispahan* (1824) readers became more interested in the study of the East.

First of all, we will talk about how the "Orient" and "Oriental" concepts entered into the British mind in the eighteenth century. As Chaucer says, the merchants are the fathers of tidings and tales.⁵ The wallets of shipmen and pilgrims are full of lies.⁶ In the sixteenth century England stepped East to establish trade relations with the Mongol Empire. Therefore, ancient traders and travelers' correspondences with the East are familiar to the English readers. Certainly, the

English people had a clear view of the East through the discoveries of Marco Polo from the beginning of the fourteenth century. Marco Polo introduced an exaggerated way of describing things, especially numbers. Thus, the writers relied on an approximate figures in describing East. In his stories, Marco Polo writes that there are twelve thousand bridges in the city and twelve thousand seven hundred islands. His followers also actively maintained the exaggeration of his master. While these writers may have tried to write the facts as much as possible on the paper, they did seem to dive into the imagination. John Mandeville's most famous book *Voyages and Travels*, published in England in 1499, contains a variety of myths and legends. The book describes the author's journey through the East, but the work was filled with only details. John de Mandeville crossed the sea in 1322 and wrote books about a number of countries including Turkey, Tartaria, Khiva, Bukhara and Kokand, Persian Empire, Syria, Arabia, Egypt, Ethiopia and India.

After the Mongol Empire collapsed in 1368, China's relations had deteriorated with the West. Europe began to envy the riches of the eastern countries. British interest in the trade of silk and medical herbs increased, so British travelers reached the East by sea. In the beginning of 1497, Italian sailor John Cabot interested in the eastern trade and sailed to the eastern countries from Bristol, seeking the north-west way. By the sixteenth century, the number of such travelers had steadily increased. They include Sebastian (1553), son of Cabot, Sir Hugh Willoughby (1553), Frobisher (1560), Anthony Jenkinson (1565). Elizabeth I initiated in 1600 to establish the company called *The British East India*, British merchants launched a lucrative business by developing trade with the East. The company had a monopoly on the Indian market. The letters from the merchant-travelers were more authentic and convincing than the books of John Mandeville and his successor, Richard Hakluyt. According to these publications, China, along with Arabia, Iran, Turkey and other eastern nations did not play a significant role in the reign of Elizabeth and King Stuart.⁶

It is too early to conclude with above mentioned points of view that at that time of history the theme of the Orient had been completely come to end. Because the Elizabethan Age theatre produced performances based on oriental features. The dramatic art of the Elizabethan Age shows that cruelty and murder scenes were seen as the main theme. Christopher Marlowe's great hero Tamburlaine was also described as a brutal cruelty to his enemies. Christopher Marlowe, a well-known English poet, translator and playwright of the Elizabethan Age, is famous for his dramatic works. Marlowe was born in 1564. He had a great influence on his contemporary William Shakespeare. Christopher Marlowe's first play *Tamburlaine the Great*, based on loosely life of our great ancestor Amir Temur, staged in London theatres in 1587. In which the protagonist rises the shepherd to the rank of emperor who had conquered half of the world. The Great Timur with his invincible character gives to the work an oriental spirit.

The play was a great success for the author and Marlowe consistently ended the second part of the play. The play in two parts was published in 1590. Due to the mysterious untimely death of Marlowe in 1593, all his other works were published posthumously. In the tragedy *Tamburlaine the Great*, the Scythian shepherd Tamburlaine attains high standing with her unique ability. He defined justice and honesty as the basic criteria of government, and mercilessly killed many of his enemies who wanted to conquer his country. After conquering a number of Eastern countries, the glorious Timur defeated and captured the Turkish emperor Bajazeth. Tamburlaine put his captive into the cage and tormented him. In the play the great Tamburlaine bowed before the

beauty of the Egyptian princess Zenocrate and married her. But in the second part of the play, Zenocrate died and Tamburlaine was completely depressed. When his love had left him, besides cruelty nothing stayed in his heart.

We have analysed some of the thoughts and opinions about the Orient, which were in the minds of many English writers. In the Great Britain, the pre-Romantic period Augustan literature dated back to the early eighteenth century and ended after the death of Alexander Pope and Jonathan Swift in the 1740s. The difference between these two periods was that while Romanticism was the main focus of fantasy, Augustan Age literature depicted the political and social realities of society based on realism. The contemporaries of that period Pope and Samuel Johnson were against completely at the literature that based on distracted mankind from the problems of life or reality. But in this theme they could not make a big change. Therefore, a period of Romantic Orientalism entered in English literature. As the time passed, the exotic East would evolve in turn, and the writers would admire its wonders and beauty. In the first half of the eighteenth century, the didactic method was widely used in prose works, which included oriental features, political satire, parables and essays that based on real life of England.

Throughout the sixteenth century, European travelers and merchants set off for Asian countries to exchange their national products with Indian spices, Chinese silk and some Japanese items. At first, the Spanish and Portuguese were the leaders in the Eastern market, but in the middle of the seventeenth century the merchants of the Iberian Peninsula of the Netherlands overpowered in this regard. But soonafter, the Dutch were expelled under the pressure of English and French merchants.

During voyages to the East, merchants wondered at the magical oriental fairy tales and stories. As a result, a completely different revolution took place in the imagination of British and French merchants, who returned to their homeland with many impressions. Britain lost hope of conquering Central Europe and began planning to conquer overseas's markets. In England a condition of different spheres life accelerated. The English skilfully won the Oriental literature, which was invented by its old foe France.

A popular French orientalist and archaeologist Antoine Galland is famous for his translation *One Thousand and One Nights* which is called *Les Mille et une Nuits*. This Arabian tales published gradually in France in 1704-1711 under the name of *Les Mille et une Nuits*, and fascinated the whole European readers with its oriental character. Paul Hazard (1878-1944), a French historian and literary critic, referred to the tales: "When Scheherazade began to recount her stories of the night, to unfold the infinite wealth of an imagination enriched with all the dreams of Araby, of Syria and the great Levant; when she began to tell of the manners and customs of the peoples of the East, their religious ceremonies, their domestic habits, the details of their dazzling and colourful existence; when she showed how mankind could be held and enthralled, not by abstruse intellectual ideas, nor by recondite reasoning, but by the charm of colours and the lure of fairy tales, all Europe was fain to stop and listen"⁷.

In 1690, Antoine Galland first encountered a manuscript *A Tale of Sinbad the Sailor* in Constantinople, and published French version in 1701.⁸ the work, which was succeeded among wide range of readers, prompted him to translate *One Thousand and One Nights* which belongs to the fourteenth century. In 1704, the first two chapters of the work under the name *Les Mille et une Nuits* appeared in French. And the translation of the last twelve chapters of the tale was

published after the death of the translator in 1717. Antoine Galland's success was due to the fact that he translated tales to suit the tastes of readers of that period. Jorge Luis Borges wrote about the skill of the interpreter in his book *The Translators of The Thousand and One Nights*: "Another fact is undeniable. The most famous and eloquent encomiums of *The Thousand and One Nights*—by Coleridge, Thomas de Quincey, Stendhal, Tennyson, Edgar Allan Poe, Newman—are from readers of Galland's translation. Two hundred years and ten better translations have passed, but the man in Europe or the Americas who thinks of the *Thousand and One Nights* thinks, invariably, of this first translation. The Spanish adjective *milyunanochesco* [thousand-and-one-nights-esque]... has nothing to do with the erudite obscenities of Burton or Mardrus and everything to do with Antoine Galland's bijoux and sorcerie"⁸. Because Galland cut down the obscene scenes during the translation process.

The Arabian tales *One Thousand and One Nights*, which was translated from French into English in the eighteenth century, was misinterpreted as supposedly brought by English nation in European literature. France not only sowed the seeds of the East in England, but also found the boundary between the knowledge was known by mankind and the knowledge was not known about the Eastern imagination. It does not imply directly to these boundaries of the eastern nations, but it means literary exchanges during travels and there is the true meaning of *One Thousand and One Nights*. As the French orientalist Pierre Martino noted: "The "literary Orient" was not "Asia", but a large amorphous country which excluded the Holy Lands. This is one indication that the "literary Orient" was not authentic. Although the Holy Lands were technically Oriental, the European reader could not accept the exoticism of the literary Orient in company with the religious feelings he associated with the Holy Lands. Furthermore, his ancestors had battled in this region the same "infidels" whose way of life he now found exciting".⁹

Eventually, the "literary Orient" penetrated the eastern Europe and some of the Mediterranean countries even Greece and the northern areas of Africa. As William Beckford wrote in Paris, 1781: "This is the land of oriental literature and I am once more running over my favourite poems - The expedition of Alexander in search of the fountain of Immortality and the affecting tale of Megnoun and Leilah".¹⁰

Arabian tales *One Thousand and One Nights* translated version by Galland can be said to have been translated into French as an original version. The literary critics refer that the work, which has undergone numerous reductions and changes in the translation process, can also be regarded as the author's work of the translator. Arab fairy tales spread very quickly across Europe and held a deep place in the hearts of many readers: "... Pirated editions at once appeared in the Netherlands; there were many European versions made from it.... Galland was a born storyteller and he was able to adapt these Oriental tales not only to the taste of the France of his time but to the universal story-reading public of all countries and times. Some of his versions have been rendered back into Oriental languages and received with favour in the east. It cannot be claimed that he was a faithful translator - no one in his time was - and his recasting belongs more to French than to Arabic literature"¹¹.

Galland likewise did not use only an original version of the tales during the translation process. Unwillingly, he also looked through various piracy-published options and other sources. As a result, his work *Mille et Une Nuit* was quite different from the original and there were new fairy

tales in the series of stories such as *Aladdin and the magic lamp* and *Alibaba and the forty thieves*. They are still so famous among readers of whole world.

English book lovers read *One Thousand and One Nights* series with great interest. They greeted the work with as much interest as the French. Although it is unknown when and who translated the first English translation of the tales, in early 1707, it was translated into English based on the six chapter work of Galland, under the long descriptive title.

Some literary scholars interpret that the Oriental tales were translated first into English by the man called “The Grub Street Translator”. Also he created the title *The Arabian Nights Entertainment* which is still used in English literature for Arabic tales. Even this title was translated from English into Arabic for the 1839-1842 editions of the work in Calcutta.¹² some years later after Galland’s translation appeared, the English version of the tale was published for the fourth time in 1713. This option was almost never added or changed in the eighteenth century either. Only in 1799 the reviewer of the new translation observed the following: “The merit of these pleasing and innocent stories, which have so frequently amused our childhood, nor have yet lost their affect upon us, had induced the publisher to attempt a reformation of the wretched translation into which they have been done now near a century”.¹³

One Thousand and One Nights series impressed deeply the English writers, who grew up under impression of the mysterious Oriental fairy tales from their childhood years. They wrote their own writings relied on their childhood memories. There is a brief thoughts of the writers. As an English historian Edward Gibbon (1737-1794) wrote followings in his autobiographical work in 1789: “Before I left Kingston school I was well acquainted with Pope's Homer and the Arabian Nights' Entertainments, two books which will always please by the moving picture of human manners and specious miracles...”¹⁴.

Ўзининг шарқона қиссаси “Ватек” (“Vathek”, 1786) билан ном қозонган Уильям Бекфорд (William Beckford, 1760-1844) ҳам ёшлик пайтларида “Минг бир кеча” ни мутолаа қилади. Асар нақадар шоир ҳаётида муҳим роль ўйнаганлиги ҳақида унинг биогафик ёзувчиси шундай дейди

William Beckford (1760-1844), who was known for his Oriental story “Vathek” (1786), read *Arabian Nights' Entertainments* when he was young. The biographer talks about importance of the work in the poet’s life: “He read and re-read these stories with avidity, and the impression they made on him was so strong that Lord Chatham instructed Lettice that the book must be kept from him. The precaution came too late... the Oriental tales had taken possession of the impressionable reader... They had fired his youthful mind and held his imagination captive; their influence over him never waned all the days of his life...”¹⁵.

William Wordsworth (1770–1850), a contemporary of Beckford and one of the founders of the early Romantic period in English literature, was as fond of the Eastern fairy tales as his contemporaries. In *The Prelude* (1799-1805), Wordsworth mentioned how he carefully preserved part of the book *Arabian Nights' Entertainments* and how depressed he was to find the rest:

A precious treasure had I long possessed,
A little yellow, canvas-covered book,
A slender abstract of the Arabian tales;

And, from companions in a new abode,
When first I learnt, that this dear prize of mine
Was but a block hewn from a mighty quarry -
That there were four large volumes, laden all
With kindred matter, 'twas to me, in truth,
A promise scarcely earthly. Instantly,
With one not richer than myself, I made
A covenant that each should lay aside
The moneys he possessed, and hoard up the more,
Till our joint savings had amassed enough
To make this book our own. Through several months,
In spite of all temptation, we preserved
Religiously that vow; but firmness failed,
Nor were we ever masters of our wish.¹⁶

Coleridge describes his affection for the Arabian tales as a child in his book *The Friend*, which contains his political and philosophical essays from 1801 to 1816: “As I had read one volume of these tales over and over again before my fifth birthday, it may be readily conjectured of what sort these fancies and feelings must have been. The book, I well remember, used to lie in a corner of the parlour-window at my dear father's vicarage-house: I can never forget with what a strange mixture of obscure dread and intense desire I used to look at the volume and watch it, till the morning sunshine had reached and nearly covered it, when, and not before, I felt the courage given me to seize the precious treasure and hurry off with it to some sunny corner in our playground”.¹⁷

From the stated above, it is clear that the Arabian tales *One Thousand and One Nights*, first translated from Arabic into French, had made a major turn in the European literature. The Romantic movements that began in France spread throughout England. The melody of Arabian fairy tales inspired French and English writers. Their growing enthusiasm for the Oriental world encouraged them to explore the geography, nature, customs, historical people, and traditions of the eastern countries through other literature. As a result, the writers began to compose new romantic works. In turn, by the end of the eighteenth century in England, *Lake School* poets Southey, Coleridge and Wordsworth with their oriental works founded Romanticism in English literature.

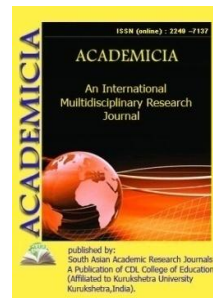
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THE FORMATION OF SLAVIC MYTHOLOGY AND THE PANTHEON OF SLAVIC GODS

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ABSTRACT

The article gives information about the origin and development of Slavic mythology, which is closely connected with paganism. The main part refers to the creation of the pantheon of Slavic gods, to the spread of dual faith among the Slavic people. A brief description of the Slavic system of gods (higher, middle and lower) is given. And the majority of ordinary people, having formally accepted baptism, essentially remained pagans, only superficially mastered the foundations of Orthodox dogma. This situation persisted in Russia for several centuries, and only by the sixteenth century, according to scientists, Orthodoxy began to prevail in the minds of the people, not destroying, but only greatly suppressing paganism. A similar situation in which ancient pagan superstitions and elements of Christian doctrine coexist together is called double faith in science. "The term double faith means the parallel coexistence in the public mind of a traditional Christian worldview and elements of pre-Christian pagan beliefs." Ancient legends say that Svarog forged the first plow and the first wedding ring. It is also believed that Svarog legalized marriage and, accordingly, a monogamous family. Svarog was presented in the form of a strong, strict and silent blacksmith. The original myths of Indo-European mythology contained images of the world mountain, World River, world tree, teratomorphic creatures, as well as various binary oppositions. The cult of the brownie very developed and extremely table among the Eastern Slavs is closely connected with the ideas of beneficent ancestors, since the health of people and pets depended on the attitude of the brownie – be nevolent or hostile. The division of the Eastern Slavs into separate nations took place quite late: Ukrainians and Russians began to stand out as independent nations in the 12th – 14th centuries, and Belarusians later

KEYWORDS: Myth, Paganism, Pantheon, Syncretic, Teratomorphic, Christianity, Dual Faith.

INTRODUCTION

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We all know well that every nation has its own specific system of myths. We have heard the ancient Greek myths about the Olympic gods, the Scandinavian myths about the aces, the ancient Indian mythology set forth in the Vedas, and the myths of many other nations. Slavic mythology has the same system, which takes its roots from common Indo-European mythology.

BODY PART

The original composition of East Slavic mythology was formed by the time when a state - Ancient Russia was formed from disparate East Slavic tribes. It happened in the X century. We know that the modern Eastern Slavs are Russians, Ukrainians and Belarusians. The division of the Eastern Slavs into separate nations took place quite late: Ukrainians and Russians began to stand out as independent nations in the 12th – 14th centuries, and Belarusians later.

And here it is necessary to mention two very significant features of East Slavic mythology that fundamentally distinguish it from other European mythologies, primarily from ancient. Mythology is usually called pagan, non-Christian beliefs of the people. When Christianity at the beginning of the first millennium became the official religion, first in the Roman Empire, and then throughout Europe, Greek and Roman mythologies had already come a long way and developed into well-established and well-established myth systems with a developed pantheon of higher and lower gods. The Greeks and Romans writing arose long before the adoption of Christianity, all the myths were written down, and Greek and Roman writers borrowed plots from national mythology.

By the time when Ancient Russia converted to Christianity in 988, the historical path followed by the Slavs was still very short (after all, only in the 4th – 6th centuries did the Eastern Slavs begin to form as an independent ethnos), their pagan ideas did not manage to take the form of a single system, and the pantheon of higher gods has just begun to take shape. With the adoption of Christianity, paganism was "outlawed", and the system of Slavic myths remained incomplete. This is its first significant difference.

The second difference between Slavic mythology is that it existed exclusively in the form of oral traditions, because before the adoption of Christianity, the Slavs did not have a written language. When, under the Kiev prince Vladimir the Holy, along with Christianity in Russia, writing began to spread in Church Slavonic language, then, naturally, it was used by Christian scribes not to record pagan beliefs hostile to them, but to passionately and irreconcilably expose them. Scattered information about Old Russian mythology can be found in chronicles and Christian teachings directed against pagan superstitions. [4, 4-5]

The basis of common Indo-European mythology was, apparently, two deities - the supreme male deity of heaven and sun - "sky-father", patronizing fertility and the supreme supreme deity of thunderstorms, lightning, the patron of economic activity, land and abundance - "god of thunder" [1, 3; 4]. Subsequently, the functions of fertility of the earth and abundance began to be personified by a special deity. The original myths of Indo-European mythology contained images of the world mountain, World River, world tree, teratomorphic creatures, as well as various binary oppositions.

Subsequently, Indo-European mythology becomes more complicated. The pantheon of the gods is expanding; their functions are redistributed, some of them are transferred to other gods; the pantheon is hierarchized due to subordination by evaluative relations, the level of "lower

mythology” is more clearly distinguished, the world of demons is opposed to the world of gods; a special intermediate layer is distinguished between the world of gods and the world of people - heroes. In Slavic mythology, the “lower mythology” was widely represented as the heritage of animism – various classes of non-individualized spirits, among which there were many “evil spirits”. In the imagination of the ancient Slavs, they filled a natural and cultural environment, those niches of it, in which the activity of the mysterious, miraculous, magical could manifest itself (in the mind of a primitive man). Mythological traits were also attributed to many species of animals that played an important role in the life of the primitive community (wolf, bear, horse, etc.). Syncretic mythological images were also formed, combining the properties of representatives of lower mythology with the features of people or animals (sea king, forest king, baba yaga, miracle yudo, etc.)

After the adoption of Christianity, faith in the higher gods relatively quickly eroded from popular memory, giving way to Christian ideas about God. However, the lower mythological creatures with which the popular imagination inhabited terrestrial spaces were not forgotten. Belief in domestic spirits, mermaids, who leave rivers on fields at the time of cereal flowering, walking dead, rising from their graves at night, witches, taking milk from cows and causing damage to people, continued to exist in the minds of the people. If before the adoption of Christianity, pagan views of the world were equally characteristic of both the simple peasant and the grand duke, then after this event in public views there were changes. The city nobility quickly learned Christian rites - she was baptized herself and baptized her children, married in a church, and buried the dead according to the Orthodox rank. And the majority of ordinary people, having formally accepted baptism, essentially remained pagans, only superficially mastered the foundations of Orthodox dogma. This situation persisted in Russia for several centuries, and only by the sixteenth century, according to scientists, Orthodoxy began to prevail in the minds of the people, not destroying, but only greatly suppressing paganism. A similar situation in which ancient pagan superstitions and elements of Christian doctrine coexist together is called double faith in science. “The term double faith means the parallel coexistence in the public mind of a traditional Christian worldview and elements of pre-Christian pagan beliefs.” [3, 19] It does not mean at all that the East Slavic peasant had two faiths and that he believed at the same time both Perun and Jesus Christ. A person living in double faith is convinced that St. Nicholas and Brownie, Kikimora and St. Paraskeva - creatures of one world. Such a person does not realize that St. Nicholas and the brownie belong not only to different, but mutually exclusive creeds that it is impossible to worship them at the same time. According to academician N.I. Tolstoy: “The people's Christian worldview ... cannot be considered dual faith, because it is whole and represents a single system of beliefs. Belarusian or Polish peasant woman, worshiping St. Nikolai Ugodnik and at the same time performing various manipulations to protect himself from a witch in Ivan Kupala or at another time, does not worship two gods - God and Mammon, has his own specific relationship to one and the other world. “These relations in her view are not contradictory, they naturally complement each other.” [8, 16-17] However, this worldview turned out to be very stable and has survived almost to the present day. For example, at the beginning of the 20th century, peasants did not find anything strange in the fact that on Easter they “christened” with a brownie or a goblin.

To do this, during the Easter matins, they went to the forest with a painted egg and said three times: "Christ has risen, the owner of the field, forest, house, water, with the hostess and the children!"

Numerous Slavic myths about the creation of the world are known. All of them bore a dualistic beginning, i.e. they say that the world was created by two mutually exclusive principles - God and Satan. Below we give brief information about the Slavic gods and demons.

As already noted, in the "Tale of Bygone Years" information was preserved about the construction in Kiev in 980, at the behest of Prince Vladimir, of the pagan pantheon (from other Greek: *πάνθειον* "the temple of all gods" Vladimir began to reign in Kiev alone. And he set idols on a hill outside the courtyard: wooden Perun, and his head was silver, and his golden mustache, and Khors, and Dazhbog, and Stribog, and Semargl, and Mokosh. And they sacrificed to them, calling them gods, and brought their sons and daughters, and made sacrifices to demons ... " All Slavic pagan gods were endowed with individual traits, a specific sphere was assigned to each of them in the popular consciousness, and in this sense, the Slavic pagan pantheon is fully correlated with the ancient Greek and Roman "collections" of gods. Depending on the importance of the functions performed, the degree of their relevance for a person, the characteristics of communication with people and the impact on them, the entire totality of Slavic pagan deities and characters can be divided into several "levels" - higher, middle and lower. Thus, the famous Russian mythologists V.V. Ivanov and V.N. Toporov, describing Slavic mythology as a worldview system, distinguish three levels of mythological characters. To the highest level, scientists include Perun (the God-Thunderbolt) and his opponent Veles, as well as (with some reservations) Svarog, Dazhbog, Yarilo and Mother Earth.

The average level, according to scientists, was represented in this case by mythological deities that are associated with business cycles and seasonal works (Rod, Chur, Mokosh), and the lower level - by demonic creatures (Likho, Death, brownie, goblin, mermaid, kikimora and etc.) [5, vol. 2, 450-451].

In the book of E. E. Levkieskaya "Myths of the Russian people" a more complex hierarchy of mythological characters is presented. By "higher gods" she attributed Perun, Volos (Veles), Mokosh, Hors, Dazhbog, Semargl, Stribog, Svarog.

The second group consists of the so-called natural deities (Yarilo, Kupala, Mother Earth). The characters of lower mythology, named by E. E. Levkiesky spirits, are represented by demonic creatures (mermaid, kikimora, brownie, bannik, goblin, water, swamp, midday). A separate group of "lower" mythological creatures are "half-demons" (witch, sorcerer, sorcerer, wolkolak, whooper) and hell [4, 214-449].

Below we briefly dwell on each god separately.

The supreme (higher) gods (Perun, Veles, Svarog, Dazhbog, Yaril and Mother Earth Cheese) are called "pagan deities, who were attributed the most general, universal functions: managing the world, waging war, protecting fertility, harvest, weather, supporting statehood and etc."

Theonym Perun in the sense of "Thunder God; the supreme pagan god" is known primarily to the East Slavic languages. Perun lives in heaven and commands the heavenly fire. The weapon of Perun is stone or stone arrows, it throws them from heaven to earth, causing a thunderstorm. In Polesie, they still believe that lightning is a stone arrow fired to the ground.

Such as tone is considered belemnite or just any narrow oblong stone.

Of the days of the week, Thursday was dedicated to Perun, of animals - a horse, and of trees - an oak. After the adoption of Christianity, the cult of Perun, the supreme pagan deity, underwent the most violent and crushing eradication. Svarog is the god of fire, blacksmithing and marriage among the Gentile Slavs. "For the sake of nickname, both the god Svarog and the seven king's son by his name are the Sun; he will be called Dazhbog. The sun is the king of Svarogs, the hedgehog is Dazhbog. According to ancient Slavic beliefs, Svarog sent people heavenly fire when they could not get it themselves; he threw the hammer and blacksmiths to the ground, after which people learned the blacksmithing craft. Svarog ignites with sparks of his fire not only inspiration in the souls of masters, but also a love feeling in the hearts of people. Ancient legends say that Svarog forged the first plow and the first wedding ring. It is also believed that Svarog legalized marriage and, accordingly, a monogamous family. Svarog was presented in the form of a strong, strict and silent blacksmith.

Dazhbog (Dazhbog) - the god of the sun, light and good in East Slavic mythology. The name Dazhbog is formed, according to scientists, by the combination of the archaic form of the imperative mood of the verb to give - even the words God, which allows you to define the function of Dazhbog as a god, giving people a share, happiness, good luck, as a giver of earthly goods. It is believed that it was Dazhbog who introduced the chronology of the solar calendar. Dazhbog Slavic pagans represented a beautiful, strong youth, the defender of plowmen and sowers. Dazhbog gives people not only health and physical strength, but wisdom and skill.

Russian warriors - defenders of the Fatherland - are named in Dazhdzhi's grandchildren in the "Word of Igor's Regiment".

Horse is the god of the sun among the ancient Slavic pagans, a blessed deity that gives warmth to people. According to some scholars, the word Horse is of Persian origin and is associated with other words (xvarset, xurset), meaning "shining sun" [9, v. 4, 267]; the connection of this word with the word good is less convincing. Horse is the god of the sun among the ancient Slavic pagans, a blessed deity that gives warmth to people. According to some scholars, the word Horse is of Persian origin and is associated with other words (xvarset, xurset), meaning "shining sun" [9, v. 4, 267]; the connection of this word with the word good is less convincing.

In written sources: in some cases it was written as Ce (s) margl, and in others as two words: Sim and Rgl. Some scholars interpreted the first part of this word as the numeral seven, which is traditionally associated with ideas about the correlation of this figure with happiness, luck.

The name of Stribog is given in The Tale of Bygone Years along with other pagan gods of the pantheon of Prince Vladimir. The possessive adjective formed from the word Stribog is used in the "Tale of Igor's Regiment": "All winds, Stribozh's grandsons, blow from the sea with arrows on the brave Igor's plots". Based on this context, many researchers characterized Stribog as the master of the winds.

Mokosh is the only female character in the pagan pantheon of Ancient Russia - the patroness and protector of girls and women who turned to Mokosh with requests and prayers for a happy marriage, motherhood, health and well-being of the family. Idol Mokoshi was located in the pantheon of Prince Vladimir on a par with the main pagan god - Perun, which, on the one hand, emphasized the importance of this deity in the worldview of the Slavs, and on the other, it

expressed the harmony of male and female principles that was understandable to every person. The worship of Mokosh (as well as the cult of Perun) was preserved among the Eastern Slavs until the end of the 19th century.

Conventionally, mythological characters can be attributed to the "middle level", which (like the "supreme" deities) have fairly broad functions, "powers", but find closer than the gods of the "higher" level, communication with people, with their daily business concerns and seasonal rituals, as well as with the most important cults - the cult of the family and the cult of the ancestors.

Yarila is an Old Russian pagan deity, which was conceptualized as a symbol of spring awakened nature and sensual love.

The word Yarila, like other words with the root yar-, is associated with ideas about spring vegetation (Russian spring sowing, spring sowing, white yaryn, agricultural crops sown in spring и), and about young animals (goby-yarovichka, heifer- bright). V. I. Dahl, calling Yarila "the ancient Slavic god of fertility, from whom the earth and all living things are ravaged", distinguishes its two most important magical functions - a beneficial effect on the crop and on childbirth: "Yarila walks on fields, grows rye, brings newborns" . [2, 680]

Yarila usually imagined himself in the form of a young, handsome barefoot with a wreath on the head of a young man who, holding in his hands bunches of ripe ears of corn, travels across the earth on a white horse and in white clothes.

The appearance of Yarila testifies not only to the arrival of spring, but also to the emergence of a love feeling among people.

Veles (Volos) - in East Slavic mythology - the god-keeper of pets, the donor of material wealth. Nestor the chronicler, listing in the "Tale of Bygone Years" of the gods from the pantheon of Prince Vladimir, did not mention this very important name. Meanwhile, Volos was undoubtedly worshiped throughout the entire East Slavic territory. In Kiev, the idol of Volos did not stand on a hill, but below, on Podil, on the bank of the river, and by this he was opposed to the other gods, and first of all to Perun. Old Russiansources constantly call Volos "the bestial god." This means that this god patronized the economy, and above all cattle breeding. In ancient Russia, livestock, like bread, was life itself, the personification of producing forces, fertility, wealth, and also an important object of trade. The solvency of a person was judged by the number of cattle that he owned. And it turns out that Volos was not only the god of herders, but also the god of trade and wealth. In the cult of Hair, wool, hairs play an important role - all these are symbols of wealth, wealth, fertility. [4, 15]

Chur – in the East Slavic beliefs – a mythical creature, a good spirit, protecting the borders of house holds and house holds. Under the protection of Chur there are boundary signs: small hills, ravines, fences, fences. Anyone who dares to replace boundary signs or destroy the fence runs the risk of incurring the wrath of Chur. This deity is also considered a domestic spirit that fights evil scum.

The characters of the "lower" mythology of the Slavs include demonic creatures that have an anthropomorphic (or mixed - zooanthropomorphic) appearance and, as a rule, possess the ability to turn into people. Usually, such characters in the sphere of folk spiritual culture are steadily identified with "evil spirits" and engage in activities harmful to humans. In contrast to the

characters of the “higher” and “middle” levels, the “scum” are the “protagonists” of popular folklore texts: fairy tales, legends, legends. It is also characteristic that the information about the characters of the “lower” mythology turned out to be very “tenacious”: they are preserved to the greatest extent in modern popular consciousness.

The devil in Slavic mythology is an evil spirit, a personified embodiment of evil. The hell myth (in the form of the plural - devil) is also often used as a generalized name for all unclean people - brownies, goblin, water, bannics, etc. From the word devil it is necessary to distinguish the nominations of the devil, satan and demon, who came to the Slavic culture from biblical texts.

Leshiy (Bel. Lyasun, woods; ukr.Lisovik) - forest spirit, the embodiment of wealth and danger of the forest element. The devil was believed to be a damned person or a mortal (malicious) deceased.

Water (white.Vadzianik, Ukrainian. Waterman) - in East Slavic mythology - an evil spirit that lives in water; the embodiment and personification of water as a hazard to humans. According to some Slavic beliefs, the water men are drowned, whose bodies were not buried, or children cursed by their parents.

Mermaid (white. Kazyzka, Ukrainian. Rags) - in the mythology of the Eastern Slavs - a female demonological character associated with water and forest elements.

All Eastern Slavs have a widespread belief that mermaids belong to the world of the dead:believed that the mermaids are girls who died before marriage, or girls and girls who died (or drowned) in the Rusal Week, as well as infant girls who died unbaptized. According to some reports, mermaids are girls bathing without a cross, or girls who have gone missing due to a maternal curse. Brownie (Bel. Hatnik, Damavik; Ukrainian.

Domovik, Khovanets) - in East Slavic mythology - the spirit of the house, the keeper of the hearth.

The cult of the brownie very developed and extremely table among the Eastern Slavs is closely connected with the ideas of beneficent ancestors, since the health of people and pets depended on the attitude of the brownie – be nevolentorhostile. Kikimora, according to the beliefs of the Eastern Slavs, is the evil spirit of the house, living on the stove or in the stove in the form of a small invisible woman, a scary, ugly, ugly old woman, dressed in rags and tattered clothes, or girls with long black hair, a white face and black eyes. [4, 259]

Bannik in East Slavic mythology is a spirit living in a bathhouse, dangerous for those who wash. The banner was presented in the form of a naked old man of small stature, with a beard and big hands, in which he holds a bath broom and a gang of water.

In addition to all of the above, the ancient Slavs endowed people and animals with demonic properties.

Such a group of mythological characters includes real people or animals whose behavior is believed to be due to their real connection with evil spirits.

Witch (Bel.Vedzma, Ukrainian. Vidma) - a real woman, endowed with supernatural abilities and associated with evil spirits.

The word witch goes back to the root * vêd- and corresponds to a series of words, united by the meaning "know", "knowledge"; cf. Bel. : Veda., Vedanne; Russian linguist, orientalist and under. Thus, witches were originally called women who possess secret, sacred knowledge, the gift of foresight, and possess mysterious magical abilities.

The main feature of witches is their dual nature, consisting in their connection with both people and the realm of evil spirits.

Most often, the witch was imagined as an old sloppy-clad woman with gray disheveled hair, with a hooked nose, with bony hands, sometimes with bodily imperfections (humpiness, limp); she talks without looking people in the eye, often she has fused eyebrows, as well as a mustache. A witch was often considered a lonely woman, inhospitable, with oddities.

Less commonly, a witch was described as a beautiful girl or young woman. Sorcerer (Bel.Vyadzmar; Ukrainian.Charivnik) - in East Slavic mythology - a person associated with evil spirits, engaged in witchcraft. Like a witch, a sorcerer is a real person with demonic abilities. Etymologically, this word is associated by scientists with the word Koltun "tangled clumped hair"; „Crease in the field". Thus, initially the sorcerer is the one who causes damage by making tricks. [3, 159]

It is believed that the image of the sorcerer was formed among the Eastern Slavs under the influence of ideas about the sorcerers - Old Russian pagan priests, who not only engaged in worship and sacrifices, but also, as was believed, could command the elements and predict the future.

Whoopers (possessed, possessed) - people (usually women) who are prone to hysterical seizures, during which they emit violent cries, commit inappropriate acts.

Such behavior was attributed to the instillation of evil spirits in a sick person or to the influence of damage sent to him. Volkolak (Bel. Vakkalak, Vakkalaka; Ukrainian.Vovkulak) in Slavic mythology is a werewolf man with supernatural abilities to turn into a wolf, and then again become a man.

Sorcerer (Bel.Healer, charaunik; Ukrainian. Healer, charvnik) is a healer, practicing his own methods of treatment with the help of herbs, conspiracies and various magical actions. In the popular mind, the healer (a person with secret knowledge) is fundamentally different from witches and sorcerers in his benevolent attitude towards people and his connection with the Christian religion.

CONCLUSION

Similar examples show that the core of ancient Russian mythology is still alive in popular beliefs. The mythological beliefs of the ancient Eastern Slavs, individual fragments of which are stored in the beliefs and customs of our contemporaries, reflect their unique, largely mysterious worldview.

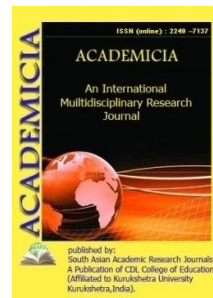
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LEXICAL-SEMANTIC STUDY OF THE TERMS OF TOURISM IN ENGLISH

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ABSTRACT

In the lexical-semantic analysis of the terminology of tourism, it should be noted that English terminology in the field of Tourism appears as a basis in the world languages. This article introduces the word meanings of different tourism words used in English speaking countries, as well as could be used in other tourist developed countries, as Uzbekistan. In English Tourism terminology, there are also terms that have an interesting name expression, such ghost town and depressed area. They have slightly different aspects of semantics, although in dictionaries one is attributed to the other. For example, the words bureau-de-change, force majeure, alfresco dining, albergo, maître d` hotel, á la carte menu, table d` hôte, bistro, bodega, brosserie, entreécame from French, German and Italian, and they are mostly attributed to the catering industry and restaurant business. Another reason why one of the names that characterizes a concept is not chosen is that the object or subject in the image of this concept has a distinctive private distinctive aspect, although has small role in the culture of individual nations. The concepts of recreation and recreation in tourism are formed on the basis of the original resort term. Historically, this lexeme originally meant meat, which tourists go to mainly for the purpose of health care, and therefore in many cases are located in unique natural habitats, and especially in coastal oases. Since English is an analytical language, it is an effective method of loading various new lexical and grammatical meanings into a word by adding words along with conjugation. One of the specific word-building methods available in English language is blending. In this linguistic phenomenon, parts of two or more words are united and a new word is formed, which creates a common understanding from the meaning elements of all.

KEYWORDS: *Tourism, Term, Terminology, Vocabulary, Semantics, Polysemy, Antonymy, Multi-Meaning*

I. INTRODUCTION

During the formation of the terminology of English Tourism, the cause of various linguistic and extralinguistic phenomena was bleached, subjected to the influence of a new concept of Tourism and, as a result, languages that contributed to the new term, acquired lexical-semantic features worth of observation. First of all, it would be correct to analyze the lexical peculiarities of the terms.

Since English is an analytical language, it is an effective method of loading various new lexical and grammatical meanings into a word by adding words along with conjugation.

Words that do not have an independent lexical meaning in the following terms are added to the lexeme and give it a new meaning:

- **Non-refundable** (non-refundable service or goods), **non-transferable** (non-transferable service type in the name of the person, other than the person who made the order)
- **on-line** (the journey carried out on an aircraft of an airline) **off-line** (the journey completed through the exchange of airline companies and aircraft)
- **through** passenger, **through** carriage, **through** fare, **through** train (passenger who goes straight without changing direction, transport, train)
- **duty-free** (tax-exempt goods)
- **ex gratia** payment (voluntary / non-compulsory payment)
- **in-house** laundry (hotel laundry service), **in-flight** entertainment (entertainment during flight), **in-flight** magazines (magazines in the airplane)
- **add-on** (not published in the Travel brochure, a service that requires an additional fee)
- **layover**, **stopover** (when air route is changed, a short waiting time)
- **drive-in** restaurant ↔ **drive-through** restaurant (a restaurant that supplies orders to car owners who are in a parking lot ↔ a restaurant that provides orders to visiting car owners inside or through a window)

The prefix *De-* is effective in forming travel fees, which form a downward movement from the vehicle. The prefixes *En-*, *em-* are a functional antonym to it, or rather represent an exit (ride) to the types of transport:

Embark ↔ *disembark* (to get onto a vehicle – to get off vehicle)

Embus ↔ *debus* (to get onto a bus – to get off a bus)

Enplane ↔ *deplane* (to get onto a plane – to get off a plane)

Entrain ↔ *detrain* (to get onto a train – to get off a train)

One of the specific word-building methods available in English language is blending. In this linguistic phenomenon, parts of two or more words are united and a new word is formed, which creates a common understanding from the meaning elements of all. Among the terms tourism, one can also come across words that are a derivative of this method:

- *dinkies* = *double* + *income* + *no* + *kids*
- *motel* = *motor* + *hotel*
- *brunch* = *breakfast* + *lunch*

- *condotel* = *condominium* + *hotel*
- *boatel* = *boat* + *hotel*
- *apartotel* = *apartment* + *hotel*

This phenomenon is also exists in the names of countries that are the developers of the tourism industry. For example, such as Eurasia, Australasia, Polynesia, Melanesia.

II. LITERATURE REVIEW

Most of the terminology of English Tourism came into being through the formation of a word combination of two or more vocabulary words (for example, *altitude sickness*, *familiarization trip*, *bell captain*, *boutique hotel*, *hotel tariff*, *health club* and many others).

Alternatively, the case of the application of a component in the form of an abbreviation between such compound words as this is also considered a phenomenon. We can see this on the example of *fam* (*familiarization*) *trip*, *e* (*electron*) - *booking*, *eco* (*ecological*) *tourism*, *agro* (*agricultural*) *tourism*, *auto* (*automobile*) *stradasamples*.

"Adjective / qualitative+ noun" combinations are also well spread. For example, such as *lodging industry*, *paying guest*, *late check-out*, *plastic money*, *transit passenger*, *connecting rooms*, *green holidays* and so on. All of the names that represent forms of tourism are formed in this way (*soft/appropriate tourism*, *hard/mass tourism*, *industrial tourism*, *religious tourism*).

Terms with the proper nouns are also considered one of the peculiarities of the terminology of English Tourism, and this circumstance is proof that this large group of rich vocabulary is a joint product of the experience of cultures of different countries:

- *American breakfast*, *Asian breakfast*
- *European Plan*, *American Plan*
- *Chinese restaurant syndrome*, *Delhy belly*, *Montezuma`s revenge*

Another proof of this is the fact that in the composition of terminology there are words that are assimilated from many other languages, and it is possible to easily distinguish them from the possession of a specific (foreign) set of sounds. For example, the words *bureau-de-change*, *force majeure*, *alfresco dining*, *albergo*, *maître d` hotel*, *à la carte menu*, *table d` hôte*, *bistro*, *bodega*, *brosserie*, *entreécame* from French, German and Italian, and they are mostly attributed to the catering industry and restaurant business. After all, representatives of these nations were considered to have a special taste in nutrition and contributed to the tourism industry with various types of food and drink for the world's delicacies.

Also, assimilated words from the languages of Asian peoples can be seen among the terms. *Caravan*, *halal*, *Mecca*, *bazaar* are familiar concepts to us, they are adapted to the phonetic system of the English language, that is, they are somewhat become "anglicized".

The forming elements of some terms are formed by words belonging to the word category of the number. We can see this on the example of *one way ticket*, *second home*, *first (maiden) voyage/flight*, *double occupancy*, *two-income families* terms.

Bed and breakfast, *boat and breakfast* are the terms in the form of a pair of words, which are used in the Uzbek tourism industry.

When we look at the lexical-structural nature of the terminology of English tourism, we witness the presence of terms in the form of an imperative mood (imperatives). Since these terms have a high frequency of usage in the process of tourism development, over time periods has become a solid compound – term:

- *Bring your own*(a restaurant that allows you to bring your own alcoholic drink)
- *Rent it here, leave it there* (a transport service that allows you to rent a car in one place of the territory and leave it in another place)
- *Ring – and – ride*(taxi or minibus service, which allows you to order from home for elderly or disabled people by calling)

Among the terms there are also such abbreviations as PIR (Property Irregularity Report – giving image report when the luggage is lost at the airport), ATM (automated teller machines), etc., which, undoubtedly, are understandable to representatives of English cultures.

III. METHODS AND ANALYSES

While we analyze the terms of English Tourism semantically, we are faced with linguistic phenomena such as synonymy, antonymy, polysemy, transferred meaning, reductive meaning (privatization) and extension meaning (generalization).

According to linguistic views, "the terms are characterized by a meaningfulness, the absence of synonymic sequences". This vision is privatized, it can be a characteristic sign of the terminology of the sphere within the framework of one language, but extremely international, it is not a rule that can be applied strictly to the terminology of the universal tourism sector, which is influenced by the culture of many nations. However, in the terminology of English Tourism, polysemantism can be observed, both synonymy and even meaningtransfer.

The fact that one concept of synonyms in the terminology of English Tourism is called differently in the experience of different nations, as well as the fact that all existing names are exchanged in one or several regions and one is used in circulation in the place of the other has made a huge contribution. Another reason why one of the names that characterizes a concept is not chosen is that the object or subject in the image of this concept has a distinctive private distinctive aspect, although has small role in the culture of individual nations. For example, although both *bill of fare and table d` hôte* content also refer to the restaurant menu, the initial term refers to a wide selection menu with a separate price set for each meal, the same price set for any combination dish selected under the latter is understood as a narrow selection of menu. *Plat du jour and dish of the day* represent a special dish of the day, which is not indicated in the menu, and in the same active consuming.

All of the terms *animator, social director, cruise director, cruise officer, entertainments director, activities host(-ess)* are the organizers of a wide range of synonyms that characterize the person responsible for the entertainment program developer during the journey. Under the terms *day visitor, same-day visitor, excursionist* representatives of English cultures understand the same person (a person who completes his trip in one day and returns to his address). Similar to *sunbathing/sunbaking, tramping/trekking, thermal springs/hot springs, hotel industry/lodging industry, holiday insurance/travel insurance, urban tourism/city tourism, spouse fare/companion fare, dual-career families/two-income families, duplicate reservation/double booking, factory tourism/industrial tourism, departure tax/exit tax, all-expense tour/all-in tour, boarding*

pass/embarkation card, camper/caravan/recreational vehicle, layover/stopover, air hostess/flight attendant, baggage/luggage, flying boat/seaplane and many other pairs of words are mutually synonymous with each other.

IV. DISCUSSIONS

On the basis of observations and research, we can say that antonymia is a phenomenon less often encountered in the terminology of English Tourism than in synonymy:

Bareboat charter ↔ crewed/provisioned charter

Arrival card ↔ departure card

Accompanied baggage ↔ unaccompanied baggage

Dry aircraft leasing ↔ wet aircraft leasing

Serviced accommodation ↔ self – catering accommodation

Hard tourism ↔ soft tourism

Generating country ↔ receiving country

Urban tourism ↔ rural tourism

Sunlust motivation ↔ wanderlust motivation

Participant sport ↔ spectator sport

Host bar ↔ no host bar

Greeter ↔ hostess

The above antonymic pairs are considered contradictory due to some semantic component. For example, if *dry aircraft leasing* only implies hiring the aircraft itself, in the *wet aircraft leasing* concept is understood to have additional supply, such as crew members as well as fuel. In the *bareboat charter ↔ crewed/provisioned charter* antonymy, the above situation related to boat or ship transport is understood, and the *dry/wet lease* is also encountered as an alternative naming.

If the contrary meaning of the *arrival card ↔ departure card* is based on the opposite direction of the movement, the *participant sport ↔ spectator sport* pair, the active or passive movement of the individual forms an antonym.

An interesting situation occurs in the antonym of *hard tourism ↔ soft tourism* is that the transferred meaning formations in it have made semantic contradictions. *Hard* tourism refers to traditional traditional mass tourism, which is defined as a "merciless" approach to the environment and geographical features of a region, while *soft tourism* is intended to have the least impact on green / alternative tourism. *Greeter ↔ hostess* pair word is a person-expressive terminology based on gender dependence.

The polysemanticity of the forming lexemes is another characteristic of the terminology of English Tourism. In the example of the analysis of several samples, we will consider the phenomenon of multi-meaning in terms :

Air carrier represents both the passenger, mail and cargo plane, and the airline company involved in this activity.

Gangway term-lexeme is a compound word, from its structural components (literally translation will be "thugs/gangway") its following meanings are not understood:

1. The corridor between the rows of seats in the auditorium.
2. The slope, which is used in the extraction and unloading of passengers on board the ship.
3. Wheelbarrow, which allows you to increase and drop loads on the plane.

The base meaning of the term *epicure* is "a person who has used to live easy and pleasant life", which is based on the derivative meaning of "a person who has formed an unusual style/taste for good food and drink — eater".

The term *cabin* has a high polysemantic index:

1. A small, simple shelter, like a summer house (dacha).
2. A simple room or a similar structure on the beach or by the pool.
3. Closed elevator.
4. The sleeping room on the ship.
5. Internal territory of the aircraft intended for passengers.

In the terminology of English Tourism, other terminological combinations were formed on the basis of the meaning of this lexeme, which was last cited above. These are *cabin steward*, *cabin attendant*, *cabin crew*.

If the direct meaning of the *captive* lexeme refers to a person or creature who is taken captive and kept in captivity under the control of someone, the meanings of the derivative based on the migration of meaning have become terminology in the business and tourism industry:

1. An audience that is involuntarily exposed to information (for example, those who go to the cinema are exposed to advertising that targets them);
2. A condition of obligation to voluntarily choose another brand, service or product in the absence of alternative options.

If the first meaning of the word *Mecca* is a "holy city", known to the entire Muslim world, in which a pilgrimage is made, the following derivative meanings are terms of a common character in the tourist terminology:

1. A placeto visit where a person dreams all his life/space;
2. A place/region where people are loved, where they gather in crowded hours.

The green tourism (alternative/appropriate/sustainable), which is expressed in the general sense of tourism in relation to nature/environment, as well as the territory geographic-ecological system in a private sense, is also called "green tourism" because of these characteristics.

The lexical meaning of " hour of joy/ happiness " is understood the term *happy hour* refers to the business promotion technique, which is carried out by offering drinks at a discounted price in

hotels, restaurants and other organizations in order to attract the buyer in the conditions of tourism, which in many cases corresponds to one of the evening hours.

Some types of catering establishments are also named on the basis of meaning migration. For example, *greasy spoon* (dirty spoon), as its name suggests, refers to a cafe with a small, inexpensive and unpleasant appearance.

The lexicon of *Rest room* ("rest room") refers to the toilet, it is considered an evfemistic option, and in this regard the translation into Uzbek is carried out in a very appropriate way.

In English Tourism terminology, there are also terms that have an interesting name expression, such *ghost town* and *depressed area*. They have slightly different aspects of semantics, although in dictionaries one is attributed to the other. If the instrument is used in relation to the cities that flourished earlier, at the same time were abandoned by the inhabitants and functioned as an ancient tourist destination, then the subsequent domestic production represents a high level of stagnation, unemployment and migration of the population to the outskirts of the country, areas in need of foreign economic investment.

V. RESULTS AND CONCLUSIONS

The concepts of recreation and recreation in tourism are formed on the basis of the original resort term. Historically, this lexeme originally meant meat, which tourists go to mainly for the purpose of health care, and therefore in many cases are located in unique natural habitats, and especially in coastal oases. But after a certain period of time, this validity of this term went beyond its functional scope, and on the same day it began to denote the tourist areas that are organized for voluntary purpose, acquire voluntary and diverse locational features, flow of visitors. At present, the most massive resort (that is, resort) zones, especially for international tourists, is the huge megapolis capital-cities.

Another of the vivid examples of its meaning in terminology is the semantic change in the concept of *spa*, which has passed almost the same process. This term refers to a recreation center with a source of mineral and thermal water, primarily intended for consumption and bathing, while in some regions of the world linguistic map it refers to an optional type of resort. Since this term etymology goes to the name of the city in Belgium, it itself on this day is considered a constituent component of the name of many resorts.

The meaning of the derivative, which is based on the generalization of its meaning together with the base meaning, is also valid in different parts of the world today in the same way. This concept is also applicable to all types of food services in some places, if at first it refers to the provision of food, which is carried out at a certain time in private situations(birthday, anniversary, etc.).

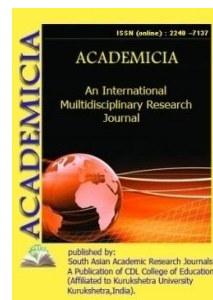
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PEDAGOGICAL SKILL IS DEEMED TO BE THE MOST FACTOR OF TEACHING PROCESS AND IT DEVELOPS THE STUDENTS SUCCESSFULLY

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ABSTRACT

This article is about attaining effective achievements in teaching process by using pedagogic skills. On the highest of that an excellent many peculiarities are going to be available in education system, also as, this supports to arrange the lesson more effectively. Moreover, some suggestions are given to implement into practice at the lesson. By the way, this factors function main leadings to avoid the defects which aren't allowed within the career of professional teacher.

KEYWORDS: *Pedagogical Skills, Ability, Teacher, Education System, Teaching Process, Class, Factors.*

INTRODUCTION

In the Republic of Uzbekistan, special attention is paid to the moral image, intellectual potential, spiritual knowledge of teachers in education system. "There are many prestigious professions within the world, but teaching is one among the professions features a special place. "For the being time, an excellent many of demands are signed for the profession of teaching, because we entrust the fate of our youngsters into the hands of coach, teacher"- said Islam Karimov. [2.4p]

So, numerous sorts of skills, abilities, qualities are needed to be professional teachers. it's natural for an individual to be a true master of a profession aptitude, certain physical and mental qualities, through preparation, some personal skills. One among the foremost significant among them is pedagogical skill.

The features of teacher personality include below:

-ideological field

- scientific worldview and faith
- social need and ethical needs in-depth study
- social and citizenship duty comprehension

DISCUSSION

In order to be knowledgeable teacher some different skills are demanded. They support the teachers to make many skills in teaching process.

Five Standards of Effective Pedagogue

Joint Productive Activity

Language Development

Contextualization

Challenging Activities

Instructional Conversation

Teacher and Students Producing Together

Learning occurs most effectively when experts and novices work together for a standard product or goal, and are therefore motivated to help each other. “Providing assistance” is that the general definition of teaching; thus, joint productive activity (JPA) maximizes teaching and learning. Working together allows conversation, which teaches language, meaning, and values within the context of immediate issues. Teaching and learning through “joint productive activity” is cross-cultural, typically human, and doubtless “hard-wired.” This type of “mentoring” and “learning in action” is characteristic of oldsters with very young children; of pre-school, grad school, adult learning, school-to-work and repair learning, on-the-job training — of all education, except the common K-12 tradition. In schools, there’s ordinarily little joint activity from which common experiences emerge, and thus no common context that permits students to develop common systems of understanding with the teacher and with each other. Joint activity between teacher and students helps create such a standard context of experience within the varsity itself. This is often especially important when the teacher and therefore the students aren’t of an equivalent background.

Joint activity and discourse allow the very best level of educational achievement: using formal, “schooled,” or “scientific” ideas to unravel practical, world problems. The constant connection of schooled concepts and everyday concepts is basic to the method by which mature schooled thinkers understand the planet. These joint activities should be shared by both students and teachers. only the teacher also shares the experiences can the type of discourse happen that builds basic schooled competencies.

Indicators of Joint Productive Activity

The teacher:

1. designs instructional activities requiring student collaboration to accomplish a joint product.
2. matches the stress of the joint productive activity to the time available for accomplishing them.

3. arranges classroom seating to accommodate students' individual and group must communicate and work jointly.
4. participates with students in joint productive activity.
5. organizes students during a sort of groupings, like by friendship, mixed academic ability, language, project, or interests, to market interaction.
6. plans with students the way to add groups and move from one activity to a different, like from large group introduction to small group activity, for clean-up, dismissal, and therefore the like.
7. manages student and teacher access to materials and technology to facilitate joint productive activity.
8. monitors and supports student collaboration in positive ways.

Developing Language Across the Curriculum

Developing competence within the language(s) of instruction should be a metagoal of all education throughout the varsity day. Whether instruction is bilingual or monolingual, literacy is that the most fundamental competency necessary for college success. School knowledge, and thinking itself, are inseparable from language. Everyday social language, formal academic language, and material lexicons are all critical for college success.

Language development in the least levels — informal, problem-solving, and academic — should be fostered through use and thru purposeful, deliberate conversation between teacher and students, not through drills and decontextualized rules. Reading and writing must be taught both as specific curricula and integrated into each content area.

The ways of using language that prevail in class discourse, like ways of asking and answering questions, challenging claims, and using representations, are frequently unfamiliar to English learners and other students in danger of educational failure. However, their own culturally based ways of talking are often effectively linked to the language used for tutorial disciplines by building learning contexts that evoke and repose on children's language strengths.

The development of language and literacy as a metagoal also applies to the specialized language genres required for the study of science, mathematics, history, art, and literature. Effective mathematics learning is predicated on the power to "speak mathematics," even as the general ability to realize across the curriculum depends on mastery of the language of instruction. Reading, writing, speaking, listening, and lexicons are often taught and learned in every material, and indeed all the topic matters are often taught as if they were a second language. Joint Productive Activity provides a perfect venue for developing the language of the activity's domain.

Indicators of Language Development

The teacher:

1. listens to student mention familiar topics like home and community.
2. responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.

3. assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.
4. interacts with students in ways in which respect students' preferences for speaking which will vary from the teacher's, like wait-time, eye contact, turn-taking, or spotlighting.
5. connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.
6. encourages students to use content vocabulary to precise their understanding.
7. provides frequent opportunity for college kids to interact with one another and therefore the teacher during instructional activities.
8. encourages students' use of first and second languages in instructional activities.

Making Meaning: Connecting School to Students' Lives

The high literacy goals of faculties are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students' funds of data and skills as a foundation for brand spanking new knowledge. This approach fosters pride and confidence also as greater school achievement. Increase in contextualized instruction may be a consistent recommendation of education researchers. Schools typically teach rules, abstractions, and verbal descriptions, and that they teach by means of rules, abstractions, and verbal descriptions. Schools got to assist at-risk students by providing experiences that show abstract concepts are drawn from and applied to the everyday world. "Understanding" means connecting new learning to previous knowledge. Assisting students make these connections strengthens newly acquired knowledge and increases student engagement with learning activities. Schema theorists, cognitive scientists, behaviorists, and psychological anthropologists agree that school learning is made meaningful by connecting it to students' personal, family, and community experiences. Effective education teaches how school abstractions are drawn from and applied to the everyday world. Collaboration with parents and communities can reveal appropriate patterns of participation, conversation, knowledge, and interests that will make literacy, numeracy, and science meaningful to all students.

Indicators of Contextualization

The teacher:

- begins activities with what students already know from home, community, and school.
- designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
- acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.
- assists students to connect and apply their learning to home and community.
- plans jointly with students to design community-based learning activities
- provides opportunities for parents or families to participate in classroom instructional activities.

- varies activities to include students' preferences, from collective and cooperative to individual and competitive.
- varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

Teaching Complex Thinking

Students at risk of educational failure, particularly those of limited standard English proficiency, are often forgiven any academic challenges on the assumption that they are of limited ability, or they are forgiven any genuine assessment of progress because the assessment tools are inadequate. Thus, both standards and feedback are weakened, with the predictable result that achievement is impeded. While such policies may often be the result of benign motives, the effect is to deny many diverse students the basic requirements of progress — high academic standards and meaningful assessment that allows feedback and responsive assistance.

There is a clear consensus among education researchers that students at risk of educational failure require instruction that is cognitively challenging; that is, instruction that requires thinking and analysis, not only rote, repetitive, detail-level drills. This does not mean ignoring phonics rules, or not memorizing the multiplication tables, but it does mean going beyond that level of curriculum into the exploration of the deepest possible reaches of interesting and meaningful materials. There are many ways in which cognitive complexity has been introduced into the teaching of students at risk of educational failure. There is good reason to believe, for instance, that a bilingual curriculum itself provides cognitive challenges that make it superior to a monolingual approach.

Working with a cognitively challenging curriculum requires careful leveling of tasks, so that students are motivated to stretch. It does not mean drill-and-kill exercises, nor it does not mean overwhelming challenges that discourage effort. Getting the correct balance and providing appropriate assistance is, for the teacher, a truly cognitively challenging task.

Indicators of Challenging Activities

The teacher:

- assures that students — for each instructional topic — see the whole picture as a basis for understanding the parts.
- presents challenging standards for student performance.
- designs instructional tasks that advance student understanding to more complex levels.
- assists students to accomplish more complex understanding by building from their previous success.
- gives clear, direct feedback about how student performance compares with the challenging standards.

Teaching Through Conversation

Thinking, and the abilities to form, express, and exchange ideas are best taught through dialogue, through questioning and sharing ideas and knowledge. In the Instructional Conversation (IC), the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist

students' efforts—just as in graduate seminars, or between mothers and toddlers. Here the teacher relates formal, school knowledge to the student's individual, family, and community knowledge. The IC provides opportunities for the development of the languages of instruction and subject matter. IC is a supportive and collaborative event that builds inter subjectivity and a sense of community. IC achieves individualization of instruction; is best practiced during joint productive activity; is an ideal setting for language development; and allows sensitive contextualization, and precise, stimulating cognitive challenge.

This concept may appear to be a paradox; instruction implies authority and planning, while conversation implies equality and responsiveness. But the instructional conversation is based on assumptions that are fundamentally different from those of traditional lessons. Teachers who use it, like parents in natural teaching, assume that the student has something to say beyond the known answers in the head of the adult. The adult listens carefully, makes guesses about the intended meaning, and adjusts responses to assist the student's efforts — in other words, engages in conversation. Such conversation reveals the knowledge, skills, and values – the culture — of the learner, enabling the teacher to contextualize teaching to fit the learner's experience base.

In U.S. schools the instructional conversation is rare. More often, teaching is through the recitation script, in which the teacher repeatedly assigns and assesses. Classrooms and schools are transformed into communities of learners through such dialogic teaching, and when teachers reduce the distance between themselves and their students by constructing lessons from common understanding of each others' experience and ideas and make teaching a warm, interpersonal and collaborative activity. Indicators of Instructional Conversations

The teacher:

- arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.
- has a clear academic goal that guides conversation with students.
- ensures that student talk occurs at higher rates than teacher talk.
- guides conversation to include students' views, judgments, and rationales using text evidence and other substantive support.
- ensures that all students are included in the conversation according to their preferences.
- listens carefully to assess levels of students' understanding.
- assists students' learning throughout the conversation by questioning, restating, praising, encouraging, etc.
- guides the students to prepare a product that indicates the Instructional Conversation's goal was achieved.

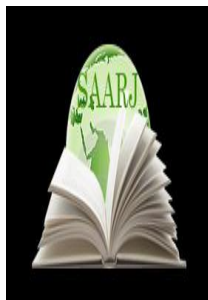
CONCLUSION

Taking everything into consideration, to attain basic skills, as well as, implementing them into practice it is highly recommended to follow the instructions. By the way, teachers can both identify the importance the pedagogical skills, and teach the others who are living in society.

Last but not least, in terms of researches and information based on the topic it is clear that the education system is perfect with pedagogical skills.

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THE USE OF PEDAGOGICAL TECHNOLOGIES IN THE LESSONS OF THE RUSSIAN LANGUAGE

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ABSTRACT

The article contemplates the practical capacities of discussions as an instructive procedure in preparing of instructors for the Bulgarian secondary school innovative training. The instructive limit of discussions has been explored for executing cooperative preparing situated toward shaping of critical academic action, information, abilities and individual characteristics.

KEYWORDS: *Instructive Competency, Mechanical Training, Instructive Techniques, Intelligent Strategies.*

INTRODUCTION

One of the fundamental factors that determine the change of the instruction in 21st century is the expert competency of the educators. Social instructive desires, advancement in instructive innovations and instructive methodologies require the dynamic utilization of intuitive strategies for instruction in framing the base educational competency. The intelligence agreeing I. Ivanov [2, p. 5] is a central component on getting information and advancement of instruction what's more, different abilities and characterizes the effectiveness of instructive procedure.

The discussion is a particular strategy for training in college didactics with intelligent nature and extraordinary utilitarian limit. Great discussions are to a great extent utilized instructive innovation in college training, particularly in logical examinations as human science, legislative issues, psychology, and so forth. They effectively could be utilized in instruction of subjects that structure academic capability. Conditions are determined procuring essential thing information in readiness and execution of the discussion process, shaping correspondence, authoritative, administrative, and inquire about academic abilities and building individual characteristics that are huge for educational movement. Interest of understudies in discusses that have been assigned for the instructive procedure is molded out with assorted definitions - thoughts trade, giving positions and contentions with all due respect and contradicting others, a normalized procedure

of conversation, scholarly game, instructive innovation, instructive strategy, and an intuitive learning structure. Ms. Gospodinova [1] states that discussions are trade of thoughts, giving assessments and contentions to also, against the elective perspective that don't should be brought together. As per Freeley and Steinberg, [7, p. 184], the discussion is a procedure of thinking about bunches of perspectives and evaluations.

Within the debate system are considered issues and tasks, trainee work in a team and individually, emotionally intensive and cognitive activities are performed. Debate capability as a technique of constructing up knowledge, that structure the modern pedagogic competency are expressed in two methods – the debate is an object of learning and a imply of education. In cognitive aspect, by means of the capacity of participation in the debate, the future pedagogues accumulate information that is associated to interpretation of this interactive training method, use of its functional capabilities, organizational and methodological necessities on its high-quality operationalization in the circumstance of education on specific find out about subject. Methodological abilities on pedagogic teaching layout are getting more advanced. Pedagogic coaching is enriched. The competitive nature establishes emotional predisposition and inters towards subject being studied, right motivation for solving academic lookup tasks.

Potential didactic competencies are associated to showing instructional scientific and research, interactive and coaching functions. They mirror on expected end result by way of the education in number of academic situation that built the pedagogic competence base.

T. V. Svetenko, E. G. Kalinkina and O. L. Petrenko [2001, c. 137], Kennedy R. [2007, c. 1–8] purpose that the controversy use as an education technology develops logical and significant thinking, forms on process and organization of information, skills on establishing correlation and relation, capability on concentration on drawback quintessence, assessment, argumentation and representation. Skills of sound deciding, skills of learning, researching, analysing and organizing info and presenting square measure designed. In a useful set up the controversy offers the chance of active learning by the suggests that of analysis and knowledge, performance of activities at a better taxonomic level of information, data synthesis and data acquisition and durability of memorized info. Participation within the debates could be a mean of forming skilled psychological, education and method data on selected discussion these.

Stimulation of study activities of scholars is achieved by choosing discussion topics, associated with finding out of innovative issues associated with instructive and methodology. Learning through analysis assumes acquisition not solely of systematic knowledge base however investigation of concepts that square measure at intervals a process of experimentation and approbation. Such examples square measure the digital technological integration in education, learning in technologically provided education surrounding.

Analysis activity performed at intervals conducted educational debates assists on development of crucial thinking, obtaining conscious of dynamical and progressive nature of the method data, forms conviction within the necessity of lasting learning and skilled elaboration.

Argumentation potency within the dialogue method need smart diagnostic and structure skills. Participation in class debates provides conditions on cooperative learning and forming of skills on collaboration and team work. Skills on team work square measure set as a goal within the Technology and entrepreneurship in class information in Bulgarian secondary and highschool

education. sensible acquisition of those skills could be a requirement of student's competency improvement to set up pedagogical style of education on Technologies and Entrepreneurship information that achieves the stipulated educational goals. Debates enriches communicative pedagogical ability of method participants. Their verbal and non-verbal communication skills have improved. They form out an acceptable kind of expression and persuasion. authority is developed similarly as sympathy and tolerance towards totally different opinions, skills oncritical listening, leader skills. of these qualities square measure necessary on effectiveperformance of teacher's occupation and a condition on forming negotiant and moderator and social and intellectual ability specifics classified by Merdvanova [3, p. 17].

There area unit completely different models of discussion conducting within the literature sources. They are supported specified by T. Savenko, E. Kalinkina and O. L. Petrenko [4, p. 165] sorts of organization and considering education specifics at the university education, we tend to take into account that the talk can be known as a workshop or a sensible exercise, as academic methodology or assessment or as out of exteroception event. It can be organized as a results of one year or to be conducted as associate degree integrative data. In structure method facet, aside from the classic discussion, very appropriate area unit the various modifications that enable change of some rules about the period in time, variety of participants, manner of argumentation, etc. appropriate models like specific discussion and changed discussion [4, p. 160], four corner discussion, discussion models represented by Budesheim and Lundquist [5, c. 106], on-line debating, etc. Electronic sorts of faculty discussion get a lot of standard within the condition of distant and different sorts of electronic education at universities. Debate capability as a instructive instrument in building quality that kind basic pedagogical competence of future Technologies and Entrepreneurship teachers are researched by the means that of experimental study and sampling. twelve students has taken half within the experiment – one body cluster from fourth grade of Techniques, Technology and Entrepreneurship programme at Neofit Rilski South-West University in Blagoevgrad.

The debate topic „Use of Mobile Devices within the academic Process“ has been such by the learners in a very discussion. chosen drawback has interpretative nature and reflects developing digitalisation of faculty environment. Argumentation preparation on this subject assumes active analysis activity associated with search and process of innovative pedagogical info. The roles are assumed by the participants consistent with declared interest and preferences. Conducted analysis convincingly shows activation operate of the talk in condition of assumptive of didactical and specific method information. With the experiment a watching has been performed that showed solely active students participation. The survey of participants in discussion purpose 100 percent declared interest. Those registered within the survey show that twenty five you look after participant within the experimental analysis has modified their initial opinion on investigated drawback after the talk are conducted and seventy five you'll need confirmed their initial opinion. The survey has shown a high academic result as for the ability of training unethically provided academic atmosphere. the information show that every one participants within

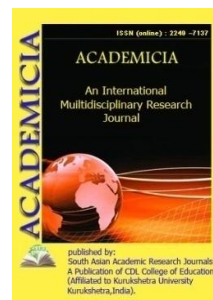
the discussion (100 you look after the respondents) are acquainted with the new technologies and manner of learning.

CONCLUSION

The debate is an interactive technique on education within the universities with large purposeful capabilities on building vital future pedagogical qualities. Within its preparation and its physical phenomenon there are established conditions on basis and innovative advanced pedagogical ability. Utilization of the existing capability sets a high expectation towards method skills of the lecturers.

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THE ROLE OF PHRASEOLOGY IN LINGUISTICS

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ABSTRACT

This article states about the significance of utilizing Diction. Here is said that phraseological framework mirrors the rich chronicled legacy and customs of any country; it is passed on starting with one age then onto the next. Bounty of maxims shaping the framework is a consequence of advancing a language and discourse.

KEYWORDS: *Semantic And Basic Indivisible Word Mixes, Separate Words' Implications, Morphology Considers Words' Structure, Linguistic Structure, Explore, Interconnected Frameworks, Different Highlights, Communicates.*

INTRODUCTION

Phraseology is a branch of linguistics which studies phraseological unities. The term phraseology is used in two ways: 1) the quantity of phraseological unities in a language and 2) the branch (subject) studying these unities [7, 137]. Phraseology is a blend of phraseological solidarities which are what might be compared to a word. They are semantic and auxiliary indistinguishable word mixes. They have different highlights of importance and utilization. Lexicology considers the substance of jargon and diction considers the one of phraseological solidarities. The language solidarity in jargon is a word; in any case, a figure of speech is a language solidarity of manner. The jargon of any language comprises of words and sayings.

Phraseology looks like a pleasant exhibition containing the examples of interminable and sublime customs and conventions of a country, verifiable dedications, fantasies and tunes. Style isn't as it were the most vivid piece of jargon, yet in addition the most vote based layer.

At first formulation was employed in study of literature. whereas translating some fiction from onelanguage into another it became not possible totranslateindivisible word mixtures. Then the phraseological unities in those languages were began to analysis. The term formulation was initial usedin world liberal arts in 1558 by English literary scholar Neander. whereas translating the literary worksNeander had to use this term. tho' the foremost a

part of phraseological materials square measure enclosed in vocabulary and alternative sources, the analysis works on the speculation of formulation are seldom met in the sources regarding linguistics (L. Smith, D. Curry, W. Ball, Ch. Bally).

Up to currently the matters of English formulation are studied at intervals descriptive linguistics, stylistics, writing and history of language. Later formulation has been studied as a branch of linguistics. because the linguistics developed, now a days formulation has been admitted Associate in Nursing is being researched as an freelance branch of linguistics in most languages. it's value commenting that variety of Japanese European and Russian scholars researched this field in their works. A lot of results were achieved. although French scholar Charlie blinking place the term phraseologie into the science, this term wasn't employed in the works of Western European and Yank linguists. blinking uses expression among stylistics. The matter of studying expression as Associate in Nursing freelance branch of linguistics was advanced by Russian linguist E.D. Polivanov. As he maintains completely, noesis studies separate words' meanings, morphology studies words' structure, syntax studies the structure of word combos. In his opinion, there is a necessity for Associate in Nursing freelance field that studies peculiar distinctive word combos.

E.D. Polivanov was positive that expression would become firmly fastened in linguistics and occurred. The matter of studying expression as a separate branch of linguistics was promoted by Russian scholar V.V. Vinogradov too. V.V. Vinogradov's nice service is that he separated phraseological unities into semantic teams. However, expression remained a vicinity of linguistics, as a result of the principal criteria proving that expression may be Associate in Nursing freelance field of linguistics hadn't been discovered nevertheless. So, phraseology was being learned because the a part of linguistics. After E.D. Polivanov and V.V. Vinogradov the first WHO promoted the concept of finding out expression severally was scholar B.A. Larin. He affirmed that enough research hadn't been tired expression. In Russian linguist A.V. Kunin's opinion, expression came off the linguistics circle: its vary and significance are raised. although a great deal of, typically polemical concepts were expressed regarding expression a number of research works had been done. Such outstanding linguists as N.N. Amosova, A.V. Kunin, V.A. Smirnitsky, S.S. Gorelik, V.L. Arkhangel'sky, V.V. Vinogradov, B.A. Larin, I.A. Melchuk, I.I. Revzin, S.N. Savitskaya, Yu.D. Apresan have nice services to the current science. So, nowadays phraseology is being studied independently in many modern languages. Phraseology is a microsystem within a language's general system. The linguist V.L. Arkhangel'sky depicts the features of phraseology system as following: Phraseological system includes historical heritage and customs; it is handed down from generation to generation. The volume of phraseological unities which set up the system is the result of improvement of language and speech. Interrelation between the components of phraseological unities arise the phraseological system. So, the phraseological microsystem consists of 2 interconnected systems: linguistics and structural. The analysis object of phrasing is that the phraseological microsystem and its norms. But a number of issues on phrasing area unit waiting their solution: norms regarding phraseological unities haven't been discovered deeply however, the ideas of phraseological degree and phraseological meaning aren't corroborated enough, the boundary between compound word and phraseological unity isn't continually clear; the distinction between phrasing and phraseomatics isn't mounted. In Uzbek linguistics study of phraseological unities began

in Nineteen Fifties. far-famed students Ya. Pinkhasov, M.Khusainov, I. Kuchkortoyev, Sh. Rakhmatullayev, A. Mamatov did some researches on this field. Linguist scholar Sh. Rakhmatullayev's service is gigantic for Uzbek phrasing. This scholar widely researched the grammatical options of Uzbek idioms. He was the primary UN agency began to review phraseological unity as a lexical unity. though there are a unit variety of arguments on the amount and study object of Uzbek phrasing like on English one, the students are a unit continued to analyze phraseological treasure from totally different points. Study of idioms, the richest and most figurative a part of a language that type phraseological layer serves to analyze any language deeply. Idioms are living during a language as a result of their importance in theoretical and sensible linguistics. They play a great role in creating the speech way more engaging and spectacular. Idioms are a unit that suggests that of expressing national spirituality through a language. They convey a nation's soul, history and social life. That's why they're one in all the most factors keep the amount of position and developing it. It is renowned that country and Uzbek languages genetically belong to 2 totally different families that are unit the German and Turkish. English is an analytic language; but Uzbek belongs to artificial languages. it's obvious in phraseological samples of English and Uzbek. because it is studied within the works of idioms within the English and Uzbek languages have peculiar options of linguistics, structure and semantic-structure. they need grammatical classes, lexical and grammatical variations are unit inherent. Like different lexical unities idioms become obsolete and new idioms emerge. linguistics classification of English idioms is flexible and disputed. English linguists L.P. Smith and W. Ball divided these idioms into teams in their works on English idioms. however it's not on classification level. The most ancient and ancient principle of classifying the idioms could be a "thematic" one that is predicated on idioms' origin. This classification was utilized by English and young students (L.P. Smith and others). According to this principle idioms are unit classified because of their origin. L.P. Smith separates the idioms of seamen, hunters, soldiers, farmers, animals and birds, cooks. typically this issue of the classification is named "etymologic" principle. however it can't be the final principle. as a result of this factor doesn't embrace the semantic-structural formation of phraseological unities. Russian scholar V.V. Vinogradov's classification of Russian idioms is employed for English ones too. Russian linguist V.V. Vinogradov divides idioms in each language into 3 teams in step with linguistics. As the linguist G.B. Antrushina says, "this division is the first semantic one and hasn't lost its value in linguistics" [1, 189] V.V. Vinogradov's classification is based on semantic interrelation of components of idioms. In his opinion, the more the components' meanings differ from the one of an idiom, the more semantic relation would be strong. As T.I. Arbekova considers, "semantic classification of idioms is based on the followings:

Closeness feature of components to truth;

Irrelativeness feature of subjective meaning of the principal component and the one of an idiom; Existence of associative component within the meaning of an idiom" [3, 100]. Studying the structure of idioms is as necessary because the linguistics purpose and has theoretical and practical significance. The structural classification of idioms is predicated on their characteristics of being parts of speech like words. every idiom is exclusive not solely from the linguistics purpose, however conjointly from the formation

one. whereas grammar analyzing idioms are analyzed not severable however as a full. Idioms dates back terribly previous history and came off as a separate freelance branch of linguistics and is improving. However, a great deal of scientific researches ought to be done more. "The challenges and mess in phraseology shouldn't intimidate the linguists, as none of sciences has started ready and is always in motion and development" [5, 342]. The role phraseology has played in linguistic theory is quite varied. On the one hand, it is varied because theoretical frameworks or approaches in linguistics differ widely in terms of the importance attached to phraseologisms. On the other hand, the importance that phraseology can play in some framework of course also crucially depends on how phraseologisms are defined, which is why I devoted so much space to Section 2. Space does not allow for a comprehensive comparison of the role of phraseology in very many different frameworks so I have to be selective. Section 3.1 will look at transformational-generative linguistics; Section 3.2 discusses phraseology in cognitive linguistics and Construction Grammar; Section 3.3 is concerned with phraseology in corpus linguistics.

3.1. Generative Linguistics

It is probably fair to say that phraseology has played a rather limited role during most of the development of the various versions of generative grammar. Given a conception of the linguistic system which crucially involves only

- a grammar, i.e. a set of algorithmic rules that combines linguistic elements only with respect to their structural characteristics and irrespective of their meaning; and

- a lexicon, i.e., a repository of all non-compositional irregularities that must be rote-

learned; it comes as no surprise that, of the above six parameters, the only one which plays a role for generative linguistics is the last one, semantic unity and non-compositionality. In this conception, an expression such as to bite the dust is recognized as an idiom, a non-compositional semantic unit in the sense of the above quote of Fraser (1976: v), and thus stored with its syntactic characteristics as a separate item in the lexicon. Note also that this conception of the linguistic system is somewhat at odds with my above definition of phraseologisms because my above definition does not treat grammatical and lexical elements as different in kind. This generative conception of phraseologisms comes with a few problems. On the one hand, it is much more difficult to draw a strict dividing line between what is idiomatic and what is not than one may initially think; cf. Fraser (1966: 59, n. 3) for the difficulty of obtaining unanimous judgments as well as Cowie & Mackin (1993: ix) and Gibbs (1994: Ch. 5-6) for discussion. On the other hand, research has shown that phraseologism/idioms vary considerably in terms of the syntactic operations they allow for (cf. esp. the seminal paper by Nunberg, Sag, & Wasow 1994 for discussion), and since not all of these can be explained away by straightforward performance factors, one would have to postulate that the lexicon contains for each putative unit a list of what operations are licensed, an option that is particularly unattractive for an approach that otherwise eschews redundant representation. It is only in more recent developments of this framework that the importance of phraseologisms has come to be recognized more openly. For example, Culicover (1999) insightfully discusses a variety of patterns that one would usually classify as phraseologisms (examples include had better, not-topics, etc.) and points out that they pose serious challenges to a modular organization of language in terms of an algorithmic grammar and a lexicon because these phraseologisms appear to cut across this supposedly well-established

boundary. A similartack is taken in some recent work by Jackendoff. To name but one example, Jackendoff (1997) is concerned with a phraseological expression – the 'time' away construction exemplified by 'We're twistin' the night away', which, given its properties with respect to the above parameters, would doubtlessly be recognized as a phraseologism by most phraseologists:

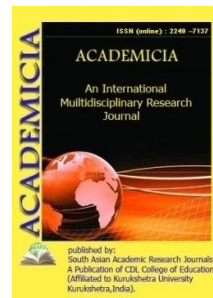
- nature of the elements: words and phrases in a transitive phrasal verb frame;
- number of elements: three: the V-slot must be filled with an intransitive verb; the DO slot must be filled with a time expression; the particle is away;
- frequency of occurrence: In the BNC WE, 'night/nights' tagged as nouns ("`<w NN[12]>night(s)?\W`") and 'away' tagged as an adverbial particle ("`<w AV0>away\W`") occur in 36,265, and 34,343 of all 6,051,206 sentence units respectively, which is why one would expect 206 co-occurrences, but one actually obtains 512;7
- distance of elements: the intransitive verb, the direct object, and 'away' occur right next to each other;
- flexibility of the elements: just like regular transitive phrasal verbs, the intransitive verb, the direct object, and the particle can occur in the order [VP V DO Particle] or in the order [VP V Particle DO]; passivization and tough movement are possible, but rare;
- semantics: the pattern of transitive phrasal verbs with time expressions as direct object and 'away' functions as a semantic unit, which is evidenced by the fact that this pattern forces a particular interpretation of the clause such that the referent of the subject is understood to act volitionally; the verb must denote an activity, not a state, and the referent of the subject uses up the whole time denoted by the time expression (cf. Jackendoff 1997: 534-7).

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METHODS AND TECHNIQUES FOR THE FORMATION OF THE COGNITIVE PROCESS IN THE CLASSES OF THE RUSSIAN LANGUAGE

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ABSTRACT

The method of teaching Russian language commences to teach language to pupils in primary school. Practicing technique is considered to be the first method of teaching Russian. Psychological and pedagogical laws of the learning process are deemed to be the needs of the society. In the initial of these needs are the tools of communication. The communication tools determine the ways of teaching Russian to students in terms of their language characteristics. The Russian language teaching method comprises of the literary parts of the language skills of students, the concepts of grammar, the modifying of language system over time (assimilation) and other parts of language science. At the intersection of disciplines are methodology pedagogy, psychology and philosophy. These disciplines possess a common interest.

KEYWORDS: *Methods, Techniques, Cognitive Process, Russian Language, Methodology, Pedagogy.*

INTRODUCTION

Language is one of the most interesting tools in people's hands for communication. To use the language well you need to research the language features and details (Egorova, 2008). The methodology is constructed to examine the student's language conception and analytical skills. The methodology is designed to examine learner's sense of language and analytical skills. (Lvov, 2007). Linguistic analysis ensures that the difference between languages levels is followed (Galay, 2012). Moreover, methodology works on the knowledge and skill levels of the learners. The method identifies the student's reasons for luck and mistakes. There are four main rules in teaching methodology. First one is "why", the second one is "what should I teach", third one is "how to teach", and fourth one is "why not use another way". Methodology, pedagogy and Philosophy are the social sciences. These sciences research the direction of the person. The

methodology and these two sciences, researches language bases, aims and tasks of language teaching.

Russian language methodology works with philosophy, psychology, pedagogy, and linguistics methodology. It is very well demonstrated in Babaytsevan's "Russkiy pity" book. Language science leads directly with other branches of science.

Methodology and philosophy are directly related. Language and thought science are directly related. Society and individual sciences are directly related. These results help to improve the methodology (Barabanova, 2014).

In terms of another idea, the method of teaching Russian language involves in students' language skills, grammar, assimilation and Russian literature (Litnevskaya, 2006). Language Methodology; a discipline at the intersection of other disciplines, namely pedagogy, psychology and philosophy. These disciplines are of common interest (Barabanova, 2014).

Buslaev wrote his famous work "On the Teaching of Russian Language" in 1844. For the first time in the history of Russian pedagogy, there is a methodology based system in this work. (Barabanova, 2014). Buslaev says "it is necessary to distinguish between the teaching method and the learning method". Buslaev studied primarily on the ability of students to utilize the information correctly in their own speech. Buslaev has made groups as "knowledge and skills, teachings and exercises". Secondly, Buslaev says that the role of language learning is the learning ability of the learners. He divides it into two formations of teaching: The student finds the right thing with the help of the teacher (heuristic method) or the current knowledge about language is learned (dogmatic method). Generally, the first method is preferred among these teaching styles. Alferovan's book "Rodnoy pity v sredney škole, Opit method" published in 1911 and "Russian language" textbooks written by Shcherba in 1952 contributed to the development of teaching methods. These books narrate the language systems which needed to be developed by means of speaking, listening, reading and writing. That is way, it based on its methodological system. Shcherba considers that reading grammar, reading literary examples, and doing systematic exercises are the best methods for teaching Russian language.

METHOD

The literature was searched focused on the printed academic studies about the methods of teaching Russian language and literature in the research. Scientific researches on language learning methodology, articles, master thesis, and printed scientific books are examined.

LITERATURE REVIEW

Russian is the foundation of the formation and improvement of speech as the national language of Russian people. Language is not only a means of the accurate speaking, but also an instrument of thinking. The development of language connected with the thinking development, and vice versa. Whenever analyzing it originates the decomposition of objects for per elements, the synthesis is subject about objects integral and interactive. Universal methods of analysis and synthesis affect the study of the language and speech phenomenon. Analysis of the phonetic composition of a word, parts of speech, parsing suggested by the decomposition of objects per elements. Russian language is considered to be one of the richest languages in the world, it is generally accepted as a fact. K.G. Paustovsky wrote: "The true love of country is impossible without the love of their language". In the "Tentative programme ..." one of the Russian

language study aims is education of the citizens and patriots, formation ideas of Russian language as the spiritual, moral and cultural values. The selection of materials for lessons, audiovisual materials, the types of tasks students are motivated by the desire to reveal the treasure of Russian vocabulary and phraseology, in order to improve the ability to express all peculiarities of Russian language by its linguistic tools “all tones and shades”, to arouse admiration for Russian language among students, too proud of its diversity, to express thoughts and feelings in Russian well.

The principle of connecting with the study of Russian language literature.

The practice of teaching Russian language utilizes works of fiction. Students learn to create variety of speech modes of language models, such as, description, argument, narration. This principle is achieved by an individual approach to students, based on their competence and skills. An example of such differentiated approach to students based on their competence is the fairly traditional task of writing lists of "easy to misspell" words from dictation. After, the students are asked to study:

- 1) To identify which parts of speech these words are from,
- 2) Make up a sentence including that word in it,
- 3) make up other words from that word, with the more, the better.

These tasks are extremely helpful for improvement by vigilance, whenever students peer into alphabetic structure of words. They memorize them. Three levels of difficulty; first, the mechanical copying, next, the analysis - to determine which part of speech it originated from, and the most creative level - a synthesis – the creation of new words in a sentence are observed in these tasks. Students are taught basic skills at school. No one manage to remember all the possible cases of the use of words, the rules of compatibility, the stylistic characteristics of the vocabulary and idiomatic composition, etc. Thus, more time needs to spent in the formation and improvement of linguistic intuition, which is given to birth, but different people have it at different levels. Gogol wrote: "In front of you is a mess - the Russian language! Enjoyment is calling you, the pleasure to dive into all its immensity and catch the wonderful laws of it ..."

To mention keeping students keen on Russian lessons instead of being dull the answer is clear.

- enhance the natural tendency of children to play games.
- differ tasks by their difficulties.
- organize lessons that have a high / positive achievable environment, which we are talking so much above. Russian language is one of the main subjects which prepare students for professional career of a primary school teacher.

Methods of teaching Russian language are the process of learning the language, and complementing it into practice. This science helps to teach the Russian language as a means of communication, as well as, to take into account different social needs of society. Methodology of the Russian language will help students to comprehend the formation of students' skills in this field, learning systems of scientific concepts of grammar and other sections of the science of language. Series of linguistic sciences, for example, phonetics and phonology, lexicology and phraseology, word formation, grammar, style framework and spelling are deemed to be essential

foundation of teaching methods of Russian. Literary reading method is based on the theory of literature. This method permits students to improve theoretical and practical knowledge in the process of teaching Russian language. Furthermore, aforementioned method helps to understand basic concepts, developing professional skills, also it allows students to research and operate instructional literature independently on their own. Reading and writing teaching method is the elementary reading and writing skills. The task of the subject "literary reading" in the primary school is intended to develop a skill of quick, accurate and expressive reading, and encourage them to create a special attitude toward literature as for an art of words. It includes teaching writing and calligraphy, the formation of elementary grammar concepts and spelling skills. Students first realize language, as a subject of study, analysis and synthesis. They learn how to properly construct sentences, as well as improve proper writing skills, which are different from the oral speech by its graphical form, vocabulary and syntax. The method of language development should further enrich children's vocabulary; develop their oral and written abilities. Methods of teaching Russian language come up from the experience of foreign countries (Nuans, 2017). The one who noticed and developed these methods was a famous linguist and professor academic Lev Vladimirovich Shcherbo. Learning of reading, writing and speaking are essential aspects for the formation of specific language skills, and abilities. Russian language teaching methods cannot be separated from age- related psychology, and educational psychology. Reading technique is also based on the theory of literature. The next part of the main methods of teaching Russian language is pedagogy. Modern methods of teaching literature are based on the valuable experience of teachers, language and literature of the past. History of methodical thinking is inextricably linked to the development of Russian society and Russian literature, with the names of famous scientists and artists, writers and teachers, who were the first authors of textbooks, manuals, and articles about the theory and history of literature. There is no single universal method of teaching language (Dolgova, 2008). Experience has shown the necessity of combining different techniques depending on the purpose and the conditions of learning. Preference is given to student oriented technologies that stimulate creativity and increase motivation to learn language. The scope of language and literature is to help students high interest in gaining maximum fluency in communication. The content of language learning bases on the formation and development of all components of communicative competence: language skills focuses on linguistic knowledge. The most significant component of communicative activity is linguistic competence, it based on a certain amount of knowledge, construction of the grammatically correct sentences, and understanding the nuances of speech. The most convenient and appropriate form of education is a lesson. This is - a practical learning. An important condition of a good lesson is an implementation of some special goal which has been set before. Teaching Russian pursues the implementation of educational, training and developmental goals. Solution of educational problems contributes to a literary education and improving communication culture. Educational purpose is to create a positive attitude of students towards the culture of the Russian people and the people who speak that language. Functions of the Russian language lessons are the formation and development of motivational and emotional spheres of personality, values, cognitive processes, observation, memory, thinking, language, imagination and

intelligence. Thus, Russian language teaching relies not only on educational interests of students, but also on the need to communication. Choosing the right vocabulary, well-constructed sentences, and commutative functions motivates students, and facilitate communication. Russian

language as the national language of the Russian people – It is the basis for the formation and improvement of speech. Principle of systems can identify links between sections of the science about the language (Sietrich, 2008). In linguistics, an ordered set of elements that act as a unit. Principle of systems is of great importance for the practice of teaching Russian. It allows you to show the logical connections between the individual components of the Russian language:

- Phonetics.
- Schedule.
- Spelling.
- Lexicology.
- Phraseology.
- Morphology.
- Syntax. Punctuation.
- Speech.
- Language.
- Types of speech.
- Styles of speech.

The principle of communication in the development of language and thought.

Language - is not only a means of expressions, but also a tool of thought. It contributes to the development of speech and the development of thinking, and vice versa. An analysis of the sound structure of words, parts of speech, of sentences is made by breaking them into their component elements, and research of their relationships.

The principle of combined education.

Russian language - one of the richest languages in the world, it is generally accepted fact. K.G.Paustovsky wrote: "The true love of country is impossible without the love of its language." In the "model program ..." one of the goals of Russian language is to educate the citizen and patriot, the formation of ideas of the Russian language as the spiritual, moral and cultural values. Selection of materials for lessons, illustrative speech materials, are motivated by the desire to reveal the treasury of Russian vocabulary and phraseology, improve the ability to express "all tones and shades" by means of the Russian language, encourage students to admire the Russian language, to become proud of its diversity, and to express thoughts and feelings by a good Russian speech. Russian language is unusually rich. Where in the world do you find such a wealth and diversity of speech units, for example the verb to swim can have 12 different forms and conjunctions.

Principle of creating a successful environment at the lesson.

This principle is attained by an individual approach to students, according to their competence and skills. The major provisions of the principle contained in my scientific development "Development of motivation for learning the lessons of Russian language and literature." An

example of such a differentiated approach to students, according to their competence is fairly traditional task of writing lists of «mistakable " words by diction. Then the students are asked to:

- 1) To identify which parts of speech are these words
- 2) To make up sentences
- 3) Make up a few conjugated words as much as possible.

These tasks are extremely useful for improving the spelling ability, when students look carefully into literal composition of words, they memorize them. At school, student form the basic language skills. No one can remember all the possible uses of words, rules of their compatibility, the stylistic features of vocabulary and idiomatic composition, etc. Therefore, students must emphasize attention on the formation and improvement of linguistic intuition, which is given at birth to everyone but at varying degrees. Famous writer Gogol wrote: “Here is a mass – Russian language! Enjoying a deep calling you, the pleasure to dive into all its immensity and catch the wonderful laws of it ...” How to make students to enjoy Russian lessons and not to become bored by it? The answer is obvious. Develop the natural children tendency to game. Differentiate tasks according to the degree of difficulty. Creating motivational environment will be beneficial for students

CONCLUSION

The method of the study, is a significant component of the overall methodological - ray system - a way of interaction between teacher and students, it is a set of techniques of their joint activities. In theory and practice of teaching Russian language there is no uniform classification of less odds of training. Some scientists use a classification of didactic, which is based on features of cognitive activity of students. Lerner identifies five methods: Explain substantive-illustrative, reproductive, a method of problem-decomposition, partial search (heuristic) and researcher. Lerner identifies five methods: Explain substantive-illustrative, reproductive, a method of problem-decomposition, partial search (heuristic) and researcher. The classification of teaching methods is put in the first place, sources of knowledge, and secondly, a way of organizing joint activities of local teachers and students. When it comes to the sources of knowledge are the following methods: verbal (source - the living layers of the teacher): lecture, discussion, explanation, and analysis of language (the language of the observation) parsing; visual: experiment, observation, practice: the different types of exercises, laboratory job. By the way of organizing the joint activity of the teacher and students are allocated methods: discussion, explanation, independent work. Professor LP Fedorenko allocates following teaching methods:

- Practical methods of language learning - an explanation directly naturel words, the preparation of oral and written messages composed the-making, preparation of plans, abstracts, summaries, correct grammatical and stylistic errors in the speech of students training to work with reference books.

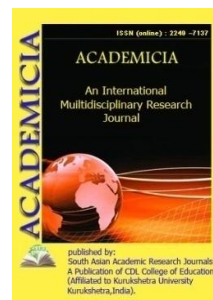
- Methods of theoretical study of language - the message, conversation, reading in the book of rules; Techniques theoretical and practical study of language-exercise: analysis of linguistic material, the study of grammar-parsing, modify it, exposition, grammatical design, composition, spelling and punctuation critiques, copying, dictation, the study style – a stylistic analysis, “editing”.

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WATER CONDITION AND STRUCTURAL - MECHANICAL CHARACTERISTICS OF PROTEIN MASSES OBTAINED BY THERMAL ACID MILK PROTEIN COAGULATION

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ABSTRACT

In order to develop the technology of low-fat soft cheeses, the regularities of changes in the moisture bond form and the structural and mechanical characteristics of protein masses under the influence of milk protein coagulation temperatures were studied. It is shown that the soft, soft texture of soft cheeses is due to an increase in their structure of weakly bound moisture fractions.

KEYWORDS: *Protein Mass, Form Of Moisture Bond, Structural And Mechanical Characteristics, Water Activity, Binding Energy, Isotherm, Microcapillary Moisture, Macrocapillary Moisture, Consistency, Organoleptic Assessment, Standard Penetration Stress, Relaxation Period.*

INTRODUCTION

Quality, first of all, the consistency and rheological properties of cheeses are closely related to the state of water in them and its relationship with the constituent parts of the cheese. Of direct interest is the direct experimental determination of the binding energy of moisture with the material. Knowledge of the patterns of change in rheological properties allows you to control the quality of food products (1).

The purpose of this research was to study the patterns of change in the form of moisture bonds and structural and mechanical characteristics of protein masses under the influence of coagulation temperatures of proteins of heat-treated milk.

The study of the moisture form of the protein masses was carried out on a setup for removing drying thermograms developed by U. Chomanov (2).

The experiments were carried out as follows. The feedstock (skimmed and normalized milk with a fat mass fraction of 1.1%) was subjected to heat treatment at a temperature of 95 ° C for 5 minutes to maximize milk protein extraction. Coagulated with acid whey at a temperature of 95 ° C, 85 ° C and 75 ° C for 5 minutes.

After separation of serum and self-pressing for 60 min, the resulting protein mass was subjected to organoleptic evaluation and the mass fraction of moisture was determined (4). Cut wet product with a thickness of not more than 2 mm was applied to the sensor so that it would fit tightly and completely cover it. Turned on the fan. After a few minutes, a thermodynamic equilibrium was established between the processes of heat and mass transfer, and the sensors began to record the temperature of distilled water and the wet product with free evaporation of moisture from it. To determine the temperature of the wet thermometer (t_m) and the product (t_{pr}), the resistance values of the sensors were recorded on a Sh-4800 secondary device. According to the testimony of the secondary device (resistance of the sensors), the temperature of the wet thermometer and the wet product were determined from the graduated graph.

After measuring the temperature, the fan was turned off and the mass of the wet product was measured, which was determined as the difference between the readings of the torsion weights at the moment and the weight of the sensor. Every 3-5 minutes, depending on the drying speed of the test product according to the above sequence, t_m and t_{pr} , as well as the weight loss of the product were determined. To determine the values of water activity (a_w) and binding energy (L , kJ / kmol), we used the equations:

$$a_w = 1 - 0,07(t_{np} - t_m)$$

$$L = -RT \cdot \ln a_w \quad (\text{J/kmol})$$

where

R is the universal gas constant, J / kmol·K;

T is the absolute temperature of the product, K.

To study the influence of the temperature of the coagulation of milk proteins on the structural and mechanical characteristics of the resulting protein masses, the initial skim milk was heat-treated and curdled with acid milk whey at a temperature of 950, 850, 750 and 650 for 5 minutes. After separation of the serum and self-pressing for 60 minutes the resulting protein mass was studied (4). Structural and mechanical characteristics of protein masses were determined on a universal Instron 1122 machine (3). The research results are presented in table 1.

In fig. Figures 1 and 2 present experimental data on the determination of a_w and L and their dependence on the equilibrium moisture content (U_p , kg / kg) of fat-free protein masses. The shape of the isotherm curves of moisture desorption of protein masses indicates that the products under study are typical colloidal-porous bodies. Different sections of the curves of the dependence of the binding energy of moisture of the protein masses on the equilibrium moisture content correspond to different forms of the connection of moisture with the product. So the plot of curves that are convex to the axes of activity of water and moisture content can be divided into two parts: the upper part relates to sorption of microcapillary moisture (energy 500–700 kJ / kmol), and the lower part to mesocapillary moisture (binding energy 300–500 kJ / kmol).

The remaining lower straight section characterizes macrocapillary moisture (binding energy 180–300 kJ / kmol).

Comparing the nature of the isotherms of skim masses, we can conclude that in the isotherms of the protein mass obtained by coagulation of milk proteins at a temperature of 75 ° C, the rectilinear section corresponding to macrocapillary moisture has a longer duration than in the isotherms of the protein mass obtained at the coagulation temperature of milk proteins 95 0C. This indicates the predominance in the structure of the protein mass obtained at 75 ° C of macrocapillaries and, accordingly, macrocapillary moisture having a relatively low moisture binding energy (180-300 kJ / kmol).

Similar results were obtained for fatty protein masses. Thus, analyzing the nature of the distribution of moisture bond forms in the structure of protein masses, according to desorption isotherms, it can be noted that for the fat mass obtained at a coagulation temperature of milk proteins of 95 ° C, the fraction of the site corresponding to meso- and macrocapillary moisture is insignificant, but the convex section corresponding to microcapillary moisture, has a more elongated character than in isotherms of fatty protein mass obtained at 85 0C. This indicates the predominance in the structure of the latter more weakly bound moisture fractions.

According to the results of organoleptic evaluation, as the coagulation temperature of milk proteins decreases from 95 to 75 and 85 0C, respectively, for fat-free and fatty protein masses, their consistency improves significantly: from hard, rubbery it becomes soft, ductile and tender. Analyzing the results of the organoleptic evaluation and the nature of the distribution of the moisture bond forms in the isotherms of fatty and fat-free protein masses, obtained respectively at coagulation temperatures of 85 and 75 ° C, it can be noted that the proportion of macro capillary moisture in the structure of the fatty protein mass is much lower compared to fat-free protein mass, although they have more similar organoleptic characteristics. This, apparently, is associated with the plasticizing effect of milk fat on the structure of fatty protein masses.

The study of penetration characteristics shows that with a decrease in the coagulation temperature of milk proteins, the voltage of standard penetration (NSP) of protein masses decreases by a factor of 4.5. This indicates a decrease in the hardness of protein masses and their acquisition of a soft, delicate texture, which correlates well with their organoleptic characteristics.

Probably, a decrease in the temperature of coagulation of milk proteins, contributing to a noticeable increase in the water content in the resulting protein masses, increases its interlayers between the links of the gel structure of the protein mass network and, thereby, weakening the forces of interaction between them, leads to a significant decrease in the values of NSP.

As can be seen from table 1, a decrease in the temperature of coagulation of milk proteins also causes a decrease in the values of the relaxation period of the stresses of the standard penetration of fat-free protein mass by 25.6%. Elastic and elastic properties are associated with the relaxation period: the longer the relaxation period, the more pronounced these properties.

Thus, a decrease in the relaxation period of protein NSPs as the coagulation temperature of milk proteins decreases is associated with a weakening of their elastic and plastic properties. Indeed, as can be seen from table 1, if the protein masses obtained at a coagulation temperature of 95 ° C are characterized by a rubbery consistency, then as the coagulation temperature decreases to 65 ° C, their consistency becomes more plastic.

Thus, on the basis of the conducted studies, it can be concluded that a change in the temperature of thermo-acid coagulation of proteins of heat-treated milk has a direct effect on the spectrum of the moisture bond form of the obtained protein masses. It was found that the soft, plastic consistency of protein masses at low temperatures, coagulation of proteins of heat-treated milk is due to an increase in their structure of weakly bound moisture fractions, as well as meso- and macrocapillaries.

In conclusion, we can say that the temperature of the coagulation of proteins of heat-treated milk significantly affects the organoleptic and structural-mechanical indicators of protein masses. The most rational temperature for the coagulation of milk proteins, which provides a low-fat protein mass with a high yield and good organoleptic characteristics, is 75 ° C.

TABLE 1.

Coagulation temperature, 0C	Voltage standard penetration (NSP), $10^2 \cdot H \cdot M^{-2}$	Relaxation period, τ_p , s	Organoleptic indicators		
			taste and smell	consistency	Colour
65	33,51	36,6	Pure, sour-milk with a touch of pasteurization	The dough is too soft, tender	White with cream spots on the cut
75	75,80	43,1	Pure, sour-milk with a touch of pasteurization	The dough is soft, tender	White with cream spots on the cut
85	108,75	45,3	Pure, sour-milk with a touch of pasteurization	The dough is soft, tender	White with cream spots on the cut
75	152,2	49,2	Pure, sour-milk with a touch of pasteurization	The dough is soft, tender	White with cream spots on the cut

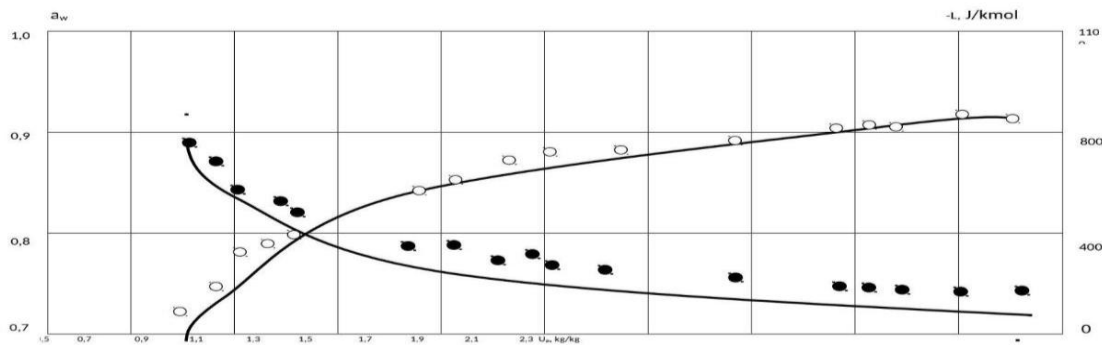


Fig. 1. The dependence of water activity (a_w) and the binding energy of moisture (L) of low-fat protein masses (coagulation temperature 75 °C) on the equilibrium moisture content (U_p).

○ - water activity; ● - is the binding energy of moisture.

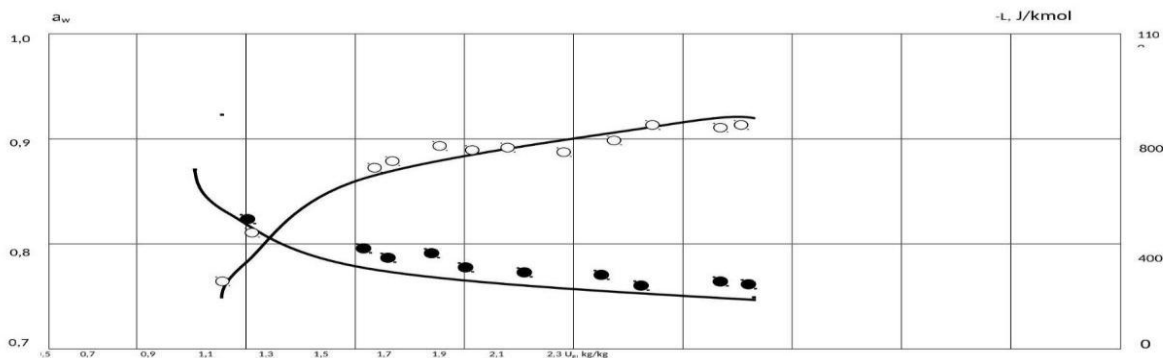


Fig. 2. Dependence of water activity (a_w) and the binding energy of moisture (L) of low-fat protein masses (coagulation temperature 95 °C) on the equilibrium moisture content (U_p).

○ - water activity; ● - binding energy

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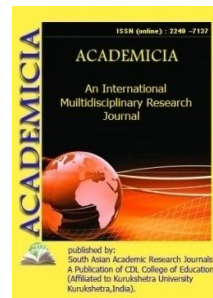
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MAIN DIRECTIONS OF DEVELOPMENT OF COMMERCIAL BANKS

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ABSTRACT

This article discusses the main directions of development of commercial banks in the long process. The strategies used by the largest foreign banks and commercial banks of the Republic of Uzbekistan and their results are compared. Moreover, the article discusses the work being done by the government on banking. In the end, suggestions and conclusions are given based on the analysis.

KEYWORDS: *Banking, Strategic Management, Basel Committee, Strategic Position , Competition, Credit Policy, Investment Policy.*

INTRODUCTION

During the years of independence, a modern banking system has been formed in Uzbekistan and is still developing.

In our country, measures aimed at increasing the financial stability of the banking system are being consistently implemented. In particular, the Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021 states: "Measures to further improve banking activities for 2018-2019 in order to introduce modern principles and mechanisms governing banking activities, eliminate obstacles to their effective operation. In particular, in accordance with the requirements of the Basel Committee on Banking Supervision, it is necessary to support the indicator of the adequacy and liquidity of commercial banks" [1]. In addition, the Resolution of the President of the Republic of Uzbekistan dated September 12, 2017 "On measures to further develop and enhance the stability of the banking system" No. PP-3270 states that "until April 1, 2018, banks will be financially stable, operating on the basis

of best practices and international standards and as the competitive transformation of the long-term development strategy aimed at settling the procedure development and approval " [2], to fully comply with the level of importance of the strategic issues , etc. and non-current banking system is fully recognized.

LITERATURE REVIEW.

Problems related to the methodological basis for the development of strategies for the development of commercial banks have been studied by many foreign and domestic scholars. In particular, in the research work of Z.M.Anisimova "Development of strategic management of the bank" the bank strategy is defined as follows: " is a long-term plan of activities of a commercial bank, which ensures the achievement of the adopted tasks and objectives, and provides for the coordination of the activities of each structural unit, provided that financial stability is ensured" [3]. It emphasizes the interrelationship between banking strategy and banking policy. However, this research does not adequately address which of the functional strategies should be developed by commercial banks, as well as which policies should be formulated within these functional strategies and how to ensure their interdependence.

O.Yu. Sviridov's research entitled "Strategy for the Development of Russian Commercial Banks in the Crisis of Financial Globalization" emphasizes the need for the strategy to take a strategic position, identify competitive advantages and the bank's business concept, and develop customer relations systems. However, this study did not examine the structure of banking strategy and the methodological features of the interrelationships between them .

Michael Luca, John Kleinberg, and Sandy Mullanatan, in their Harvard Business Review (HBR) article, "Algorithms Need Managers," [4] proposed an overly simplistic structure of strategy. In their view, it is sufficient to use a sequence of problems, causes, and solutions in the methodology for projecting the future.

ANALYSIS AND RESULTS.

The report on the implementation of the banking development strategy published by the world's leading and domestic commercial banks shows that there are certain shortcomings in the implementation of the strategy development methodology. These shortcomings, in turn, have led to a decline in financial performance in specific areas of the bank's operations, as well as negative changes in the structure of total assets. In particular, the Global Private Banking division of HSBC Holdings plc. in the UK, which operates in the European Union, in 2016 wrote off non-performing assets worth \$ 3.2 billion. In addition, the losses from the decline in the fair value of bank assets amounted to 1.8 billion. USD. HSBC Holdings plc. HSBC Bank Brazil in Brazil was closed in July 2016 to offset the negative impact of the losses on the Bank's business development strategy. As a result, the sale of shares of the division amounted to 2.5 billion. The money was transferred to the bank account in the amount of USD. International and transnational services to large corporate clients in Brazil will be provided through HSBC Brasil SA-Banco de Investimento. The volume of assets at risk due to the liquidation of HSBC Bank Brazil amounted to 10.1 billion. Decreased to USD. [5]

The Goldman Sachs Group, Inc. According to the development strategy announced by the Bank, by 2020, the amount of risk assets (RWAs) will be almost 100.6 billion compared to 2017. USD

and increase the total capital to 8.2 bln. It is planned to increase the capital adequacy ratio from the current 9.2% to 13.5% by increasing it to USD . [6]

According to the data published by the Central Bank of the Republic of Uzbekistan , the volume of assets of the banking sector in the 3rd quarter of 2018 amounted to 182,102.6 billion soums. At the same time, the return on assets was 1.56% and the return on capital was 12.29%. In addition, the share of non-performing loans (loans classified as "doubtful", "unsatisfactory" and "hopeless") in the total loan portfolio of the banking sector as of October 1, 2018 amounted to 1.33% compared to January 1, 2017 by 0.47 percentage points increased. [7] Negative trends in the dynamics of these indicators, which represent the profitability of the bank, indicate that there are certain shortcomings in the development strategy .

The above analytical data show that the issues of improving the methodology for developing a strategy for the development of banking are not only theoretically important, but also play an important role in shaping the main results of banking practice. Given the comprehensive and systematic nature of the methodology of the banking development strategy, in this article we will try to consider two issues: the main elements of the strategy system, their economic significance and the implementation of the strategy system in the practice of commercial banks.

Before summarizing the results of the study of the specifics of the components of banking strategy, it is useful to dwell on the concept of banking strategy. In essence, a banking strategy is a set of approaches to the most important goals of the banking services market and their implementation, which are officially reflected in the banking documents . At the same time, the components of the strategy need to be coherent and logical, as well as understandable and clear to its implementers, regulators, bank customers and the general public. At the same time, the strategy will need to reflect changes in key financial indicators of the bank, as well as ensure that they are related to the parameters set out in the country's economic development strategy. This means that the strategy should not only reflect the future of the bank, but also be a system that is officially recognized and has a well-established structure, that is, as follows:

- ✚ In the banking strategy, first of all, the essence of the main goal is clearly defined. In this case, the main goal is formed in terms of general philosophical and economic theory, or within the framework of the country's development strategy or on the basis of a strategic analysis of the current situation. In our opinion, the main goal for the banking system and individual commercial banks should be defined on the basis of the Constitution of the Republic of Uzbekistan and the country's development strategy and can be expressed in the form of "formation of the financial base to achieve the expected positive changes in people's lives ;"
- ✚ A strategy should be developed to achieve the main goal over a special period of time (at least five years). At the same time, in our opinion, the main focus should be on the formation of a clear vision of the future and the identification of problems that hinder the achievement of the expected future and identify opportunities for their solution;
- ✚ Moreover, it is necessary to develop a system of functional strategies (financial, marketing, security, etc.) to address the identified problems by grouping them;

- ✚ As well as, functional policies (credit policy, investment policy, etc.) that are understandable for each employee of commercial banks and define the directions and procedures of their activities;
- ✚ The objectives set out in the main goal, overall strategy, functional strategy and policies are presented in a clear system of indicators and approved in the form of a strategic plan. It should be noted that the indicators expressed in the strategic plan must comply with the indicators set by the laws on the country's development strategy, the President of the Republic of Uzbekistan, the Cabinet of Ministers, the Central Bank of the Republic of Uzbekistan, territorial administrations;
- ✚ It is necessary to develop a system of strategic efficiency indicators in accordance with the characteristics of each bank, as well as the development programs of the sectors of the economy served. It is desirable that strategic efficiency indicators consist not only of absolute indicators, but also of quality indicators;
- ✚ the main goal, strategies and mechanism for monitoring the implementation of the strategic plan and its elements (periodic reports, ensuring the effective implementation of decisions through the introduction of advanced information and communication technologies and the ability to monitor its process, etc.);

Strategies need to be developed to respond to the growing demands of society, to address local challenges and to accelerate economic development.

The structural elements of the strategy, which is one of the main components of the strategy for the development of commercial banks, are based on the experience of advanced foreign banks, as well as the scientific results proposed by leading experts in the field, differ in some ways from the methodology used in commercial banks today. In our opinion, such aspects allow to overcome the following methodological problems:

- formulate a clear set of functional strategies and appropriate policies;
- explain the economic nature of the methodological differences between the strategy and the strategic plan;
- identify opportunities to improve the system of indicators to assess the effectiveness of the strategy;

The process of adapting the elements of the development strategy to the specific features of the bank's activities expands the opportunities for improving the system of development, implementation and supervision of the banking strategy. In addition, it provides an opportunity to reduce the level of labor costs of employees of the relevant departments of commercial banks.

CONCLUSIONS AND SUGGESTIONS

In our opinion, the introduction of the methodological development proposed in this article into banking practice can provide the following strategic priorities:

- ✓ first, the process of developing a banking strategy is brought in the form of a document that is formally adopted and duly approved. On this basis, in the future, the general bank, as well as at the level of regional departments and branches, will serve to improve the quality of the strategy development process;
- ✓ secondly, the fact that the mechanism for developing a banking strategy is represented as a system with a clear structure and logical sequence, and expands the possibility of automating

this process. This will significantly reduce operating costs in these areas by further expanding the ability to manage, develop and monitor strategic development, implementation and monitoring processes;

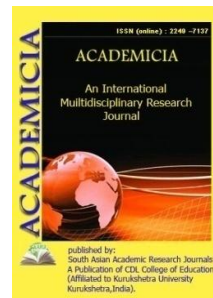
- ✓ thirdly, the banking strategy development system serves to increase the level of interdependence between functional strategies and policies in specific areas of banking. This, in turn, expands the scope of the bank's strategy to assess the performance of the bank and individual units.

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VENTURE INVESTMENT ENVIRONMENT IN DIFFERENT COUNTRIES ANALYSIS OF VENTURE BUSINESS IN UZBEKISTAN

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ABSTRACT

High technologies in the context of modernization of the economy based industries and in addition to the development of innovative projects there is a need for financial resources. Risk investments in this article traditional and modern sources of funding are considered. Research as an alternative to venture financing of innovative projects is an assessment of capabilities. This article analyzes the development of venture business in different regions made. Innovative venture design is a new and rapidly evolving economy is the introduction and commercialization of innovations mechanisms. Venturers in different countries in this work mechanisms and models of innovative design, implementation of venture capital mechanisms for increase and introduction of innovations are considered in detail.

KEYWORDS: *Venture, innovation, investment, licensing, securities, stock market, institutional financing, strategy, market liquidity, financial risk, market risk, technical risk, price risk.*

INTRODUCTION

In the modern economy, it is clear that all developed countries achieve their high level of development as a result of achievements in science and technology and their widespread application in practice, especially in the effective implementation of production. Creating a modern innovative environment through the effective use of existing scientific opportunities is one of the primary tasks in the framework of ongoing scientific and economic reforms. In this case, the state is small business and entrepreneurship for the implementation of scientific results. The participation of entities in creating conditions for the support and encouragement of

innovative activities is of particular importance. In particular, in his speeches and decrees, the President of our country sets the task of modernizing the national economy and its transition to the path of re-industrialization, innovative development. To this end, the development of the Republic of Uzbekistan in 2017-2021.

In accordance with the tasks set out in the Action Strategy in five priority areas, the Decree of the President of the Republic of Uzbekistan dated November 29, 2017 No. PD-5264 "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan" and November 30, 2017 No. PD-3416 The Ministry of Innovative Development of the Republic of Uzbekistan was established in accordance with the Resolution "On the organization of the Ministry of Innovative Development of the Republic of Uzbekistan". This ministry a number of measures are being taken to form the institutional and regulatory framework necessary for the transition to an innovative economy, to direct the results of scientific research to commercialization.

However, today the volume of investments and growth rates in the national economy are sufficient to finance innovative activities level. Therefore, it is one of the priorities of the Strategy of Innovative Development of the Republic of Uzbekistan for 2019-2021. One of them is to increase government spending on research and development and to increase this figure to 0.8% of GDP by 2021.

Today, in Uzbekistan, as in the rest of the world, there is a new economic development that will help our country to get rid of dependence on exports of raw materials and overcome the technological backwardness that has accumulated today.

The problems of transition to the model remain topical. It was able to ensure that the flow of investment flowed into the development of new industries.

Among the promising areas of formation of the national financial and investment system are the financing of projects for the creation and development of production and technological complexes of the new technological order, as well as the consumption of their products formation is different. One such institution is the venture business and financing model. However, venture financing as a key figure in creating attractiveness, especially in the area of innovation the state plays an important role.

ANALYSIS OF THE RELEVANT LITERATURE

Issues of organization and financing of innovative activities, improvement of innovative management methods were discussed by economists of our country, the Commonwealth of Independent States and foreign countries is studied from a theoretical and scientific point of view.

In particular, scientists from the CIS countries have conducted a number of scientific studies aimed at increasing the role of human capital and other factors in the innovative development of the economy. For example, Russian Economist A. Virolainen, Doctor of Economics, "Financing of investment in the transition to innovative economic development" [4] in the dissertation on investment in innovative activities in the process of globalization President of the Republic of Uzbekistan "Innovative development of the Republic of Uzbekistan in 2019-2021

Decree No. PD-5544 of September 21, 2018 "On Approval of the Strategy" highlighted the trends and problems of attracting foreign investment to the local economy. Elena Igorevna

Ignatushchenko, a researcher at Moscow Polytechnic University, wrote in her book "Innovative Germany in the economy of the European Union in the epoch of the world and experience in financing innovation will be studied on the example of this country.

A. Nechaev in his doctoral dissertation on "Improvement of the system of financial security of investment and innovation activities" [7] studies the system of financing innovative activities in Russia and the CIS. The dissertation offers proposals for the development of financing of innovative activities, mainly through the effective use of the banking and credit system and leasing operations. Some aspects of the innovative development of the national economy have also been considered in the research of economists of our country.

These include Begalov B.A., [9] Vakhobov A.V., [10] Pardaev M.Q. [11, 12], and others. B.A. The scientific article "Basic trends in the formation and development of innovative economy in the Republic of Uzbekistan", co-authored by Begalov and AB Bobojonov, examines the historical development and introduction of innovative economy.

Therefore the problems of introducing an innovative economy into the economy of our country were analyzed and recommendations were given. A.V. In the works of Vakhobov [10] modernization of the national economy, achieving sustainable macroeconomic growth, innovation we can follow research and science-based proposals for development. M.Q. Pardaev's scientific works [11, 12] the introduction of innovative technologies and methods in the development of the service sector, the criteria and indicators for determining their financial efficiency

listed. Venture capital as an alternative source of financing for private business in the United States in the 50s of the twentieth century in Silicon Valley (California), the cradle of modern informatics and telecommunications formed.

The founders of this business, Tom Perkins [17], developed a venture system to finance small projects and startups in Silicon Valley, Eugene Kleiner and his team [18] developed new ideas for organizing the financing of IT technologies with external funding. In the scientific work of these economists, the scientific-theoretical and methodological foundations of the innovative development of the national economy some aspects of the improvement are highlighted.

However, there is currently no comprehensive research on improving the financing of innovative activities, which is a key factor in increasing the volume of innovative products. All this is due to the study of ways of development of the national economy on the basis of innovative factors and the implementation of in-depth research to improve the scientific, theoretical and methodological basis of their financing, accelerating the process of forming an innovative economy by applying them in practice.

RESEARCH METHODOLOGY

This article is mainly about developed economies study and comparison of experience in financing the innovation sector, doctoral, candidate dissertations, scientific of foreign and domestic scientists monographs, textbooks and articles were analyzed. Research induction and deduction in the process, analysis and synthesis, quantity and quality, scientific abstraction, grouping, comparison, graphical methods, historicity and logic approaches, as well as support for correlation-regression analysis used.

ANALYSIS AND RESULTS

Creating an innovative environment, constant product innovation, renewal of production assets on the basis of new technologies will create opportunities for socio-economic development of the country and is an important factor. Adaptation of the innovation process to the environment of small business, to increase its effectiveness is full of existing socio-economic opportunities requires the use of. The focus is on the most reasonable in a competitive market environment selection of options, ensuring the level of profitability and small business will need to focus on accelerating its activities. In many industrialized countries, most of the state innovation policy.

One of the important directions is to support small innovative businesses is calculated. Special government agencies are usually involved in addressing issues related to innovation. The central place in the system of support for innovative entrepreneurship prepared by the author on the basis of [2] studies by the state belongs to the fields of ITTKI and TTI, as well as the importance of venture capital in the introduction of the latest technologies.

Venture capital is a financial instrument that allows you to benefit from investments in high-risk projects. For businesses, such financing is almost the only way to enter the market, survive in a competitive environment, and realize their multi-million dollar potential. The basic rule of venture capital is the same for everyone: an investor or a fund, realizing that most of their capital will fail, distributes the risk among dozens of promising projects. But successful projects not only cover the losses in excess, but can bring the investor a profit of ten times or more than the amount of investment he initially spent.

However, the size of the investment, the valuation of the companies and the preferred stages can vary greatly by region. How to invest in different countries it will be necessary to look "outside" the local venture environment to understand. The United States is the world's hottest market.

The United States and North America in general is the world's hottest technology market. Here are the venture markets the number is more than one and a half thousand: according to the National Venture Capital Association, in 2017 there were 1,562 venture funds operating here. The main difference of the American venture industry is the recipients of the investment among them is the high share of firms in its initial development (in 2000 this figure was 30%). In this case, the venture by 2005.

The average investment is 5 mln. In 2018, it reached \$ 21.9 billion (pictured).



Figure 1 Number and value of contracts for venture financing of innovative activities in large innovation areas

Favorable conditions for the strong development of the venture industry on the North American continent are created, first of all, by the development of stock markets, especially stock markets for small high-tech firms. In addition, the U.S. high-tech sector has the potential to grow rapidly due to the size of the solvent market, as well as the fact that capturing the U.S. market often means victory in international competition. Also, American research centers, primarily universities, have received large sums of money from the public and private sectors to conduct research, high flexibility and competitiveness, as well as the desire to commercialize their inventions are also important. In particular, many of the fastest growing firms supported by venture capital only 4% create about 70% of new jobs.

In general, venture funds can be classified according to the amount of investment and the stages of investment. In particular, in recent years, large venture funds have been investing in newly proposed projects (IPOs). For this stage, 100-500 mln. Projects worth US \$ are typical. In many cases, there are also larger transactions invested through the simultaneous participation of several funds. Among the funds to be funded in the final stages are General Atlantic, Silver Lake Partners and others.

Another type of fund is in the same stages as above, but with \$ 10- \$ 30 million. Funds that invest capital in the amount of USD. The potential for profitability growth in this segment is high, however the amount of such funds will be greater. The most popular names like Sequoia Capital, Andreessen Horowitz and Khosla Ventures work in this segment.

The U.S. venture business ecosystem itself is, in any case, the most active in the world is calculated. Capital in the American market is higher than in other regions. There are dozens or even hundreds of funds at each stage that are promising deals compete with each other for. Because of this, the cost of projects is usually higher. Even the company, which does not yet have a finished product, will receive 15-20 million due to the "star" team and promising ideas. Can be valued in U.S. dollars. Intensity due to which the market runs faster. In particular, an American fund spends less time per transaction than a European fund [3].

Conservative Europe. The main difference of the European market from the American market is that in this market 100-500 mln. Participants who invest U.S. dollars or more are almost non-existent. It will focus on \$ 20 million and initial projects. The first steps to working more successfully the funds it finances are also not small. There are regional funds in every country, but there are also funds that operate in a few countries or throughout Europe. For example, the Coparion Foundation operates only in Germany.

Funds such as Global Founders Capital, DN Capital, Lakestar, Holtzbrinck distinctive feature of the European venture market is the prevalence of private clubs for investors, which typically operate on the basis of venture funds. Such clubs are more common in Switzerland, Germany and Italy. The European venture market is less developed than the American market. In particular, according to the Money Tree Report, in the first three months of 2018, PwC and CB Insights reported \$ 21.9 billion in North America in the first quarter of 2018. While 1,298 deals (about half of the world's volume) were made in Europe, 4.8 billion deals were made in Europe. 593 transactions in the amount of USD 4 were closed.

The European market is more conservative and fragmented than the American market. Companies grow more slowly, but spend less money in such a growth process. As a result, they make faster profits than American companies. Of course, there are no exceptions to this rule, he

saidonly shows the average situation in the market The absence of large checks (\$ 50-100 million) limits the market. Globalthe company, which has focused on expansion and already occupies a portion of the market, is likely to attract U.S. capital. If the team decides to seek financing in the local European market, it may receive less funding from investors. Due to the nature of the market, projects that could spread rapidly around the world are seeking funding in the United States. The situation is slowly changing, and funds are emerging in Europe that are ready to invest huge sums of money and can compete with the United States in terms of scale.

The new competitor of the United States. Asia is a relatively new market: Blue Future Partners estimates that 162 funds are active in the region. At the same time, the Internet population will increase from 260 million in 2016 to 480 million by 2020reaches the user. The market size of the digital economy in 2016 was 30 billion. from \$ 200 billion by 2025. It reaches USD. Given such active development and growth prospects, international funds are entering the region and local venture investors are emerging. Sequoia, WI Harper Group, IDG Capital are among the major participants from the big stage and working all over Asia.

A distinctive feature of the Asian venture market is the active participation of the state in it. For example, GIC Private Limited and Temasek Holdings, founded by the Singapore government, are Innovation Fund For Technology-Based Firms in China. Another feature is the active participation of corporate funds. For example, Alibaba, Tencent, Softbank. Corporate ventures are less active in Europe and the United States.

Although the number of funds operating in the Asian region is small, in the domestic market from time to time, even at the level of the United States, very large transactions are concluded. In particular, since 2015, Grab has closed several multi-million rounds, and in 2017 raised \$ 2.5 billion.

Asia's strata and venture market are growing rapidly. At the beginning of the year, the Financial Times reported that the local venture market was about the same size as the U.S. (\$ 70.8 billion and \$ 71.9 billion, respectively).Factors slowing down the innovative development of the economy and enterprises of Uzbekistan Innovative development of the economy and enterprises of our countrythe main factor slowing down - this is, first of all the lack of funding.

Many of our local businesses simply do not have the capacity to finance innovation projects.Inflation, on the other hand, further reduces these opportunities. This is why the main aspiration in most local businesses is to survive in the current environment. The state plays a key and defining role in the formation of the venture financing system in all industrialized countries. It is innovativeimplements a targeted policy on the formation of infrastructure and venture funds, the creation of legal norms governing venture investments and preferential taxes, information and legal support and the development of venture entrepreneurship.

Currently, the main problem of the venture business in Uzbekistan is the presence of many developments, but they do not turn into goods. The main reason for this is to commercialize projects in the countrythe lack of mechanisms to attract extra-budgetary funding. Simply put, there is no separate class of venture investors in the country.

The following obstacles to the formation of a full-fledged venture business in Uzbekistan have not been overcome:

- unpreparedness of the regulatory framework, until recently, the venture industry is determined by the fact that it is based on private and public foreign capital and the investment outlook is formed on the basis of appropriate "ways" aimed at the strategic investor;
- Insufficient support of innovative activities by the state, underdevelopment of the stock market;
- Insufficient development of "exit" of venture capital from the innovation business;
- Lack of integration between science, industry and business;
- high level of risk (even for the venture business);
- low business culture.

There is still no clear idea of what the development model of the venture industry should be, and this is evidenced by the following unresolved issues: the incompleteness of the investment cycle, investors prefer to work with reliable, existing projects, as only a small number of venture projects end up with the sale of established companies;

The main obstacles to the development of the venture market in Uzbekistan are:

- low rate of transactions;
- long deadlines for completion of projects and withdrawal of the investor from the project;
- cases of understatement in the valuation of companies;
- shortcomings in the legislation;
- Lack of ITTKI budget;
- Lack of demand for small projects and innovative startups from large entrepreneurs;

Political risks create the unstable business environment of venture entrepreneurship, primarily the risk of accumulating the necessary funds that hinder its development in the early stages of the innovation process. All this is accompanied by the lack of a legal framework that should regulate the activities of venture capital.

But the main risk is the innovative risk, which is determined by the nature of the main innovations. These are mainly research and marketing risks.

National system of gradual venture investment in the economy of Uzbekistan based on the analysis of the experience of foreign countries where the venture industry is developed and high-risk investments are used conditions are being created for its formation. The emerging venture system is a common set of organizational and functional elements, various institutions, organizational structures and many interconnected innovations that determine their interaction and interdependence. investment, technological, information and other processes.

The formation of a venture innovation system will increase the strength and speed of economic activity, stimulate the structural renewal of the economy and the innovative renewal of companies and corporations allows. The creation of venture systems involves the introduction and structural renewal of innovation, finance, special institutions of management and administration, legal, market systems and structures is becoming increasingly institutionalized.

The factors contributing to the development of venture investment in our country are:

- optimization of the innovation management system through the coordination of innovation policy at the level of public authorities;
- Involvement of qualified specialists in this field;
- increase the interest of large international companies in domestic innovations and stimulate the export of innovations;
- Attracting private capital to the innovation system, removing administrative barriers to access to innovation markets.

The following main directions of state support of small business in the field of innovation, venture financing can be identified:

- creation of infrastructure in the form of regional venture funds;
- creation of an investment guarantee and insurance system in the process of venture financing;
- maintaining a state register of structures operating in the field of venture financing;
- organization of a system of training innovation managers for venture entrepreneurship;
- guaranteeing the rights of venture companies to intellectual property;
- creating conditions for the application of the mechanism of uniting investors with venture entrepreneurs;
- Development of a mechanism for the effectiveness of the formation and use of funds of the venture fund;
- creation of a regulatory framework governing legal relations in the field of venture investment;
- Development of a methodology for assessing market prospects for the commercialization of scientific and technical products in the implementation of venture projects;

In conclusion, venture financing in Uzbekistan is a developing system with a stable future the success of most business entities in developed countries also testifies.

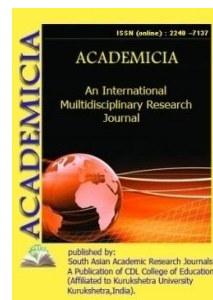
Thus, venture financing creates opportunities to increase the competitiveness of Uzbekistan in the world market in difficult financial and economic conditions. However, only by public and private structures the venture investment market will have development prospects only if well-thought-out and coordinated strategic actions are taken.

In general, a market with a high chance of making a big profit is a market with a high risk. Finding a balance between potential profits and potential risks is the skill of a venture investor forms the basis.

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ISSUES OF VIRTUALISTICS IN THE SCIENTIFIC WORK OF ORIENTAL THINKERS

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ABSTRACT

This article concerns the meaning of virtuality notion. It gives the information about the influence of virtual images and virtual reality in the informatized society. The meaning of virtuality notion and its historical development were shown.

KEYWORDS: *Virtuality, Ideas, Knowing, Epistemology, Virtual Reality, Virtual Imagein, Information.*

INTRODUCTION

Science constitutes the social infrastructure of a society. The main function of such a structure is to create scientific and technological values. The subject that creates scientific values in the form of theory, doctrine, idea is the researcher and the scientific community. A structured research paradigm or research program that directs the work of a team of researchers and allows them to compare previously developed and subsequent research findings. Both structures form the basis of scientific research and, in essence, form a unit of science and scientific research. The research program is based on the science paradigm. So, to a certain extent, the problems of the formed scientific direction are developed in due time.

The situation is different in the emergence and formation of the science paradigm, even if no scientific research program is formed in any field, empirical research or theoretical analysis is carried out, unexplained facts, scientific problems arise, hypotheses are put forward. This epistemological situation can be defined as a pre-paradigmatic condition. The study of the phenomenon of virtuality begins here.

The Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" (07.02.2017) of paragraph 2.2 on improving the system of "e-government" 1, public policy is also aimed at a broader study of direct virtualism. Mankind has always been confronted with virtual phenomena, which are understood to one degree or another in cognition and practical activity. But only in the second

half of the twentieth century, the essence of virtuality, its properties, laws became the subject of scientific, practical and technological research. Until now, in the study of the phenomenon of virtuality in philosophy and science, considerations have been made of the concept of opportunity, which is epistemologically related to the problem of knowing cognition, and is synonymous with the concept of virtuality.

One view of the manifestation of virtuality in existence and cognition is opportunity. "The concepts of opportunity and virtuality," writes the researcher H. Muhammadiev, "are close concepts of meaning and content, and interact with each other. It should be noted that the relationship between these two concepts is primarily in a partial compatibility relationship. The partial compatibility relationship between them is as follows: first, virtuality is, in a sense, a possible reality, because virtual reality is an event that has not yet fully come into being, a fully created being; secondly, these two concepts express their essence through the category of reality. At the same time, there is an opportunity in a potential state like virtuality. "

The category of "opportunity", the qualities, signs and aspects reflected in its content, are included in the research subject of classical philosophy. Epistemological research, on the other hand, has developed the conceptual and categorical aspects necessary to know the world of virtuality (opportunity). Hence, the realization of the problem reflection of virtuality, at the same time, the formation of views and approaches to the epistemology of the problem was a parallel (side-by-side) process, but there was also a coevolutionary balance between them. In other words, it should be noted that the study of the phenomenon of virtuality, which is an attribute of being and thinking, depends on the emergence of empirical and theoretical forms and means of cognition, their epistemological, logical and methodological improvement.

MAIN PART

The earliest ideas about existence and cognition, in particular the forms, aspects, and types of their manifestation, are characteristic of Ancient Greek philosophy. The dialectical way of thinking that is the theoretical basis for solving the problem of virtuality is associated with the name Heraclitus. Only in the framework of dialectical thinking can reality gradually develop, be born, pass from one quality to another, develop ideas about its conditions and possibilities. The reason why Heraclitus is mentioned here is that this thinker introduced into the field of philosophical reflection the concept of "seed", which retains a content similar to the meaning of the phenomenon of virtuality, embodying the bud of future reality. According to Heraclitus, water (sea) emerges from fire, which is the common essence, the creative force (foundation) of being, and it becomes the "seed that forms the universe." From this seed various things are formed in the earth and the sky and in the space between them. Thus, the concept of "universal seed", which in a sense represents a potential state and retains a virtual character, was introduced into the scope of philosophical thinking. Here, the concept of "seed" plays the role of an epistemological link in the system of perceptions of the dialectical transition from the general to the individual, to the individual reality.

Although the idea of virtuality is not directly expressed in the teachings of Heraclitus, the understanding that there is a dialectical connection between the concepts of generality and individuality in its epistemology allows this idea to be implicitly (indirectly) derived.

In the philosophy of Aristotle (Aristotle), the fundamental ideas about the existence of virtuality were further developed. In the work of the thinker, the subject of philosophical research and the

range of problems expanded, the concepts of "first philosophy" and "special (other subjects subject to philosophy, studying the details and properties)" were developed, the concept of "opportunity" became central in its ontology and epistemology.

According to Aristotle's philosophy, being and thinking (knowing the universe) are subject to the same law: no matter what, it is impossible to exist or not to exist in relation to it. There are 4 bases on the basis of the rule of law: essence, form, matter, causal purpose. While the quality that drives these foundations is the causal goal, in turn, the factor that gives rise to the causal goal is the transformation of opportunity into reality. Thus, in the teachings of the thinker, opportunity has become a category that represents one of the pillars of being.

Matter is the source of all changes that take place in existence. As long as matter exists on the border of existence and non-existence, it retains opportunity, potential. What is the potential of matter? According to the ontological idea of Aristotle, matter is not active by nature, it does not create anything on its own, but without it, nothing exists in existence. Hence, potential, which is one of the infinite qualities that exist in existence, in particular, virtuality, is embodied in matter. If we put the idea of Aristotle (Aristotle) in the language of virtual science, matter is the virtual basis of things in existence.

The ability to perceive the effect arising from the motion of matter, i.e., the virtual property, becomes reality due to the activity of the form. What is action? Action, according to the thinker, is the realization of opportunity as reality. Aristotle describes the realization by the term "entelexia." Entelechia is a goal-oriented process. The exact shape determines the direction of the process.

In Aristotle's doctrine of cognition, the problem of virtual (opportunity) is considered in the context of the problems of the mind and its types. The thinker distinguishes between two types of mind. The first is an active, creative mind, in which the form of forms is embodied. The second is the human mind, which accepts inactive influences. According to Aristotle's epistemological idea, the ability to know the commonality in the human mind exists as an ability. External influences, emotional cognition and imagination activate the forms that are in the virtual state of the psyche, the cognitive ability that is in the potential state is transformed into the actively formed state of knowledge, things in the mind, concepts about their essence are formed. Through the ideal forms that exist in the human psyche, he observes the unity of matter and form in things, studies their essence, and the ability of the mind to substantiate and prove the term "Virtuality" is derived from the Latin word "virtus" in terms of epistemological origin. In the language and spirituality of the ancient Romans, the word was used in many senses and contexts. Researchers note the following meanings of the term "virtus": moral value, goodness, kindness, imaginative, courageous, potential, unrealistic, and so on. The thinkers Cicero and Seneca used the term to mean "goodness."

In Western medieval and Renaissance spirituality based on Latin, the term "virtus" was used by philosophers and scientists (Augustine, F. Aquinas, N. Kuzansky, N. Orem, etc.) to preserve the pre-existing meanings of "ability", "inner power". , "Potential", "power". From that time until now, the concept of "virtuality" has been used in synonyms such as potential, bud, opportunity, unreal world, intermediate state, ability, and so on.

The first virtualistic ideas, which rose to the level of theoretical thinking in ancient Greece and were expressed in the category of "opportunity", were not ignored in the Muslim East. The great

scholars Al-Kindi, Farabi, and Ibn Sina made extensive use of the concepts of opportunity and potential in solving ontological and epistemological problems, revealing new meanings in terms of the science and practice of their time.

Abu Nasr al-Farabi made extensive use of the category of "opportunity" in interpreting the essence of existence and knowledge. The thinker explained the concepts of "intelligence of opportunity", "spirit of opportunity", "actual and potential relationships". According to him, the mind in possibility is influenced by the active mind and understands the essence of things in existence. This potential mind distinguishes the essence and forms in objects in thought through the power of observation. After this process, the potential mind becomes the actual mind.

According to Pharoah's philosophy, matter manifests itself in infinite forms and types through form. Because of form, potential matter becomes an actual thing or object. In the process of knowing the infinite changes between form and matter, there is a transition in the human psyche from a potential mind to another mind - the mind that has "acquired" ("acquired imagination and understanding"). In his epistemology, the subject of knowledge and understanding is described by the terms "actual" and "potential". The subject you need to know is relevant. The ability to observe an object expresses a potential state, and in the process of cognition, that potential becomes a reality. Thus, in Farabi's philosophy, the concept of opportunity is interpreted as an essential attribute of being and knowledge in the sense of expressing the content of a potential (virtual) state.

The great scholar Ibn Sina advanced the important philosophical idea by carrying out the epistemological interpretation of the concept of "opportunity" with the help of the concepts of "determination" and "state". According to the philosopher, all existing things manifest as substance or accident. The existence of a substance is determined by its essence. But the existence of possibility is determined not by the essence of the substance, but by the existence of the thing in one way or another. Hence, it is clear that opportunity is not a special substance, but a state of substance. Things and matter can exist in a state of opportunity. Matter is always something or an object of possibility, so it already exists. As a result of the interpretation of virtuality as an accident of matter in Ibn Sina's philosophy, the concept of possibility acquires the meaning of an ontological category.

Analyzing the virtual nature of being and knowledge, N. Kuzansky draws attention to the concept of "seed" used by Heraclitus and makes the following ontological points: I can see with my own eyes that it is huge and spread out in all directions, heavy with horns, leaves and nuts. Then I look with my mind-controlled eyes to see that when the tree was a seed, it was in a virtual state, not in its present appearance; i focus on the amazing power of the seed... Then I observe the seeds in different trees and see in these seeds the virtual existence of all imaginary trees... the origin of this power is you (i.e. God). The tree, I see, is the spread of seed power, and the seed is the spread of a mighty force. " Hence, the universe is a spread of essence wrapped in a creator. N. Kuzansky concludes that in the process of such spreading, the plurality existing in the virtual state becomes a reality in the form of individual diversity of things.

When a thinker thinks about virtuality, he enriches this concept with two different meanings: 1) the possibility of emergence; 2) the ability to create. In terms of time, the possibility of emergence is a virtuality that already existed. "Creation," says N. Kuzansky, "depends first of all on the emergence of opportunity, that is, the possibility of creation arises from the emergence of

opportunity." Thus, in N. Kuzansky's philosophy, the concept of virtuality acquires a number of new epistemological meanings. This can be considered as a great creative achievement in the philosophy of that period.

In the new era, dealing with the problem of virtuality has manifested itself in the form of an analysis of the concepts of possibility and probability based on the principles of classical rationalism (rationality). The concept of probability was introduced into the field of epistemological thinking of the period. According to D. Yum, probability consists of possibilities, the multiplicity of which determines the degree to which a state of probability becomes a reality. The philosopher argues that a hypothetical judgment that is not convincing on a sufficient scale can be called probability. If D. Yum considered the problem of virtuality, it is possible to be sure that a new theoretical concept - the concept of probability - is being introduced into the scope of his research (directly or indirectly). This is not in vain, of course. It was during this period that the comprehensive development of probability theory in mathematics began. The fundamental concepts and methods of this theory began to be applied in the sciences of mechanics, astronomy, and cosmology. Naturally, D. Yum was aware of this. The English thinker used the concept of probability in philosophy only in the epistemological sense.

The German philosopher I. Kant included the concepts of opportunity and reality among the fundamental categories. In his view, any reality will exist at an early opportunity. True, I. Kant considers the categories of opportunity and reality as forms of a priori knowledge. Opportunity in mental cognition is divided into several types. In particular, logical thinking distinguishes between non-real possibility, some possibility, logical possibility, and absolute possibility.

In the teachings of G. Hegel, another great representative of German classical philosophy, the meaning of the concept of "virtuality" is given by the term "bud". Opportunity is the bud of reality. But the bud - the opportunity itself - exists in the structure of the primary (previous) reality. A new reality emerges when opportunity changes and becomes a different situation. In his analysis of the dialectic of possibility and reality, G. Hegel calls a possibility, which is different from reality, that is, a condition. So, conditions constitute another type of opportunity. The virtual nature of opportunity is embodied in its potential. His idea of giving new content to the mummy of virtuality is to understand chance as a direct reality that gives an opportunity to another object. The thinker introduced an important concept into the epistemology of cognition of virtuality - the category of chance. The conclusion to be drawn from this epistemological process is that the potential source that gives rise to the phenomenon of virtuality is coincidence.

Thus, D. During the period from Yum to G. Hegel, the idea of virtuality was enriched with content, in particular, it included the concepts of probability and chance, which retained new meanings. The phenomenon of virtuality applied to being and cognition has been understood and interpreted in terms such as condition, source, probability, bud.

The term "virtual", which almost rose from the memory of the philosophical and scientific community in the early twentieth century, has re-emerged in a renaissance way.

The French philosopher A. Bergson used the concept of virtuality in the sense of opportunity in his work "Creative Evolution". In another work, the philosopher writes: "Feeling, as we have guessed, shows our probable effect on things, as well as the probable effect of things on us. As a result, our perception of an object, unlike our body, represents nothing but a virtual state." Later,

the Italian art historian and philosopher A. Arto uses the term virtuels, emphasizing that theater is an art form with a potential character.

Although philosophical, scientific, and technological foundations must be present in the emergence of a new science paradigm, they are still insufficient. The structural (organizational) elements of the theory that form the core of the science paradigm are formed at the pre-paradigmatic stage. If they (e.g. the virtual concept) were incorporated into science in earlier times, they are enriched with new meaning - content. The paradigm of virtualism has also gone through a similar evolutionary (gradual) phase of change. Such pre-paradigmatic conceptual elements include the concepts of "virtuality", "opportunity", "potential", "reality" and "possibility worlds". In particular, the concept of "virtuality", which is the main conceptual element of the paradigm of virtualism, has become the subject of intense scientific and philosophical research and debate.

It should be noted that at the pre-paradigmatic stage of research, unresolved problems are identified, ongoing research on complex issues is carried out, working scientific hypotheses are advanced, but a generally accepted concept or theory may not be developed. There are many examples from the history of science that confirm this idea. In particular, since the seventeenth century, when physics was still at a pre-paradigmatic stage, the search for an answer to the question of what the physical nature of light is - whether it is a stream of corpuscles or a wave - has been going on for more than two centuries. The pre-paradigmatic state of physical research continued until the early twentieth century when the French scientist Louis de Broglie developed the doctrine of elementary particle dualism. The doctrine developed by the scientist put an end to a long-running controversy. It has been found that each elementary particle exhibits both wavy and corpuscular properties at the same time.

In the 50s and 80s of the twentieth century, knowledge about the phenomenon of virtuality took the form of concepts and perceptions at a level specific to the pre-paradigmatic stage. During this period, the state of opportunity, the role of opportunity in the existence and structure of human activity, which is constantly encountered in knowledge and practice, was studied more. However, opportunity is an aspect of the essence of virtuality. However, it is important to note that there are different opinions about this thesis, which seems convincing. According to AM Orlov, virtuality expresses the state of possibility, probability, and becomes a reality in the process of evolution (gradual development) of the object. There are also authors who object to this researcher's opinion. In particular, E.A. Bebnova argues that virtuality has nothing to do with opportunity. In his view, chance is that in reality logic many possibilities become one reality, while the actualization logic of virtuality has a completely different direction and content, and single, singular virtuality branched out into many lines. Such virtuality does not have the character of opportunity. So the question arises: what is virtuality itself? According to the definition of E.A. Bebnova, virtuality is a way of existence of an ideal. In this definition, the author identifies virtuality with idealism (subjectivity) and denies its ontological content and status. N. Shermuhamedova also interprets virtuality in the sense of subjective reality.

E.A. Bebnova's views on the issue of virtuality and opportunity ratio are controversial. First, it is not always the case that many possibilities accumulate and become a single reality. In order for an opportunity to become a reality, it is necessary to have other factors, such as the basis, the conditions, the motivation. Also, only one of the many possibilities can become a reality. With

this in mind, M.A. Mojeiko, speaking of the evolutionary (gradual) potential of reality, argues that only one of the alternatives becomes reality, some of them do not occur at all, and therefore may represent a category of impossibility that never becomes reality. Second, opportunity that has not become reality is often referred to as potential reality, opportunity reality. In both medieval and New Age science and philosophy, virtuality was interpreted as potential, a possible reality that exists in reality. In modern English, the term virtual reality means possible reality.

CONCLUSIONS

Thus, based on the views expressed, the following conclusions can be drawn:

1. The main interpretations of the concept of virtual reality, concepts and approaches aimed at revealing the essence of virtuality are described. The analysis shows that there is currently no generally accepted definition or explanatory model of the concept of virtual reality, which is the main category of virtualistics. Research in this area is ongoing.
2. At present, the study of virtuality on the basis of the paradigm of virtualism is carried out at the empirical, experimental and theoretical levels. Philosophical reflection and ontological and epistemological analysis of the obtained results remain a topical issue.
3. The importance of the research carried out is that in order to get a clearer idea of the object of research, it is possible to identify the facts specific to the previously unexplored object. This leads to a renewal of the content of the concept of virtual reality, activating the implementation of object-subject mummy reflection in the epistemology of virtualistic research.
4. There must be a certain pre-paradigmatic and paradigmatic environment for the emergence of new scientific directions, the formation of conceptual elements in them. The paradigmatic environment necessary for the emergence of virtualism emerged in the second quarter of the twentieth century.
5. In the structure of postnoclassical epistemology, formed in the second half of the twentieth century, there were approaches that allow the development of ideas about virtuality.
6. In the epistemology of virtuality, which is the epistemological basis of virtualism, opinions are expressed about the object, subject and methodological approaches of the new direction, alternative conceptual ideas are developed.
7. Consideration of the validity of virtual knowledge in terms of the ratio of adequacy and alternativeness in determining the compatibility of theory and practice, in determining whether the theory and its elements meet the norms of scientific rationality is of great methodological importance.

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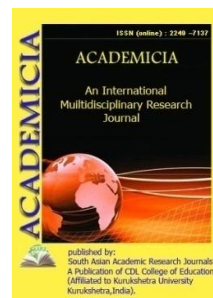
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ACADEMICIA

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AS A SOCIAL-DEMOGRAPHIC STRUCTURE OF THE ELDERLY POPULATION

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ABSTRACT

The article focuses on the social and demographic strata of the elderly. Due to various changes in the development of society, it is important to strengthen targeted social protection and support for the elderly, especially the elderly, first of all, to provide lonely elderly people with comfortable and decent living conditions, to study and analyze this problem in general. . Prolongation of human life, meeting the lifestyle, needs and requirements of the elderly is an important issue in any society, and the study of this issue is important for gerontologists. The article examines the research of foreign scientists and identifies its current issues.

KEYWORDS: Gerontology, The Elderly, The Elderly, Longevity, Social Protection, Old Age, Drowning Age.

INTRODUCTION

The attention and care of any society towards older people determines its cultural level. Great work is being done in our country to improve the lives of the elderly and create comfortable living conditions for them. Today, our country has created an integrated system of social protection of the elderly, ensuring their health, based on world experience and national experience.

In Uzbek, respect and kindness to the elderly have become an integral part of our spiritual life. Let's think about the deep meaning of our proverbs and wise sayings: "An old man has a housewife", "Old people are the grace and angel of our homes". Indeed, we all know that in a family where there is an enlightened father or mother, there will be prosperity, well-being, harmony in this family. Therefore, we must not forget that our parents and elders have an unforgettable and great service in our achievements in various fields, we are indebted to them for a lifetime, and it is our human duty to lighten their burdens and prolong their lives as much as possible.

Respect for the elderly, further glorification of their honor and dignity is one of the important tasks facing our society, as well as one of the most important tasks of the science of "Gerontology". We know that Gerontology [ed. geron, gerontos - old, old and logos-doctrine] - a science that studies the aging process of living organisms, including man; a branch of medicine

and biological sciences. Gerontology is a modern young science that puts the problems of aging at the center of research, and gerontology is at the “crossroads” of many scientific theoretical and practical knowledge. The doctrine of the characteristics of diseases of the elderly - the doctrine of griatry, the doctrine of hygiene of the elderly and the elderly - the doctrine of the study of the psyche and behavior of the elderly - gerontopsychology is a key component of gerontology. Reducing mortality from infectious diseases and infant mortality and other factors contribute to longer life. Several theories have been put forward about the causes of aging. Bunda I. I. According to Mechnikov, the products of metabolism in intestinal bacteria and the products of nitrogen metabolism in the body (uric acid) poison the human body and cause aging. Gerontology is currently studying the causes and mechanisms of aging, from the molecule and the cell to the whole organism. Gerontology is developing mainly in experimental, clinical and social areas. Gerontology research in the field of social hygiene is aimed at studying the causes of premature aging in relation to social conditions, people's lifestyles, the search for the most optimal ways of social and medical care, financial security, employment, nutrition, proper organization of behavior of the elderly.¹.

MAIN PART

Within the framework of general gerontology there is a separate branch of it - social gerontology, and the Swedish sociologist P. Monson tries to consider some of the approaches known in Western science, the features and development of gerontology as a holistic science. Social gerontology studies the aging of a person, the change in the social position of the phenomenon of aging, its role in the social structure of society, the ability and nature of interaction with the latter. It is in social gerontology that the most acute situations and problems arise.

Gerontology became a real right as a science in the eighteenth century. Gerontology refers to the origin of aging. When a person is born, he goes through several stages in the process of living. Each stage has its own biological and psychophysiological characteristics. From ancient times these features (Cicero and Ibn Sina) have been studied by our great scholars, and the development of gerontology has been influenced by medicine and philosophy. One of the earliest treatises on this subject was Mark Tullius Cicero's (106-43 BC) "On the Great Catholic Age" 1 and Abu Ali ibn Sina's (980-1037) "Laws of Medicine" 2 or "Epics of Medicine". accessible. The cited works are separated by centuries, but they are united by the fact that it is one of the special and first researches devoted to the problems of aging. True, before that there was Aristotle's "Short and Long Life" (in the words of F. Bacon), "Little Essays". Importantly, both sages wrote about old age, about a certain period of life that can be creatively productive. Ibn Sina's medical advice has served as a guide for physicians for many centuries and is still so useful today. Abu Ali Ibn Sina criticized the belief in predicting health and illness in an astrological way. The great scholar divided human life into the following four parts:

1. Growth age (adolescence lasts thirty years);
2. The period of cessation of growth or youth (the period from thirty-five to forty years);
3. Age of drowning (middle age - up to 60 years);
4. Drowning along with weakness lasts a lifetime. This is old age.

The aging period in men and women is 61-74 years. People of this period differ from other age groups by their different characteristics, interpersonal relationships.

First of all, it should be noted that determining any age of the population is not only a subjective task, but also a task without a firm scientific conclusion. Various medical, sociological and other studies clearly show that the mechanism of aging of a certain human organism is a great mystery. Because a person's age is related not only to quantitative indicators, but also to the criteria of health, mood, ability to work, which is extremely abstract, and hence the beginning of old age. Therefore, the same interpretation of old age under consideration is of great importance in terms of unifying the statistical calculation methodology, as well as in terms of maintaining and comparing data.

According to gerontologists, most people are determined by the age at which they are likely to live, and this can be 100 to 120 years. American experts say that even 180 years is not the limit of life expectancy.

The number of elderly people in the world is growing rapidly. The problems of aging and old age are of global importance. In this case, aging is understood as a process, and old age as a result of it. The aging process is characterized by the transition of an individual from the average age to the older age group. For a society, it has a commonality (its demographic, social and political structure). Aging is the last stage of development of any organism. For man, this is a genetic determination of a personal social stage. Aging, like all processes, consists of many stages.

The World Health Organization defines three chronological stages:

Age classification²

Age groups	Age of man
60-74 (men)	The elderly
55-74 (women)	The elderly
75-90 years old	Long-lived

In our view, old age cannot be a clear, universal standard. Such division into periods is considered in relation to the average life expectancy in a particular country. Based on the average life expectancy in our country, these stages can be identified. According to the UN Bureau of Statistics and Population and National Statistics, the average life expectancy in Europe is 71 years for men, 79 years for women, 64 and 68 years² in the world, and 68 and 72 years in Uzbekistan. The following stages are suitable for Uzbekistan: the elderly - 60-69 years, the elderly - 70-84 years and the long-lived - 85 years and older. In our opinion, this difference should be taken into account when dividing the young years into periods. Because the average life expectancy in Zambia and Mali is 43-44 years, there is no reason to divide this limit by gender. In addition to the legal basis (preparation of pensions), there are other reasons for the inclusion of women over 54 years of age in the accounts of our country³. For men, the lower age limit of old age (60 years) is constantly pushed up under the influence of 4 socio-economic, scientific-practical and cultural factors.

Aging, old age (aging) - a certain period of life of the organism, depending on age, a process that inevitably occurs. Specific changes occur in organs and systems, which gradually lead to a decrease in the body's ability to adapt to life. People's aging period begins after the age of 75 (people over the age of 90 are long-lived), which is physiological aging, in which mental and physical strength, a certain ability to work, happiness and interest in the environment are preserved. Various unpleasant external and internal influences lead to premature or pathological

aging. Typically, the first signs of aging in a person begin after the period of maturity (conditionally 60 years). But in fact, aging begins to be felt after the growth and development of the organism stops. For example, at the age of 30-35, the level of activity of biological processes begins to decline. Aging does not begin at the same time in different tissues and organs and occurs at different levels, it consists in the gradual decline of the living properties of the cells of the organism. Although the changes that began with aging do not disrupt the body's ability to adapt to sudden changes in living conditions, the body now adapts more and more with age. This is especially noticeable during periods of illness, physical and mental stress. The aging process primarily affects the cardiovascular and nervous systems; this makes it difficult to move from one activity to another. Insufficient braking process leads to an increase in the excitability of the nervous system, as a result of which adaptation and response to the surrounding objects are slowed down and slowly disappear; emotional instability increases. Aging is often accompanied by a variety of chronic diseases, which can lead to premature aging. In general, there is a certain association between age-specific changes and morbidity. In old age, the body's ability to adapt and recover decreases, which leads to the development of diseases and their more severe course. Therefore, prevention of the disease helps to prevent premature aging. So far there is no clear idea about the causes of aging, but it also depends to some extent on heredity. In some families, longevity is known to be passed down from generation to generation. The later observation of aging in women than in men may also depend on the characteristics of the genetic apparatus and other factors (smoking, alcohol consumption less in women).

It is known that the rate of aging varies: some people are 75-80 years old, and even much later have the strength and ability to engage in various activities. However, with age, the ability to work decreases in all people, they become a little tired. Therefore, one should not work hard even if one is in good condition when one is young. In old age, strict adherence to diet, work and rest regimes, less walking before bedtime, exercise procedures, and so on are of great importance. However, the type and duration of exercise procedures should definitely be discussed with your doctor. Adherence to the above prevents premature aging and leads to its smooth passage, as well as the preservation of the physical and spiritual capabilities of the person as much as possible. Gerontology studies the causes and mysteries of old age, and geriatrics studies the diseases that occur in them.

Hence, factors that accelerate aging include poor diet, smoking, alcohol abuse, drug use, and so on. People with obesity, cardiovascular diseases associated with vascular atherosclerosis, respiratory disorders and endocrine diseases, as well as chronic intoxication in the body age prematurely.

Malnutrition is one of the leading causes of dysfunction in many organs and systems in the elderly. According to statistics, 75% of older people are wrong, more than 20% of them eat more than the norm¹. This indicates that their diets are high in fat-rich meat and flour products, sweets and pastries, and dairy and fish products, as well as fruits and vegetables are not enough.

In the book "Psychology" (Psychology of Youth) by psychologist EG Goziev² it is possible to conditionally divide the elderly into two large groups, namely,

a) absolutely retired, socially inactive men and women; b) retired men and women, but people with signs of old age, working in one or another aspect of social life.

b) people with a stable mood, calm demeanor, who have become the leaders of the family environment, who enjoy the beauties of nature and society, who are almost away from social activities, and who are on the verge of old age.

As for the feelings of the elderly, their views on life and society, beliefs and needs, lifestyle, family criteria, how the child was brought up and its outcome, as well as the social life and society that formed the basis of their lives, left their mark on the whole being. work activities, as well as the loss of loved ones, mistakes and shortcomings in life, desires and sufferings, as well as psychosomatic changes in old age, the weakness of the biological process on the basis of lashuvi it causes withdrawal, fear, feelings of insecurity in their character traits. Such psychophysiological changes and characteristics cause socio-psychological problems in the lives of the elderly. All of this leads to some degree of depression. That is why many older people become irritable, childish, capricious, and require respect and attention.

Psychologists have conducted research to study the mental world of men and women in old age. American V. Shevchuk examined the participation of people of this age in social activities and found that 24.1% of 65-year-olds, 17.4% of 70-year-olds and 7.7% of 75-year-olds gave up social activities.

Francis Bacon (1561-1626) wrote about science in his special work on the classification of sciences ("The Great Revival of the Sciences"): it is only now being created, his work being to teach prolongation of life. In the same play, F. Bacon gives advice and recommendations of a socio-hygienic nature that help to prolong life. The philosopher emphasizes that work on prolonging life should be carried out in three directions. These are:

1. slow down the process of premature aging;
2. reliable living support;
3. Update things that are starting to age.

The great works of Russian scientists S. Botkin, I. Mechnikov, I. Pavlov in the creation of gerontology are commendable. I. Mechnikov was more concerned with the problems of gerontology than others. He also gave this science a name. The scientist devoted his works "Etudes on Human Nature" and "Vital Etudes" to these problems. In them, the scientist was one of the first to make a scientific analysis of aging and death and to state his personal theory of orthobiosis (an optimistic understanding of life and death) that he had created. The scientist's research has led to a partial understanding of longevity problems. "It is not enough to just think of ways to cure, it is necessary to begin to study the general problems of human life: why a person grows old continuously and eventually dies when the desire to live in it is still very great," he writes. ("Life-giving etudes").

During the Soviet period, new scientific schools of gerontology D.Chebortaryov, Z.Frenkel, V.Frolkis were established. They have made significant strides in the development of biology and medicine. It was limited to the development of forms of medical social care for the elderly and the elderly and the creation of geriatric programs for the training of medical personnel. However, the same scholars laid the foundation stone of social gerontology.

Problems of gerontology and geriatrics in Uzbekistan I and II Tashkent State Medical Institute, professors RM Nurmuhamedov, AR Rakhimjanov, EY Kasimov, NN Nasriddinova, M.G.

Rustamova, associate professors LE Otahonova, MH Hojibayev and others. The Ibn Sina Center for Gerontology (2000), established under the auspices of the Ibn Sina International Foundation, also conducts research in the field of gerontology (Sh. B. Ergashev, L. E. Yuldasheva, etc.). In addition, M.Abdullaeva, N.Aliqoriev, A.Begmatov, M.Bekmurodov, M.Ganieva, Sh.M.Sodikova, N.Juraev, T.Mahmudov, A.Umarov, Q.Nazarov, O.Fayzullaev, A. In the works of such scholars as Kholbekov, H. Shaykhova¹, the issues of the political system of social protection of the elderly, respect for the elderly, spiritual heritage and the meaning of human life are analyzed philosophically and sociologically.

In the twentieth century, gerontology, while combining the methods and results of other sciences into its theoretical and practical tools, on the other hand, was divided into other branches of science. Since the 1930s, the topics of independent research in gerontology have been human gerontology, animal gerontology, plant gerontology, as well as molecular, biological, ecological, developmental gerontology. After some time, there was a theoretical and practical stratification of the study of the aging process. Science itself was divided into theoretical and practical.

Since the 1950s, the number of elderly people in developed countries, as well as the problems associated with their provision, has begun to grow sharply. This required society to pay attention to the lives of the elderly, their needs and social protection. Scientists in many countries claim that only 8-10 percent of the population's health depends on the health system, 60-65 percent is determined by lifestyle, diet, and external environmental conditions. We may doubt the accuracy of the ratio between percentages. But the most important factors - lifestyle and living environment - are undoubtedly all influenced by social factors.

The practical and then theoretical solution of the problems of the elderly in society gave rise to a new branch of gerontology - social gerontology. In the process of developing this scientific direction, the development of sociological, socio-psychological, economic, ethical problems of old age came to the fore. Social gerontology studies man as a socio-biological being and therefore combines social, medical-biological directions in solving his problems. Social gerontology has now grown out of a narrow academic field of study, gaining the degree of independent science law and academic science.

In Uzbekistan, 25-30% of patients over the age of 60 seek outpatient and inpatient care. Adults use inpatient, outpatient and outpatient services 4-6 times more often than people of working age. Geriatricians, sociologists and psychologists believe that the main focus should be on out-of-hospital forms in the organization and provision of treatment and prevention of elderly patients. The older person has to stay longer in the conditions he or she has learned, because it takes some time for a person to get used to an unfamiliar environment. Most importantly, the medical problems of the elderly require a significant increase in public funding for health care.

Our main goal is, first of all, the prevention of diseases of old age, the treatment of diseases in the elderly on the basis of the latest achievements of gerontology. In the last five years, gerontology rooms have been opened in most diagnostic centers. The geriatrics course is taught at the Tashkent Medical Academy. The Tashkent Institute of Postgraduate Medical Education organizes advanced training courses for gerontologists. In 2001, the Center for Gerontology was established under the Ibn Sina International Foundation. There are a number of prophylactics. Seminars and conferences are being held throughout the country to discuss issues of improving and disseminating gerontology services.

CONCLUSION

Spiritual strength and self-worth are the basis of the character of the elderly. At the heart of an old man's spiritual life and dignity is his "I". This thing requires an adequate approach to them. In order to have a positive impact on the health and psyche of the elderly and to increase their interest in social life, it is necessary to be able to understand the inner experiences that are going on in their hearts.

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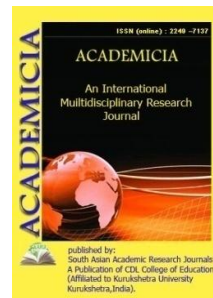
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THE HUMANISTIC ESSENCE OF THE VIEWS OF ABDURAHMAN JAMI.

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ABSTRACT

The main indicator of a civilized society has always been the attitude to a person, the presence of certain rights and freedoms, the level of spirituality and the content of spiritual values. Each civilization had its own understanding of humanism, which was embodied in social life by means and mechanisms inherent in it. Humanism is the highest in its social significance ethical category. She has always been the highest criterion of genuine human progress.

KEYWORDS: Society, Humanism, Sufism, Society, Ethics, Morality, Altruism.

INTRODUCTION

Social work in society is a special type of activity aimed at the formation and implementation of humanistic values and ideals as a result of which there is a transformation of social reality and the creation of opportunities to achieve a humanistic ideal and the well-being of the individual and society. Humanists of different countries and eras differently determined the value of the human person. In their views, they naturally depended on the socio-historical conditions of their time and social environment.

For many decades, the spiritual heritage of the peoples of Central Asia has been the subject of close attention of orientalists, Islamic scholars, and representatives of a number of humanities, whose studies have contributed to the formation of new directions in the study of this invaluable wealth. A study of the moral and humanistic ideas of Central Asian thinkers based on modern trends, a comprehensive study of their creativity is today a demanded question, because “the inexhaustible heritage of those who have dedicated their lives to enlightenment, in today’s conditions, also serves as an important source in improving our spirituality, in educating our youth in the spirit of national and public values. ”

MAIN PART

One of the greatest representatives of Eastern humanism, whose work touches on the problems of humanism and a just society, is Abdurahman Jami. He in his literary works expressed ideas of

moral perfection, presented the role of the continuity of knowledge and the spiritual aspect of education. His works are filled with humanism, wisdom, insight, and turned to human values. The knowledge of man in Sufi education lies in the spiritual, energetic and physical aspects. The teacher and student are in a situation of dialogue, sociability and self-discovery, they are looking for new forms of learning depending on time, place and students, which is a living process of education.

In the book "The Book of Wisdom of Iskander," the thinker "... he managed to express in vivid artistic form the idea that inspired the working humanity throughout its history," namely, the idea of a just society that can only be developed in civil society. Civil society in a modern interpretation expresses a certain type (state, character) of society, its socio-economic and legal nature, the degree of development, completeness. In other words, this concept refers to a society that meets a number of criteria developed by the historical experience of our people. This is a higher step in the social development of a community, a measure of its maturity, rationality, and justice. In this work, the thinker describes an ideal society in which elements and ideas of a strong social policy are observed. In such works of Abdurahman Jami as "Haft Avrang", "Baharistan", "Nafahot ul-uns" the ideas of humanism, justice, and moral perfection of a person occupy a huge place. It is known that in practice, social workers have to face a variety of ethical dilemmas and problems due to their obligations to clients, colleagues, professions, and society. Codes of ethics in which social workers seek answers are not always able to satisfy their needs, because, firstly, they are compiled in general terms and with a rather high degree of abstraction, and secondly, they contain principles that in some cases are contradictory and represent ethical dilemma. Thus, the basis of professional principles of social work is still the same humanistic foundation, which in general is the basis for all this professional activity.

The thinker believes that if the basis of all human rights is the recognition of his right to a life worthy of a person, then in the light of this, the constant relevance of the humanistic principle of social justice throughout the history of mankind is understandable. This principle is of great importance, since without the harmonization of social interests, the elimination of obvious injustice in the distribution of social wealth between people, a stable development of society is impossible. According to Abdurahman Jami, the development of a free, humane and responsible person is directly related to the system of its moral and spiritual values. Indeed, spirituality, morality one way or another provides for going beyond the boundaries of selfish interests, personal benefit and focus on the moral and spiritual culture of mankind. Therefore, the goals and intentions of a spiritually and morally mature personality, rooted in a system of supra-individual values, fulfill the function of the highest criterion of orientation in the world and the basis for personal self-determination.

In addition to the social prerequisites of humanism, we can talk about certain sociobiological, personal foundations on which the acceptance or rejection of the humanistic worldview is based. It is about altruism and egoism. Therefore, Jami qualifies morality and immorality primarily as altruism and selfishness. Altruism can manifest itself at different levels, respectively, to varying degrees, revealing the moral potential inherent in each - the ability to realize that, firstly, life does not consist of disparate segments, because the personal "I" is continuous in time and, secondly that a person does not exist by itself, but has a universal aspect. Even the most selfish people out of a feeling of love for family and friends can infringe on themselves in something. However, the highest level of humanism, according to Abdurahman Jami, is self-sacrifice.

CONCLUSION

Thus, in the humanistic ideas of Abdurahman Jami, the value of the human person, love for one's neighbor, justice, equality, self-sacrifice, nobility, the value of knowledge play an important role. It is precisely such qualities that are relevant today in the upbringing of the young generation as well as the moral formation of social workers, since the work of a specialist in the field of social work presupposes an organic unity of his qualifications and special spiritual qualities, a sense of high moral responsibility, and a willingness to perfectly fulfill his professional duty to protect rights person.

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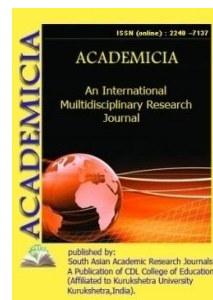
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ACADEMICIA

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EFFECTIVE MODELS OF PROVIDING COMPLEX ASSISTANCE TO PERSONS WITH DISABILITIES

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ABSTRACT

The article analyzes the history of the development of relations with people with disabilities, the content of different models, depending on the space allocated to such people in society. The essence of the reforms carried out in our country on the development of new principles of solving the problems of persons with disabilities, their adaptation to society, ensuring employment, improving the quality of education, development of modern means of rehabilitation and protection are described.

KEYWORDS: *Disabled Persons, Social Protection, Abilitation, Rehabilitation, Social Support.*

INTRODUCTION

The problem of discrimination against people with disabilities has existed throughout human history and has not disappeared today. One of the most important socio-psychological factors in the integration of people with disabilities into society is the attitude of society - healthy people to people with disabilities. Misconceptions about people with disabilities, which are formed in many members of society, often stem from the fact that the public does not have a positive image of people with disabilities.

Based on data from the scientific literature created in different countries, the history of the treatment of people with disabilities around the world has been divided into three major periods.

Its first stage is called the religious-mythological model. During this period, people with disabilities were viewed by society as a punishment sent by God for some of their sins, such as humiliation, humiliation, and disability [1,220-221]. There was a perception of the mentally retarded that "the devil is in control" [2, 202-246].

The second stage dates back to the European Renaissance (14th-15th centuries). During this period, as a result of the development of science and technology, people formed an attitude based on the medical model, and on this basis the causes of disability began to be analyzed from a scientific point of view [3, 1167]. However, persons with disabilities were segregated and kept in specialized institutions. They are not given equal access to education, occupation or employment.

During the Central Asian Renaissance (IX-XII centuries), as a result of the development of science and culture, there were thinkers who advanced advanced ideas. In particular, Abu Nasr al-Farabi, in his City of Noble People [4, 294], found elements of a social model of treatment of people with disabilities.

In the early Middle Ages, mosques and madrassas in Central Asia provided shelter for the poor and needy, as well as food was distributed by nearby neighbors. Most importantly, the introduction of benefits for people with disabilities during the reign of Amir Temur [5, 67] indicates that the system of social protection has long existed in Central Asia.

The third stage continues from the 70s of the XX century to the present day. By this time, a social model of treatment of people with disabilities had been established. One of the most important laws of the social model is that people with disabilities can work with healthy people in all organizations, not in individual enterprises, as well as in inclusive education with healthy children, not in special boarding schools. It can be said that they also have access to education in secondary schools.

MAIN PART

In the history of the development of people's attitudes towards people with disabilities in society, different models have been formed depending on the form of communication and relationship with them and the space allocated to such people in society.

The Sick Man Model: According to this model, people with disabilities are patients. This means that the person is treated as an object of treatment. According to this model, these people must receive medical care. In terms of education, it doesn't matter if they are educated. Societies that see people with disabilities as sick can only offer them medical care and care and seek treatment. However, access to education is denied.

In modern societies, this model contradicts the ideas of humanity and creates an artificial barrier to the development of a person with disabilities.

The "Defective Man" Model: According to this model, a person with a disability is considered to be a disabled person. As a result, such people lose a decent standard of living. This is reflected in the artificial constraints created by their interaction with the environment.

"Threat to society" model: people with disabilities are considered to be a threat to the development of society (people with mental disabilities, mental problems). The downside of this relationship was that people with disabilities were so deeply believed to not only spread the disease, but also to call it a failure as a 'shumkadam'. In order to protect themselves from such "threats and misfortunes", closed institutions were set up in remote areas away from settlements and placed in these institutions. In this case, education is strictly prohibited.

The Object of Compassion Model: This model does great damage to the personal development and self-realization of people with disabilities. This model treats people as if they were babies. This attitude, which is formed as a result of stereotypes that they will always remain young and not develop, is especially strong for mentally retarded people. The main task of this model is to protect such people by keeping them separate from the bad attitude of the environment. Creating a conducive environment for such people and developing them through education is secondary.

Developmental model or social model: According to this model, a person with disabilities is considered to be able to learn and develop. According to this model, society is responsible for the full development of such children with disabilities. According to this model, people with disabilities are placed in such institutions only when institutional institutions are the last resort. According to the principle of education in this model, children with disabilities are educated in ordinary schools along with their peers, supported by integrated education. [6, 52]

By the second half of the twentieth century, as a result of changes in the social outlook of the world community, attitudes towards people with disabilities have changed radically in an environment where the human factor has become a priority. The international legal acts adopted during this period embodied the ideas of the social model aimed at ensuring the integration and socialization of people with disabilities, rather than isolating them from society. This, in turn, necessitated special research to develop new principles for addressing the problems of people with disabilities, their adaptation to society, employment, improving the quality of education, rehabilitation and rehabilitation, and the development of modern protection mechanisms. .

Many universities and research centers around the world have begun to conduct research on the implementation of the laws of the social model of treatment of people with disabilities. In particular, the social aspects of providing equal opportunities for the integration of people with disabilities into society were revealed, and ways to implement inclusive education for people with disabilities were shown. In addition, research in this area focuses on the harmonization of medical, vocational and social rehabilitation, the creation of new technologies suitable for people with disabilities, the features of scientific research and development of assistive technology facilitation tools. being carried out.

The support and protection of the rights of persons with disabilities includes not only the provision of special services, but also the implementation of measures to eliminate discrimination against them, the civil, political, economic, social and cultural rights of persons with disabilities. It also envisages the adoption of laws and programs that guarantee the provision of education and remove barriers in this regard.

In the first years of independence, Uzbekistan began to pay more attention to the most vulnerable segments of the population. In particular, the Law "On Social Protection of Persons with Disabilities in the Republic of Uzbekistan" was adopted. It sets out important tasks such as creating comfortable living conditions for people with disabilities, providing them with employment, education and sports opportunities. The adoption of more than 100 normative and legal acts under this law testifies to the fact that the issue of prevention of disability and their social protection has become an urgent task. Tasks such as "Further development of the system of medical and social assistance to pensioners, the disabled, lonely elderly, and other needy groups of the population to ensure their full life" [7,3] are important in shaping the social model attitude towards them became important.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted: “Changing people's attitudes towards people with disabilities, informing others about their full and equal participation in society is a very important and priority step in solving the current problems of people with disabilities »[8, 21]. This requires a historical study of the policy of protection of persons with disabilities in Uzbekistan, to reveal the essence of the ongoing reforms in this area.

Resolution of the President of the Republic of Uzbekistan dated December 28, 2016 No PP-2705 "On additional measures to further improve the system of state support for the elderly and disabled", Republic of Uzbekistan Decree of the President of the Republic of Uzbekistan No. 4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", August 1, 2017 No. F-5006 "Further improvement of the system of state support of persons with disabilities" Decree of the Government of the Republic of Uzbekistan dated December 1, 2017 "On measures to radically improve the system of state support of persons with disabilities."

Opinions of the President of the Republic of Uzbekistan on increasing the effectiveness of government agencies in protecting people with disabilities, strengthening the role of NGOs and improving the social protection system Conceptual ideas for the development of the social sphere in the Action Strategy for further development of the Republic of Uzbekistan serves as. [9, 5]

CONCLUSION

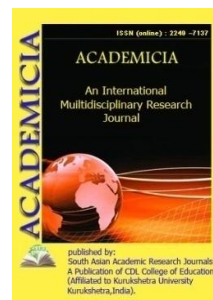
An effective model of comprehensive assistance to people with disabilities in Uzbekistan is to implement the following proposals to ensure their socialization, ie to improve the quality of education, employment and rehabilitation:

1. Circumstances, such as the lack of social workers and rehabilitation specialists in rehabilitation centers for people with disabilities, necessitate the establishment of an appropriate system of training in these institutions and the improvement of the scientific base of rehabilitation centers.
2. It is necessary to form a relationship with children with special needs based on the principles of tolerance in healthy children receiving education on the basis of inclusive education. Because the main reason why most children with special needs do not want to be educated with healthy children is that they are discriminated against by healthy children.
3. It is necessary to establish cooperation between societies of people with disabilities and higher education institutions in order to ensure that people with disabilities can study in higher education institutions.
4. Eliminate barriers to the use of vehicles by persons with disabilities and their free movement in the workplace, establish a system of providing them with appropriate technical means, and conduct advocacy work in this regard.
5. The majority of unemployed people with disabilities live in rural areas. Creating accessible jobs for people with disabilities living in remote villages.

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SYNERGETICS A NEW APPROACH TO THE WORLD ANALYSIS PROCESS

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ABSTRACT

The article is devoted to the problem of a new approach to the process of analysis of synergistic world development. The theory of self-organization of synergistic systems is one of the new directions aimed at a new interpretation of the universe, understanding the nature of complex systemic processes. Coherence in the process of synergistic development, the specificity of the dynamic disorder determination, helps to show the stability of the structure of any times. Synergy also argues that the abrupt transition of a society in the process of development depends on the jump point of qualitative change.

KEYWORDS: *Synergy, Development, System, Self-Organization, New Interpretation Of The Universe, Imbalances, Stability, Fluctuations, Determinism, Nonlinearity, Dynamic Sequences, Evolutionary Processes, Irreversibility, Mechanism, Bifurcation, Dissipative, Etc.*

INTRODUCTION

Synergetics serves as a new methodological approach in the process of analyzing world development. Indeed, it is expedient to rely on the synergetic method in the process of scientifically substantiating the content of events in the universe. Synergetics (Greek: synergetics-cooperation, solidarity) is a theory of self-organization of systems, self-management, study of nonlinear phenomena, new interpretation of the world, a scientific direction, a way of thinking aimed at understanding the nature of natural and socio-economic complex system processes. As synergetics incorporates the components of a self-organizing system, it allows not only to know the general laws and principles underlying the processes of self-organization, but also to identify ways to solve this or that problem. Synergetics is also seen as the “science of the third millennium”.

Synergetics is a more general science than physics, biology, and sociology. But dialectics, the science of philosophy, is more general than synergetics. Synergetics can never rise to the level

of a philosophical science. Because self-organization, which is the main object of synergetics, on the one hand is subject to the laws of dialectics, the law of contradictions, on the other hand, synergetics, like philosophy, does not deal with the theory of knowledge, worldview, object-subject problems. Indeed, contradictions such as matter-consciousness, material-spirituality, good-evil, old-new, progress-regress, recognition-denial, quantity-quality do not fit into the scope of synergetics, but are included in the content of dialectics.

Synergetics allows us to reveal a number of fundamental features of development. It shows the following: 1) the role of fluctuations in the development process is a sharp transition, qualitatively close to the point of the jump, they intensify on the eve of the jump and indicate it, 2) in the process of this jump is formed a view of development depending on current conditions and tasks, bifurcation at the point of "selection" of a definite variant of the further direction of development from the many possible variants occurs; 3) as a result of such a bifurcating nature of development there is an irreversible nature of development; 4) the process of development is generally associated with the development of unbalanced systems and unbalanced step transitions and therefore includes the formation of oscillations, spatial structures and irregularities; 5) the development process includes many other phenomena, which were not previously covered by the concept of development, such as coherence, turbulence, dynamic disorder, dynamics of dissipative and autonomic structures, large-scale spontaneous fluctuations; 6) there is a specificity of determination in the process of development, and deterministic laws prevail among bifurcation points, and probabilistic laws prevail at bifurcation points; 7) there are limits to the structural stability of any system, they can be reached through the appropriate unbalancing effects, then the elements of renewal and new systems are formed, and this process is endless; 8) There is a close relationship between the macro and micro levels of the development process.

MAIN PART

Synergetics as a science is a scientific field that studies the processes of self-organization in open, unbalanced systems, the nonlinear phenomena that lead to these processes, their properties and laws. At the same time, synergetics also serves as a theoretical-methodological approach and way of thinking that allows the synthesis of knowledge, the improvement of relatively distant scientific and cultural-spiritual values, the understanding of common or similar features inherent in them. Synergetics scientifically substantiates that the abrupt transition of society in the process of development depends on the jump point of qualitative change, the emergence of different options in the jump process and the "choice" from them. The movement of unbalanced systems in the process of development justifies various disorders and the formation of new systems in them.

Synergetics is one of the most significant and effective results of cooperation and integration in the fields of modern postclassical science. As a result of such activity, he first inherited the methods used in sciences such as cybernetics, systems theory, and enriched them with his scientific and ontological ideas and laws of "formation" and "self-organization." Synergetics as a method of nonlinear modeling of reality was formed due to the intersection of a culture of philosophical reflection with specialized knowledge that has its own subject and has become a serious field in networks. Accordingly, that is, as it has become a field in a wide range of fields, now any emotion processes are naturally included in the research level of synergetics.

Synergetics - the theory of self-organization of the universe - emerged in the early 70s of the twentieth century as a generalization of innovations in science as a new approach to the development of the universe, a doctrine that comprehensively analyzes the process of universal evolution using linear thinking. "I call the new science 'synergetics,'" writes G. Hacken, "because it requires not only the study of the interaction of many elements of systems, but also the co-operation of many different disciplines in finding common principles governing self-organization." G. Hacken also explains why the new science is called "synergetics". First, it "examines the interaction of many subsystems that form the macroscopic level structure and the corresponding activity". Second, it involves various disciplines in finding the general principles of self-organization of systems. G. Hacken noted that due to the crisis in narrow specialized areas of knowledge, information should be condensed into a small number of laws, concepts or ideas, and synergetics can be considered as one of such attempts. G. Hacken points out that different orderly systems have the same principles of self-organization, so it is necessary to talk about finding common determinants of natural and social processes. Synergetics is focused on finding these common determinants. According to the synergetic approach, the self-organization of an entity results in the emergence, interaction, as well as interaction, and finally re-emergence of such dynamic objects, which are more complex in terms of information than the elements of the environment in which they occur appears. Therefore, in synergetics, it is noted that the system and its constituents, mainly dynamic structures. Also, according to the synergetic approach, the direction of self-organizing processes is determined by the individual and collective manifestation of the internal properties of the object, as well as the effects of the system sinking or the surrounding environment.

In the dialectical sense, the processes of self-organization take place in the environment alongside other, processes, in particular, oppositely directed processes, and in some aspects of the existence of the system these processes may develop or overtake the opposition. At the same time, the system as a whole tends to be stable, evolving or degrading and disintegrating or even disappearing. thus, we are convinced that on the basis of synergetic analysis, the structure that was originally formed as a result of the process of organization can change, disintegrate, and disappear on the basis of the process of self-organization. It follows that the concept of self-organization of synergetics is closely related to the concept of dissipative structures. After all, the essence of dissipation, that is, dissipation, is that an open system regularly exchanges energy with the external environment, and as a result of such exchange, its stability is maintained. However, in this process, in fact, its entropy increased and should not be able to develop due to dynamic motion, but as energy is exchanged, it dissipates into the external environment, and entropy is maintained at a low level as a result of regular exchange of matter, energy, information. It is clear from this that the unbalanced dynamic state in synergetics is manifested on the basis of such changes. It should be noted that in synergetics, although the system is stable, its internal parts, communication and interaction with the external environment are preserved. Under these conditions, the system is self-organizing.

Synergetics has created laws and laws that allow us to clarify the evolutionary picture of the evolution of the universe. From a philosophical point of view, synergetics has freed our knowledge of the development of the universe from one-sided dogmatic views. Therefore, there are ample opportunities for the formation of various methodological views on the development of the world. A synergetic approach to the study of the universe is of particular importance.

Synergetics is a new scientific approach aimed at recognizing the self-organization of the universe, the eternal sequence of things and events in space and time, their interconnectedness, their existence on the basis of causal connections consisting of certain complex systems. He mainly seeks to find the directional laws of states such as physical, chemical, biological phenomena, and nonlinear. Synergetics is characterized by the use of basic words such as self-organization spontaneity, structuralgenesis, nonlinearity, open systems. Synergetics is the study of the systems that exchange matter, energy, and information with the external environment. In the synergetic landscape of the universe, formation based on diversity and irreversibility prevails. Existence and formation are united into one concept. It creates time or, in other words, performs a constructive function.

The main theme of synergetics is reflected in the following ideas: decay and creativity, degradation and evolutionary processes are equal in the universe, the increase in complexity and disorder in creative processes occurs on the basis of a single algorithm and does not depend on the nature of systems. No system can be studied as an object of synergetics. To be an object of synergetics, the system must be open, that is, it must be a substance or energy exchange with the external environment, it must be unbalanced or far from the state of thermodynamic equilibrium.

According to the synergetic approach, self-organization in the universe results in the emergence of such dynamic objects, as well as interactions and, finally, re-emergence, in which these dynamic objects manifest themselves in a more complex form in terms of information. Therefore, in synergetics, it is noted that the system and its constituents are mainly dynamic structures. Also, according to the synergetic approach, the direction of self-organizing processes is determined by the individual and collective manifestation of the internal properties of the object, that is, the effects of the environment surrounding the system.

The development of the problem of self-organization, which forms the basis of a new field of interdisciplinary knowledge of synergetics, formed the theoretical basis of the methodology of science with a new meaning. Synergetics promotes the view of self-organizing mechanisms (bolts) in various fields of science. Because the emergence of a new field of science in the process of self-organization is mainly associated with the emergence of discoveries and inventions in it. Thus, the emergence of a new paradigm also led to the formation of a new view of the further development of post-classical science. This provided ample opportunity for further analysis of new areas of science. This is an opportunity for the development of a new field of science. Therefore, it is not possible to solve these tasks without researching interdisciplinary research methods. After all, the current development of philosophy and science is characterized by the fact that new synergetic ideas of scientific thinking cover many problems of the human worldview. According to its purpose, synergetics defines the general ideas, methods and laws of self-organization in various fields of science. In this sense, it is our duty to master the ideas of synergetics in order to rise to a new level of worldview, understanding of reality.

In self-organizing processes, these cases are observed, i.e., “the system loses stability due to the occurrence of a strong state of imbalance in the system. The parameters that recommend such a state are called critical, and this is passed by jumping from a critical state to one of the possible new stable states. This branching capability of the system development path is called the bifurcation point. which of the probable cases to pass to is a matter of chance. Numerous

fluctuations occur at the bifurcation point, one of which accidentally brings the system to a new steady state.

Self-organization is a method of action that maintains stability, which is extremely complex, as well as the ability to create new structures. Systems with this property belong to the type of self-organizing systems.

Self-organization is manifested in the spontaneous propagation of fluctuations in the system by bringing bifurcation (lot.bifurkus - division) and the establishment of a new stable structure. Here the change and renewal of the structure signifies the evolution of the system. Therefore, self-organization is the basis of the evolution of the system. Fluctuations are random deviations (deviations from the average state) that occur at the micro level, and their accumulation leads to bifurcation. In unbalanced systems, fluctuations, bifurcation, and the resulting formation of new structures are key stages in the evolution of a self-organizing system. Fluctuations at the micro level pass into a new dynamic state, which is manifested at the macro level by bifurcation after crossing the sharp normative limit.

Hence, the whole development of an unbalanced system can be seen as a union of two different processes that complement each other, chance and necessity.

The concept of self-organization and the theory of dissipative structures show that they are able to explain the many evolutionary processes that take place in geological, chemical, biological, ecological and even socio-cultural systems. Of course, there are many unresolved issues along the way as well. But the paradigm of synergetic thinking, which includes the idea of self-organization and the theory of dissipative structures, explains the origin and development of the universe and its systems as a kind of "life force"), which allows to explain without the involvement of so-called mystical forces, instability, shows the laws of vibration, which gives a new idea of determinism.

In our opinion, the talented young scientist Dilmurod Bozorov, a synergetic scientist, says that synergetics is a new paradigm from a philosophical point of view, which includes new scientific ideas about human nature, society and human self-consciousness and sense of existence.

The development of synergetics not only brought a new meaning to dialectical thinking, but also had a positive effect on the transformation of the ideas of positivism, ontology, reductionism, relativism, postmodernism. Therefore, it is possible to identify integrated research methods for new depiction, analysis, grouping, observation, interpretation of nature, society, man, spiritual and aesthetic environment, information and man-made activities.¹.

Synergetics, by its object of study and perdmnet, shows us a new scientific view of the universe. These include: instability, nonlinearity, open system, evolutionary integrity, bifurcation twist, fluctuating change, attraction in the attractor state, dissipative system state, and more. It is clear from this that synergetics, through its basic concepts and principles, serves as an ontologically and epistemologically important universal law in philosophy. At the same time, synergetics also has a philosophical methodological significance in the study of the system of things and events in the universe as an open and closed system, which is interconnected and interconnected and can gather elements that form a certain integrity, unity.

Synergetics is not an independent scientific field, it is a new interdisciplinary scientific direction, the purpose of which is the cooperation of different fields of natural science, as well as the

general laws and general ideas and methods of sociology and even linguistics. Synergetics as a new scientific approach is also of interest to the general public, reflecting the emergence of self-organization in open systems and the principles designed to explore collective, cooperative interactions in the process that support them. In recent years, we have witnessed that representatives of various disciplines of synergetics conduct their research on the basis of a synergetic approach. Also, some scientists believe that synergetics has risen to the level of science, some consider it as a new interdisciplinary scientific direction, while others see it as a new worldview, a new method, a new term.

CONCLUSION

Many scholars are also advancing the idea that synergetics should be replaced by dialectics. In our view, synergetics enriches various aspects of dialectics, is a new approach that serves to ensure that the philosophical worldview rises to a higher level.

In conclusion, we are witnessing that synergetics is a new methodological method that helps to enrich our views on the development of nature, society and human thinking with new meaning and content.

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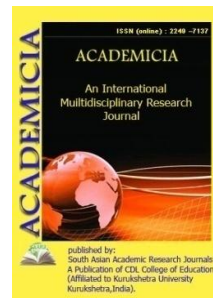
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THE PROCESS OF INTERNATIONALIZATION OF SOCIAL LIFE - A FACTOR OF SOCIAL AND POLITICAL STABILITY, CULTURE OF INTERNATIONAL RELATIONS AND DEVELOPMENT

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ABSTRACT

This article analyzes the theoretical and practical significance of the development of interethnic relations and harmony, the conditions for maintaining and strengthening unity, cooperation, their specific features, as well as mutual spiritual values, the culture of interethnic communication and its social factors.

KEYWORDS: *Nation, Ethnicity, Social Life, International, Interethnic Harmony, Culture Of Interethnic Communication, Central Asia, Universal Values, Equality.*

INTRODUCTION

The history of mankind is a process of establishing and strengthening economic, political, cultural and spiritual ties between different nations and peoples, without which social development will not take place. All humanity, all nations, all peoples have lived in pursuit of progress. This aspiration is natural, because it is based on the material and spiritual needs of man. Man strives for a life of both economic and spiritual prosperity. For this, it is necessary to establish and develop relations between nations. One nation cannot embark on its path of development without national cohesion, limited from other nations, and cooperation with other nations.

The world is largely made up of polytheistic states. It is inhabited by many peoples and nations. And, of course, the study of nations and the relations between them, as well as the conditions for maintaining and strengthening interethnic harmony, is one of the most pressing issues of our time. It is necessary to constantly strengthen in the minds of society a sense of involvement and responsibility for all that is happening in the modern world [2, 105].

Nations cannot develop without taking advantage of the achievements of other peoples in various spheres of social life. At all times, the history of socio-economic, cultural and spiritual development of nations has been closely linked and developed. That is why the development of each nation not only in its own national shell, but also in cooperation with other nations and

peoples has always been a requirement of the times. Indeed, the economic and spiritual development of the whole world has always been based on the history of tribes and clans, peoples and nations, the interdependence, intertwining and complementarity of their destinies.

For the Republic of Uzbekistan, which has chosen the path of building a democratic state based on the rule of law and civil society, it is therefore important that our republic also takes this into account in its multinational state and national policy. "Today, it is also important to establish inter-religious, inter-ethnic and intercultural dialogue, peace and harmony on an international scale" [1; 35]. Social processes should be viewed as multi-sectoral, multi-stage, multi-directional evolving phenomena. The process of formation of a person under the influence of culture, communication, means that they communicate with each other.

Most countries in the world are multi-ethnic, which is an objective basis for the emergence of inter-ethnic relations. Because every nation and people has its own interests, needs and even its own passionate development. This necessitates the "internationalization" of social life (internationalism "interethnic"). International friendship between peoples, respect for other nations as their own nation, the restoration of its national traditions, customs and ceremonies, the development of spirituality and culture, the harmonization of interethnic relations and peace in the country is a decisive factor. Each ethnos contributes to the development of universal culture, while at the same time one ethnos culture is enriched by the positive aspects of another ethnos culture and acquires a new content. International culture is a common, spiritual image of every nation, nation and people whose interests are focused on one goal. The processes of interethnic cooperation not only negatively affect the understanding of national identity and the development of national culture, but also pave the way for the development and growth of national culture and ensure the realization of potential opportunities.

MAIN PART

In particular, for decades, a unique ethnic culture, way of life and traditions have been formed and developed in the Central Asian region. Especially after the establishment of trade and economic relations between East and West, the peoples of our region, located at the crossroads of the Great Silk Road, have developed trade and economic, as well as cultural ties with various peoples of the world. The peoples of Central Asia have lived side by side for decades in the spirit of good neighborliness and kinship traditions due to the common history and destiny, the similarity of customs, traditions and mentality.

National traditions and national-cultural traditions of all nationalities and ethnic groups, polished on the basis of universal values, play an important role in overcoming ethnic conflicts in society and in the positive development of interethnic relations.

At the current stage of development of civilization in social life, this issue is becoming more and more important in the process of globalization, the primacy of democratic principles, internationalization, humanization of society, the transition to an informed society. In social development, civilization emerges as a product of cultural and spiritual development, which creates ample opportunities for the development of national culture. This is reflected in the emergence of new principles in world social life and their manifestation in all spheres of social life. Social development, changes in society affect the spiritual life of society, people's consciousness, thinking, new norms, new values appear in society, the process of continuous

development is advancing on the basis of inheritance, moving to a new stage of development of social life.

The world experience, and the experience we have gained in recent years, clearly shows that the most important condition for successful implementation of large-scale changes in the economic, political and spiritual spheres, radical reform of social relations, recognition by the world community and active international cooperation. stability, civil peace and interethnic harmony. The interaction of national cultures has also become a "good source for the spiritual morality of the peoples" living in that state. Hence, the culture of interethnic communication requires the interaction of national cultures and the harmony between nations. Academician Said Shermammedov said: "... The culture of interethnic communication is the understanding of nations, peoples, regions, the whole human community to do good in all areas and appearances and to act on the basis of mutual understanding. This is a way, a form of realization and development of humanity "[4, 25]. At the heart of such an interpretation of the culture of interethnic communication is the notion of goodness, the moral criterion of goodness, and the moral principle of humanity. "Cultivating a new culture of interethnic relations must begin with raising man to the level of modern civilization" [5; 48]. The culture of interethnic communication is an integral part of spiritual life, universal culture, as an indicator of the quality of society, penetrates into all spheres of social life, including social and national relations, strengthens the rapprochement, mutual understanding and friendship of nations. The history of the culture of relations between the peoples of Central Asia goes back a long way. The character of these peoples, who have always strived for peace, freedom, tolerance and peace, and generosity in their relations with other peoples and with each other, have been nurtured for thousands of years under the influence of the socio-spiritual environment formed by "mother's milk".

The great geographical discoveries, the development of art, the universal inventions in the field of science and technology, which began in the late fifteenth century, led to the intensification of economic and political, cultural, enlightenment and spiritual ties between states and peoples. These international relations paved the way for the formation and spread of the ideas of national consciousness and self-awareness, national freedom and independence, the exchange of achievements in science, technology, culture and enlightenment [6, 584]. This proves that interethnic relations have been formed and developed side by side with political, economic and spiritual processes for hundreds of years, and thus have become one of the important factors of social development.

The national policy pursued in Uzbekistan is closely linked with the general domestic and foreign policy aimed at stabilizing society. Stability in any state depends on the harmony and harmony between the nation named after that state and other peoples living in this republic. This is an important factor in social development. On the contrary, inter-ethnic conflict leads to a society of instability, an obstacle to its development. The national policy pursued in independent Uzbekistan takes into account the needs and interests of nations and peoples. Such a just policy warms inter-ethnic relations and strengthens mutual trust. Only an independent state that cares about the fate of its people and its future can pursue such a national policy.

"The development of any country and its prestige in the world depends, first of all, on the peace that prevails in this country - peace, harmony of nations and peoples living here" [3; 288]. It is necessary to understand the need to maintain and develop inter-civil and inter-ethnic harmony.

This depends in many ways on the spiritual level of the people and the fulfillment of the tasks of fostering a culture of interethnic communication. International culture is a common, spiritual image of every nation, nation and people whose interests are focused on one goal. If one of the main tasks of national culture is to unite the nation, the main task of the culture of interethnic communication is to unite all nations around a certain idea, for example, the idea of building a democratic, civil society, thereby helping to form and strengthen interethnic unity.

Improving interethnic relations is one of the most pressing issues in today's rapidly globalizing world. Because today the process of understanding the identity of nations is developing faster than ever as a result of the impact of globalization. Representatives of nations and peoples living far from the countries named after them were able to receive at any moment information about their compatriots, their way of life, levels of development and problems with the help of the most modern media.

As a result of globalization, this process has led to an increase in the morale of different nations and peoples living in other countries. Globalization can lead to the gradual erosion of identity in national cultures in multinational countries. The problem in this process is that the impact of the globalization process on the national spirituality of the representatives of the underdeveloped states and peoples will be stronger than the specificity in the spirituality of the developed country. Because it has limited access to the growing level of need for national cultural roots that always give it strength and inspiration.

In short, socio-political stability is the main basis for the dynamic and gradual development of society, its integration into the world system. The process of internationalization of social life - national unity, tolerance, civil harmony - is the foundation and guarantee of renewal and reform of society, sustainable development and progress.

Internationalization plays a positive role in our daily lives as a guarantee of socio-political, economic, cultural and spiritual maturity of the members of our society, as well as in the political and social renewal of society. Due to the development of national thinking, the processes of self-awareness in members of society are growing, the ethnic worldview is gaining a new meaning and is gaining a special role in the development of social development.

CONCLUSION

As a political and legal guarantee of peace and stability in the region, it promotes the national traditions and cultures of peoples with close ethnogenetic basis, plays a key role in the development of socio-cultural factors in the region and the transformation of society towards universal values. For the improvement and internationalization of interethnic relations, ethnic stability plays a unique positive role in the social development of society.

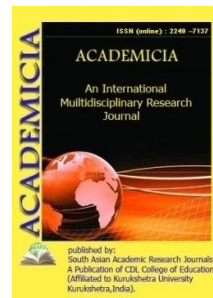
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THEORETICAL AND METHODOLOGICAL BASIS OF STUDYING SOCIAL PROTECTION OF NEEDY PEOPLE OF THE POPULATION

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ABSTRACT

The relevance of this article is that the free integration of people with disabilities, such as people with disabilities, into society, the realization of their social rights and freedoms, the social barriers to normal life are still present. Today, more than 1 billion people in the world (15 percent of the world's population) have some form of disability. Many of them experience problems that prevent them from participating fully and equally in public life. This is especially true in areas such as transport, employment, education, social and political activities. In particular, the article examines the state of access for people with disabilities in urban and transport infrastructure in the country (including only 23,901 out of 64,598 government agencies have access to people with disabilities and ramps).

KEYWORDS: *Needy, People With Disabilities, Social Protection, Social Protection, Medical Model, Social Model*

INTRODUCTION

One of the priorities in the Action Strategy, developed on the initiative of President Sh.M.Mirziyoev, is the implementation of measures for social protection of the population, the creation of favorable working conditions for them. According to him, the main goal in the development of the social sphere in 2017-2021 is "Strengthening social protection of the needy and government support for the elderly and people with disabilities, improving social services, development of public-private partnership in providing social services" [1]. shown. Therefore, the state pays special attention to the important needs and requirements of people with disabilities, taking into account the feelings of compassion and kindness inherent in our people [2].

More than 600,000 people with disabilities live in Uzbekistan. Many people with disabilities face various challenges in their daily lives, which negatively affects their active participation in the political, social, economic and cultural life of the country. Substantiating a clear practical solution to this problem scientifically in the science and practice of social work is an urgent task today.

Another factor that shows the urgency of this problem is the free integration of people with disabilities into society, the realization of their social rights and freedoms, the social barriers to normal life.

MAIN PART

Today, more than 1 billion people in the world (15 percent of the world's population) have some form of disability. Many of them experience problems that prevent them from participating fully and equally in public life. This is especially true in areas such as transport, employment, education, social and political activities. For example, the state of access to facilities for people with disabilities in urban and transport infrastructure in the country (including only 23,901 out of 64,598 government agencies have access to people with disabilities and ramps) [2].

In Uzbekistan, the qualities of our people, such as compassion, helping the needy, supporting them in various situations, have always been highly valued. Changing people's attitudes towards people with disabilities, informing others about their full and equal participation in society is a very important and priority step in solving the current problems of people with disabilities. To this end, the concept of "disabled" is being phased out, and the term "person in need of social protection" is being introduced, first of all, taking into account human freedom. Socially protected people in Uzbekistan are mainly disabled people, ie two main groups: those who have lost the ability to work for community service and those who have not reached working age.

There are two main types of social assistance in Uzbekistan: the first is in the form of pensions and the second is in the form of social benefits. The total number of people receiving pensions and social benefits in 2017 amounted to 3488.8 thousand people. In particular, there are 2568.3 thousand people of age, 368.5 thousand people with disabilities, 247.7 thousand people who have lost their breadwinners, and 304.4 thousand people receiving social benefits [4].

According to the analysis, the situation is gradually changing for the better, with people willing to listen, understand and support people with disabilities at both the public and state levels. But, at the same time, the mistreatment of people with disabilities that has developed in most members of society often stems from the fact that the public image has not formed a positive image of people with disabilities. For example, as a result of scientific research and studies conducted over the past 30 years in the developed and leading countries of the world, there are basically two different views on disability and disability in modern society.

These views are referred to as 'models', i.e. 'medical model of disability' and 'social model of disability'. The ideological core of these models is radically different from each other, so there are cases of misunderstanding between the supporters of these models. Today, disability issues are rapidly changing from a "medical model" to a "social model" at the international level and in developed countries. Such efforts first began with disability initiatives in the United States in the mid-1970s. The "social model" was developed by people with disabilities in response to the "medical model" [5]. The main focus is on the full participation and equal rights of people with

disabilities in society. In short, from June 1, 2018 in the Republic of Uzbekistan will be issued a package of information on persons with disabilities (personal data of persons with disabilities, types and amounts of payments, allocated technical rehabilitation equipment, prosthetic and orthopedic items, etc.). a single electronic register was introduced. In accordance with the Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of work with the population" signed on January 17, 2019, from February 1, 2019, the People's Reception coordinated work to assist people with disabilities, low-income and vulnerable groups [6].

The aim is to create conditions for the integration of people with disabilities into society, to ensure that those around them are kind to them and to encourage them to determine the level of perfection of society. The policy of our state is to provide care for the disabled from childhood. On this basis, laws, decrees and other normative acts have been developed in the country, the legal framework for social protection of vulnerable groups has been created.

Today, the views and concepts based on the "social model" are being widely promoted in the developing countries of the world through the efforts of the needy strata of the active population and those who support their equal participation. Thus, the problems of those in need of social protection will be solved, our society will be strong, and if our society develops, it will undoubtedly ensure the sustainable development of our state. After all, the time demands that we define specific tasks to prevent and eliminate the problems of people in need of social protection, take a scientific approach to each case, and strengthen cooperation.

CONCLUSION

Our conclusion is that the transformational processes taking place in modern societies affect the change of historically formed socio-cultural norms and values in all spheres of human life, lifestyle, daily life and work, the status and status of various groups and strata. Typically, such changes and deviations have a sharp impact on the socio-legal, medical-physiological state of the socially vulnerable segments of the population, including those in need of social protection.

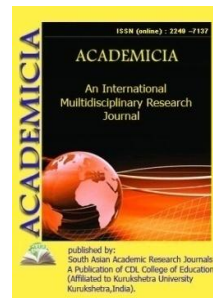
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The world is largely made up of polytheistic states. It is inhabited by many peoples and nations. And, of course, the study of nations and the relations between them, as well as the conditions for maintaining and strengthening interethnic harmony, is one of the most pressing issues of our



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PROFESSIONAL DEVELOPMENT OF A CIVIL SERVANT

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ABSTRACT

This article analyzes the issues of innovative thinking, skills development, strengthening patience in the professional development of civil servants.

KEYWORDS: *Public Servant, Professional Growth, New Thinking, Ability, Patience.*

INTRODUCTION

In today's rapidly changing world, it requires public servants to innovate, to think anew, to use their new thinking, their abilities, to be patient and to work tirelessly, to research. Today, civil servants are also required to be vigilant and diligent, to look with a high level of intelligence and thinking, to have a clear conscience, to strengthen enlightenment, to be selfless, to mobilize themselves for great goals and to make goodness a criterion of daily activities. Today, civil servants are formed on the basis of a national ideology that lifts the spirits of our people on the way to achieving such glorious goals as new thinking, a prosperous future, a decent life, building a just society, considering the problems of the people as their problems. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, "Today we are moving on the path of innovative development aimed at radical renewal of all spheres of life of the state and society. This is not in vain, of course. Because who will win in today's fast-paced world? A state based on new ideas, new ideas and innovations will win"1. In this sense, today the task of improving the quality and efficiency of management, ensuring the professional growth of civil servants is one of the most pressing issues. Any renewal is based primarily on the interests of the individual, his or her life-tested experiences, and the needs of the new society. Today, the importance of our people learning to think independently and gaining self-confidence is incomparable. The fate of development is decided by spiritually mature civil servants. Technical knowledge, the ability to master complex technology, must be developed in harmony with spiritual perfection, independent thinking. Mental intelligence and spiritual potential are the two wings of an enlightened civil servant. Therefore, the new thinking of a civil servant is: 1) concern for the present and future of Uzbekistan; 2) the person understands and protects the dignity, honor and

interests of the people and the Motherland; 3) to work for the sake of high ideas, discoveries, intentions, to dedicate one's life, talents, opportunities, if necessary, to the future of the country.

It should be noted that today, at a time when the whole world is suffering from the coronavirus COVID-19, public servants are required to make a new perception of society, to improve, reorganize, make changes in accordance with its requirements. This, in turn, is associated with a new perspective, a new approach to the socio-economic, political and spiritual spheres of society.

MAIN PART

Updates can be community-wide or cover any area of it, even regional, global. It should be noted that renewal in nature takes place directly and continuously on the basis of evolutionary laws, and in society, it occurs indirectly under the influence of scientific, spiritual, economic, political values. Striving for renewal is a characteristic of a civil servant who possesses spirit and consciousness. In this sense, the innovations in the professional growth of a civil servant are considered to be a set of his spiritual and mental world, which is also peculiar to the whole society. If the aspirations for innovations in the civil service are expanded and consistently incorporated into practice, society will prosper, and conversely, if innovations are not fully implemented, society may gradually decline. In this sense, the aspiration of a civil servant to innovation and its introduction should cover all spheres of economic, political, social, spiritual and cultural life of our country. Today, the ability of a civil servant to develop his professional skills plays an important role. Ability is one of the characteristics of a person's spiritual image, which is an expression of his individual potential. Human ability differs to some extent from knowledge. For example, if knowledge is the result of this reading, then ability is a characteristic of the psychological and physiological nature of a person. In the development of professional development of a civil servant, his abilities may include the terms "skills" and "qualifications". The ability of a civil servant is improved in the process of acquiring skills and competencies. Therefore, the ability of a civil servant is understood not as a feature itself, but as a synthesis of qualities that can meet the requirements of the individual's activities and achieve high performance in the process. The basic feature for the ability of a civil servant is observation, that is, the ability of a person to understand, to see certain aspects of the object, to distinguish.

Ability is a natural resource as well as the result of the formation and development of a civil servant's professional qualifications. This source is often referred to as the "mind". The mind is manifested in extreme curiosity, inclination, and aspiration for a particular activity or many things. Signs of mind are the product of passion, inclination, diligence, diligence, demanding, which are the inner possibilities of ability. Ability of a civil servant means high mental capacity and development. In the professional growth of a civil servant, ability can be formed naturally and developed according to a specific plan. There is an opportunity to achieve great results in the professional development of civil servants with little effort in the development of skills according to the plan. The following ways of formation and development of his abilities in the professional activity of a civil servant can be distinguished: 1) by identifying the signs of natural intelligence, depending on the propensity or aspiration to a certain activity and the quality of the results of activity; 2) improving the natural features of the person through continuous involvement in the activities of a specialist; 3) performance of general intellectual tasks; 4) use of innovative tools to improve unique abilities; 5) development of signs of activity of the civil

servant as much as possible; 6) conduct an individual approach to a civil servant in accordance with the general requirements.

Satisfaction development also plays an important role in the professional development of a civil servant. Satisfaction (Arabic for "satisfaction"; "gratitude"; "humility") is a spiritual feeling based on the principle of getting used to a little or a little, contentment with all, selfishness, not striving for many things, excess, feeling of satisfaction. Satisfaction is not demanding more than the level of opportunity and necessity in eating and dressing. Satisfaction means being accustomed to being rich, not being ashamed of poverty, living with little..

First of all, in order to be satisfied with the professional development of a civil servant, first of all, it is necessary to have a strong sense of patience. At the same time, patience requires contentment. That is why these two concepts are used together in our language in the form of "patience". Regarding contentment, Hazrat Alisher Navoi said: "Whoever acquires patience, it will enrich him. Do not think that gold and silver are riches, but true riches are the gold of patience. The gold of contentment never disappears. Grab that gold and try to get rich through it. A dervish who is content in the hut is better than a greedy king. The place of contentment is the throne of glory. This means that the satisfaction of a civil servant is a feeling of peace and tranquility, and a person tries to protect his soul from any food. While a contented person is patient, he avoids vices such as jealousy, greed, and humiliation. Satisfaction is the spiritual wealth of a person, it calls a person to purity and keeps him away from need. Such people cannot be trapped. It should be noted that the soul of a satisfied civil servant is free, free from any corruption. It is no coincidence that our people have a saying, "Half a loaf of bread is a pleasure," "My hungry stomach is my quiet ear."

Today, the professional development of every civil servant requires a new way of thinking. He must always remember that maintaining peace is his main duty. For everyone, the peace of the country is a priceless blessing, a great happiness. The maintenance and consolidation of peace is a universal problem. At all stages of human development, the main problems of society have been effectively addressed, first of all, in a state of peace. The problem of peace cannot be solved by the desires and aspirations of the people. This sacred value for mankind has been achieved through constant and determined efforts. The Uzbek people hold peace in high esteem and see it as a guarantee of the realization of their dreams and lofty goals. For this reason, when grandparents open their hands in prayer, they first pray to the Creator for peace. The notion that "if there is peace, any goal can be achieved" is widespread among our people. But the lessons of history show that it is difficult to go far with a dream. Peace in the country is inextricably linked with peace in the world and in the regions. The deepening of mutual trust and cooperation between the states is of great importance and deep significance in the current context as an extremely important factor of peace. The Uzbek people see peace as a condition for the realization of their aspirations and goals. Because the results of the changes are directly related to the implementation of this idea.

CONCLUSION

Social cooperation, interethnic harmony and religious tolerance in Uzbekistan play an important role in ensuring peace in the country. This is to ensure internal stability in our country, to develop equal cooperation with foreign countries, to liberalize and democratize all spheres of

public life, to increase the activity of political parties, to increase the professionalism of civil servants in achieving the established goals and objectives.

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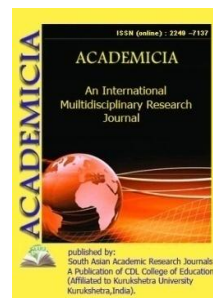
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THE EFFECT OF A POSITIVE PSYCHOEMOTIONAL STATE ON THE REHABILITATION OF STROKE PATIENTS.

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ABSTRACT

Any exercises, regardless of: physical therapy, massage, speech therapist, pathologist, or psychologist, should be emotionally encouraging and not bother the patient in time. Only with the presence of an emotional attitude can we get positive results. The author focuses on the rehabilitation of stroke, stroke stroke (acute cerebrovascular accident). The article is devoted to a detailed analysis of the patient undergoing stroke. Such a view will be of interest to specialists in the field of pedagogy, psychology and medicine.

KEYWORDS: *Stroke, Rehabilitation, Stroke, Headache. Salieva Dilshoda Naimovna Assistant, Department Of Social Work, Samarkand State University.*

INTRODUCTION

In ICD 10: a stroke not specified as a hemorrhage or cerebral infarction under the code I64. According to the definition of the World Health Organization (WHO), a stroke is a pathological condition characterized by rapidly developing focal or generalized disorders of brain functions lasting more than twenty-four hours (unless surgery is performed or death occurs), in the absence of an obvious extravascular cause. Disability due to stroke ranks first among all causes of primary disability.

Before I start talking about a stroke, I want to briefly tell readers about the structure of the brain.

The brain is located in the cavity of the brain of the skull. Its mass is usually about 2% of a person's body weight, but this figure is subject to significant fluctuations. For example, it is known that the brain of I. S. Turgenev weighed about 2.3 kg, and another great writer - A. France - had a brain that weighed about 2 times less - about 1 kg, which did not prevent him from becoming a Nobel laureate in field of literature.

Nevertheless, it is believed that the greater the mass of the brain, the higher mental abilities. On the other hand, it is known that the brain has enormous compensatory capabilities, and under unfavorable circumstances, healthy parts of the brain can fulfill the functions of the lost.

The most important and not least important timely assistance in rehabilitation after a stroke. According to the classification of WHO specialists, stroke risk factors can be divided into four main categories:

1. The main modifiable risk factors: unhealthy lifestyle (smoking, unhealthy diet, obesity, lack of physical activity) and related diseases (high blood pressure, diabetes, high cholesterol, atrial fibrillation and other heart diseases);
2. Additional modifiable risk factors (mental disorders, chronic stress, alcohol abuse, the use of certain drugs);
3. Non-modifiable risk factors (heredity, age, gender);
4. "Other" risk factors (a number of cardiovascular and endocrine diseases, diseases associated with coagulation disorders).

Is it possible to determine who exactly can get a stroke? there are patterns. Knowing them, you can give a fairly reliable forecast regarding the risk of stroke.

The risk can be independently calculated by passing a simple test. Answer the questions in table 1 and calculate the points for each answer "yes". If you do not know how to answer the question, consider that the answer is yes.

TABLE 1

According to the classification of WHO specialists, stroke risk factors can be divided into four main categories:	Yes answer ball
1. The main modifiable risk factors: unhealthy lifestyle (smoking, unhealthy diet, obesity, lack of physical activity) and related diseases (high blood pressure, diabetes, high cholesterol, atrial fibrillation and other heart diseases);	1
2. Additional modifiable risk factors (mental disorders, chronic stress, alcohol abuse, the use of certain drugs);	1
3. Non-modifiable risk factors (heredity, age, gender);	1
4. "Other" risk factors (a number of cardiovascular and endocrine diseases, diseases associated with coagulation disorders).	1
Is it possible to determine who exactly can get a stroke? there are patterns. Knowing them, you can give a fairly reliable forecast regarding the risk of stroke.	1
The risk can be independently calculated by passing a simple test. Answer the questions in table 1 and calculate the points for each answer "yes". If you do not know how to answer the question, consider that the answer is yes.	5
Table 1	3
According to the classification of WHO specialists, stroke risk factors can be divided into four main categories:	1

1. The main modifiable risk factors: unhealthy lifestyle (smoking, unhealthy diet, obesity, lack of physical activity) and related diseases (high blood pressure, diabetes, high cholesterol, atrial fibrillation and other heart diseases);	1
2. Additional modifiable risk factors (mental disorders, chronic stress, alcohol abuse, the use of certain drugs);	2
3. Non-modifiable risk factors (heredity, age, gender);	1
4. "Other" risk factors (a number of cardiovascular and endocrine diseases, diseases associated with coagulation disorders).	1

If you score 3 or more points, then there is a risk of stroke. If you scored 5 or more points, it is quite high. You should consult a doctor in the near future to get recommendations for examination and prevention. The test you just passed helps not only patients, but also doctors.

A stroke - how hard it sounds! Especially for a healthy person, there are prerequisites for the disease, namely frequent headaches that accompany an increase in blood pressure (blood pressure), but the patient does not pay attention to it and continues to drink the usual painkillers. On the other hand, headaches are a phenomenon familiar to many, and since childhood. Dystonia as a form of migraine is often inherited - as is the tendency to other abnormalities of this kind. And after two weeks of patience with these headaches, the patient becomes ill, speech is slurred, dizziness, faints. An ambulance was taken to a hospital, then standard procedures, CT (computed tomography), etc. Two days the patient lay in a coma, 100% memory loss ...

Two days later, the patient returned, naturally, after taking enough medications. The memory has not returned enough, but recognizes some of his relatives.

Rehabilitation activities began after two weeks of illness. Such specialists as an instructor of exercise therapy, a psychologist, a speech therapist-pathologist under the guidance of a neurologist were involved.

One of the main points when working with a patient who has had a stroke (acute cerebrovascular accident) is the work of a psychologist, because a person still cannot, or rather does not want to accept his condition, the task of a psychologist is to help in this and a person should want to live and thereby help specialists cope with their illness, with their condition. If a person is mentally depressed, rehabilitation, then the cure of the disease will be much more difficult and the recovery period will increase. Therefore, it is very important to take this particular moment into account and encourage in every possible way, not to let you lose heart and give up.

The physical therapy instructor, in turn, should help avoid pressure sores, help in the development of fine and large motor skills. Exercises should begin with what the patient does best, and not from weaknesses. It is with the best movements that we begin to increase the load, given the state of health.

The work of a speech therapist and pathologist is also important in the rehabilitation of patients who have undergone stroke. Depending on the type of stroke (hemorrhagic, ischemic), in which part of the brain there was a hemorrhage, we determine the level of speech proficiency, i.e. comprehensive speech therapy diagnostics are carried out, including the level of fine motor skills. To begin with, we try not to ask complex questions so that a person can answer only "yes"

or “no”, then we connect fine motor skills to work. After mastering, we can begin to imitate the sounds of animals, if a person could, only then can we begin to make sounds.

CONCLUSION

Any exercises, regardless of whether it is exercise therapy, massage, classes of a speech therapist, defectologist, or psychologist, should be emotionally encouraging and not bother the patient in time. Only with the presence of an emotional attitude can we get positive results.

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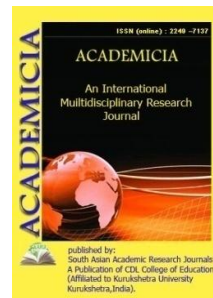
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ACTION STRATEGIES IN UZBEKISTAN - THE MAIN TASK OF IMPROVING THE WELFARE OF THE POPULATION.

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ABSTRACT

The article reveals the main issues of the essence of the action strategy of our country in the period 2017-2021. And also, special attention is paid to the targeted social protection of the population of the republic. Based on the concrete facts of Uzbekistan, the problems of implementing social protection of people at the place of residence in the mahallas are examined, according to the focused principle of social partnership and action strategy.

KEYWORDS: *Social Welfare, Democratic Reforms, Waved Authority, Social Control, Nongovernmental And Government Organizations.*

INTRODUCTION

The large-scale reforms underway in our country to further democratize society and strengthen the foundations of civil society have today been enriched with new content.

In the "Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021", President Shavkat Mirziyoyev identified the enhancement of the status and role of civil society institutions, including the mahalla, as one of the priorities. He paid special attention to the main tasks of improving the activities of the neighborhood. [1.5]

Introduction of effective mechanisms of communication with the population, development of modern forms of public control, increasing the effectiveness of social partnership, development of civil society institutions, increasing their social and political activity, the role and effectiveness of the mahalla institute in public administration implementation of very important priorities such as increase. [2.11]

Also, the provision of mandatory social guarantees to the population in the fourth priority area of the "Strategy of actions on five priority areas of development of the Republic of Uzbekistan for 2017-2021", called "Priorities for the development of the social sphere", strengthening social protection of the needy and the state support of the elderly and people with disabilities,

improving social services, developing public-private partnerships in the provision of social services to the population, pensioners, the disabled, lonely elderly, special attention is paid to the further development and improvement of the system of medical and social assistance to other needy categories to ensure their full life.

MAIN PART

For thousands of years, the neighborhood has played an important role in nurturing good neighborliness, respect and humanity, and addressing social protection issues. The issues of employment, low-income and bereaved families, lonely elderly people in need of assistance, social protection of people with disabilities are also addressed in the neighborhoods.

Today, as we observe the development of the activities of the self-governing bodies of about ten thousand citizens of our country and its solid legal framework, the large-scale democratic reforms underway in our country - the transition from a strong state to a strong civil society. we will see that the stage is being carried out. In particular, in the early years of independence, the mahalla was given the legal authority to perform two functions, but today more than 30 socio-economic functions have been delegated to them from local authorities.

President Shavkat Mirziyoyev's speech at the solemn ceremony dedicated to the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan "The Constitution is a free and prosperous life, a solid foundation for further development of our country." They stressed that the issue of creating decent conditions for people with disabilities to live a full life is a priority of our state and society [3.7].

Further improvement of the organizational framework of the mahalla, expanding the scope of its tasks, ensuring close relations with public authorities and administration, social support of the population on a clearly targeted basis, the Center for Private Entrepreneurship and Family Business Development requirements for further expansion of functions and improvement of mechanisms in the system of public control over the activities of public administration bodies.

The development of public control is an important task in achieving the desired results of the ongoing reforms in our country. The need to establish public control is primarily explained by the fact that it serves to prevent and eliminate threats such as corruption, greed, localism, abuse of office, fraud, poisoning the minds of people with various elements.

Indeed, the activism of people in civil society, their indifference to social events, and their deep sense that every leader in government is under public scrutiny are important in the development of society.

The principles of President Shavkat Mirziyoyev, "The people should serve the people, not government agencies," also ensure the transparency of government agencies, which is an essential condition for the implementation of this principle in practice. [4.6]

Public oversight is a factor that contributes to the stability of social justice in society, to equality, responsibility and accountability in the relations of the individual, society and the state. It ensures that human rights and freedoms are not only guaranteed by the state, but also give priority to the activities of public authorities, and the existence of public control is an indicator of the fact that political power is in the hands of the people.

Of course, the state guarantee of the activities of mahallas will create ample opportunities for further deepening of reforms and will serve to strengthen the interaction of civil society institutions with government agencies, to strengthen public control. One of the urgent tasks today is to improve the mechanisms of public control in the mahallas, which are the primary social institutions for the elements of the system of public control in our country. Public control by the mahallas is also an important factor in increasing the income of families through the establishment of outsourced relations with industrial enterprises, as well as in increasing the level of employment. Improving and stimulating the activities of the mahalla social institution in the targeted social protection of the needy in our country is one of the tasks of the time, which leads to the following conclusions:

First of all, our Constitution stipulates that "the state represents the will of the people and serves their interests." [5.4]

Second, based on the strategic goals of the ongoing socio-economic reforms, it will develop mechanisms for public control over the timely, efficient and rational use of state funds allocated for social protection.

Thirdly, in providing social assistance to the needy, neighborhood assemblies are not limited to the state budget, but also to voluntary funds from citizens, businesses and other sources.

Fourth, strong public oversight in the neighborhood helps prevent misuse of funds by neighborhood chairmen and other officials.

Public oversight is a testament to the determination of social justice in society, a key factor that serves balance, equality, mutual responsibility, and accountability in the relationship between the individual, society, and the state.

The issues of further expanding the participation of the population in the social and political life of the country, increasing the political activity of every citizen pose significant challenges to citizens' self-government bodies - mahallas. Today, citizens' self-government bodies have important tasks, such as employment, filling the consumer market, developing social infrastructure, improving people's well-being and providing strong social protection.

The development of public control over the implementation of the above-mentioned tasks is an urgent task in achieving the desired results of the ongoing reforms in our country.

Public oversight is a factor that contributes to the stability of social justice in society, to equality, responsibility and accountability in the relations of the individual, society and the state. It ensures that human rights and freedoms are not only guaranteed by the state, but also give priority to the activities of public authorities, and the existence of public control is an indicator of the fact that political power is in the hands of the people. In the organization of public control, first of all, it is necessary to raise the political, legal and social level of public representatives. Every citizen, every person should be aware of and protect their rights.

Taking into account the fact that today in a number of higher educational institutions of the country are trained specialists in the field of social work, the establishment of "social work staff" in the mahallas will ensure the delivery of social assistance to the needy. One of the problems that hinders the development of social services provided by the community is the lack of specially trained social workers. The number of graduates of this profession in higher or

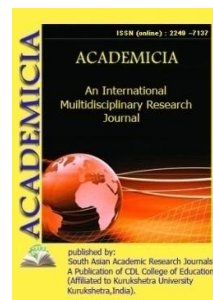
secondary special educational institutions is less than one percent of the total number of people employed in the field.

CONCLUSION

In conclusion, it is expedient to further expand the scope of powers in our country to improve the system of targeted social protection of vulnerable groups of the population, with a correct assessment of the effectiveness of the neighborhood system.

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DEVELOPMENT OF SOCIAL SECURITY SYSTEM IN UZBEKISTAN.

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ABSTRACT

The article discusses the social aspects of the social security system in Uzbekistan. In particular, it was revealed that social security is the main network of social protection. Social security is the provision of economic, political, social, legal, etc. benefits to the elderly, the disabled and those who have lost their breadwinners, especially children, the elderly, the disabled and other needy. The social aspects of social security, one of the most relevant types of welfare that has caused controversy among various disciplines, have been analyzed.

KEYWORDS: *Social Security, Social Protection, Benefits, Pensions, Pensions, The Disabled, The Elderly.*

INTRODUCTION

The social security system in Uzbekistan began to take shape in the early 1920s. After the independence of the Republic of Uzbekistan in the early 90s, during the transition to market relations and the reform of the socio-economic system, a system of targeted and targeted social protection of the population, especially the vulnerable, was established. The need for social security arose at the same time as the emergence of human society. Regardless of the economic and political structure of any society, there is a layer of people who, for natural reasons, cannot have a source of live on their own. Such people include, first of all, children and the elderly, as well as temporarily or permanently incapacitated citizens, ie the disabled.

The establishment of social security and its legal system in the country is conditionally divided into several stages.

The first stage. Covers the period from August 31, 1991, when the country was declared independent, to December 8, 1992, when the Constitution of the Republic of Uzbekistan was adopted.

This period is a period of formation of the legal basis for the day-to-day activities of independent state bodies, including state bodies in the field of social security. It is characterized by the fact that national systems of statehood are being rapidly established, new decrees and decisions are

being made (July 14, 1956, "State pen The first law was adopted on September 3, 1993, before the adoption of the law "On the provision of state pensions").

The second stage. The second phase, which began on December 8, 1992, with the adoption of the new Constitution of the Republic of Uzbekistan as an independent state and lasted until about mid-1993, The fact that the implementation is becoming increasingly clear-oriented, undermines the social protection of vulnerable groups slow with the increase of interest (Article 39 of the Constitution of the Republic of Uzbekistan).

The third stage. Covers the period from the second half of 1993 to 2001. During this period, national systems of social security legislation were established; clearly targeted social protection systems and mechanisms have been established; The state and social systems in the field of financial resources, their formation, expenditure, which are the sources of social security, were created and their smooth functioning was ensured (Law of September 3, 1993 "On the provision of state pensions").

The fourth stage. This phase covered the period from 2001 to 2017. The procedure for recalculation using individual coefficients of salary for the calculation of pensions during this period, the order of payment of insurance contributions to the Extrabudgetary Pension Fund under the Ministry of Finance of the Republic of Uzbekistan by citizens of the Republic of Uzbekistan working abroad and certain categories of persons excluding working hours, as well as the procedure for taking into account the length of service and the amount of current salary used to calculate their pension Draft resolutions, guidelines for the use of lists of industries, institutions, jobs, professions, positions and indicators that entitle to a pension on preferential terms were developed and improved (the Cabinet of Ministers of September 8, 2011 "On further improvement of the procedure for appointment and payment of state pensions") on approval of documents ").

The fifth stage. This stage began in 2017 and continues today (Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, 4th priority areas for development of the social sphere).

At present, there are types of supplies for children, the elderly, the disabled and other needy people in all spheres of society: economic, political, social, legal and so on. One of the most pressing types of provision that has caused controversy among various disciplines is social security.

Social security is a system of socio-economic measures established by the state to provide material, medical and social assistance to the elderly, disabled and bereaved citizens¹. Social security is an important network of social protection.

Social security has a special character as a certain form of support for human life, because it is carried out within the framework of a certain socio-economic formation.

The phenomenon of "social security" is a concept used in both economic, social and political texts. Social security is one of the most important issues for the state and society, because the implementation of strong social protection policies and the guarantee of human rights and interests is one of the highest goals of the great future being built today.

Article 39 of the Constitution of the Republic of Uzbekistan states that “Everyone has the right to social security in old age, disability, loss of a breadwinner and in other cases provided by law. The amount of pensions, allowances and other types of social assistance may not be less than the minimum subsistence level officially established ”2. This constitutional right is fully guaranteed by our state as one of the most important social and economic rights of our citizens.

Social security is provided directly from the state budget, sponsors (various funds and organizations, legal entities and individuals). The amount and procedure for providing social security is carried out within the framework of legislation developed in accordance with national traditions and international standards, as well as the economic capacity of the state. Payments of pensions (old-age pension, disability pension, survivor's pension) and social benefits (old-age pension, disability pension, survivor's pension, the most important types of child support) is calculated.

Social services for the elderly and disabled - placement of the disabled in "Muruvvat" homes, lonely elderly people in "Sahovat" homes, provision of prosthetic and orthopedic and mobility aids, assistance in vocational training and employment of children with disabilities, rehabilitation of pensioners in sanatoriums and rest homes the use of public transport in the city, the provision of benefits related to housing, household services and taxes play a major role in social security.

Privileges are privileges granted to legal entities and individuals for certain reasons and may be granted to citizens in accordance with state laws and other legislation, as well as to its members by public associations in accordance with the decision of the administration. The person to whom the privileges are granted, as an exception to the established rules, is fully or partially exempted from the performance of certain obligations or enjoys certain conveniences in their performance. Benefits in areas such as taxes, pensions, utility bills are set by the state. If the privileges are established by the legislation, the scope of its users, conditions of use, rules of procedure, grounds for occurrence and termination are specified. Benefits can be granted to both legal entities (for example, in full or in part for a certain period of time, full or partial exemption from taxes, the provision of loans on favorable terms, etc.), as well as individuals. The principles of equality and justice of citizens are strictly adhered to in the appointment of benefits. It is not allowed to provide benefits that are not provided by law and to prevent the use of legal benefits.

Article 18 of the Constitution of the Republic of Uzbekistan states: "Privileges shall be established only by law and shall be in accordance with the principles of social justice."

Today, benefits and privileges are one of the forms of protection of a certain segment of the population. These forms are increasingly manifested in labor processes, educational processes, and life processes. In particular, Chapter XIV of the Labor Code of the Republic of Uzbekistan, which defines and regulates benefits in labor processes, is devoted to these processes. Examples include:

1. Additional guarantees for women and those engaged in family duties;
2. Additional guarantees for young people;
3. Benefits for those who combine work with education, etc..

The legislation provides benefits and privileges to such categories of persons as a part-time work week, non-participation in night shifts, additional days off, annual leave and other guarantees.

CONCLUSION

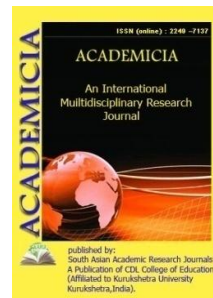
In conclusion, it should be noted that the formation of social security should increase the role of not only the state, but also more non-governmental institutions in providing economic and social assistance. Ensuring peace and interethnic harmony, successful implementation of reforms by providing socio-economic assistance to vulnerable groups of the population, providing practical assistance to the lowest income groups - the lonely elderly, pensioners and the disabled, ie those in difficult economic transition. remained the main direction of supply.

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PSYCHOLOGICAL DESPOTISM IN THE GENDER RELATIONS OF TROUBLED FAMILIES

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ABSTRACT

The article provides information on the psychological effects of despotism in the gender relations of troubled families, forms of emotional distress, anxiety, depression, feeling unwell or stressed or self-control. According to the author it is expedient to study scientifically and practically the causal conditions, classification, behavioral characteristics of factors such as distrust-stubbornness-negativism in family relations as a result of despotism in the family.

KEYWORDS: *Indifference, indifference, despotism, insecurity, negativism, negligence, stress, insecurity, stubbornness, rudeness.*

INTRODUCTION

Human society has emerged that positive and negative relationships between people have been at the center of attention of all people. Therefore, these issues have been the object of expression and analysis since ancient times in the examples of folklore, epics, songs and fairy tales, as the thoughts and opinions of sages. It is known that the problems in the field of family-marriage relations are characterized by their versatility. The study of problems in this area, scientific research, is a very topical issue, especially today. Because the important task of the family is to continue the best traditions and customs of our ancestors, to strengthen the society by educating the younger generation.

Good human relations and the ethics, manners, and procedures associated with them have been the subject of study, observation, and reaction from Central Asian thinkers.

Abu Rayhan al-Biruni, on the other hand, argues that the appearance of a person is inextricably linked with his moral image, and that nobility and modesty in a person are important in dealing with people. Yusuf Khas Hajib The main key to making friends with people is "it is a language, because of which a person sharpens his knowledge and mind. Thinking about a word makes it

great, or if it is said without thinking, it devalues it. "He emphasizes the need to pay more attention to behavior in human relations.

Abu Nasr al-Farabi in his book *The City of Virtuous People* states that a person worthy of morality should have two qualities, and these qualities include good manners, good communication and friendship between people.

Indifference, carelessness, rudeness, rudeness, disrespect, etc., undermine sincere communication in the family. If in most cases requests, advice, mutually agreed questions and answers are used, the method of calm expression of one's intentions, actions, if there is a habit of mutual help, mutual understanding, conciliation in the family, then such families will establish friendly relations the most optimal psychological environment for family life occurs.

None of those who get married even think about the possibility of disappointments in their future family. As problematic families, Minuxin understands the breakdown of relationships between existing structures within the family. Despotism is a common condition in family life. The main methods of domestic violence: verbal abuse, jealousy, constant monitoring.

Despotism often develops in families when one partner (usually a wife) is dependent on the other. For example, being unemployed for a long time, not being able to find a job to do, only has a negative effect on the psyche of all family members. This is more pronounced in a couple's relationship. Poverty, on the other hand, leads to a gradual decline in the couple's sense of empathy and empathy, and they become more and more rude to each other. Such situations can lead to a despotic process in a couple's relationship.

It is natural for a husband or wife to have questions about why the husband or wife is feeling uncomfortable, depressed, unwell, or stressed, or if there are any negative behaviors in the spouse's words or actions, and to understand the root causes. important.

In our opinion, mental (psychological) despotism is a behavior that is detrimental to the psychological state, and experts include symptoms that indicate the presence of depression, increased anxiety, decreased self-awareness, sleep disturbances, memory impairment, post-traumatic stress disorder.

In world practice, there are several approaches to detecting psychological oppression. The first is based on determining the damage done to a psychological despot victim. It is assumed that a person who has experienced such abuse has a number of symptoms that indicate psychological trauma. In fact, our analysis and research have shown that symptoms that damage a person's psychological state include increased anxiety, neurological disorders, depression, decreased self-awareness, sleep disturbances, abusive behavior, memory impairment, post-traumatic stress disorder. indicates the presence of varying degrees of distortion.

It is natural that in our society such an approach requires serious expert work and raises many questions among psychologists.

In resolving the above-mentioned problems, Article 26 of the Constitution of the Republic of Uzbekistan stipulates that "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." indicates that the value. At the same time, the Law of the Republic of Uzbekistan "On protection of women from oppression and violence" dated September 2 of great

importance. It introduces the concept of the use of psychological violence against women for the first time in Uzbekistan.

Article 3 of the Law is called "Basic Concepts" and includes psychological violence - a form of violence that is expressed in insults, slander, threats against women, humiliation of their honor and dignity, as well as other actions aimed at restricting their will. including control in the reproductive sphere, an act (omission) that caused the victim to worry about his or her own safety, inability to defend himself or herself, or harm his or her mental health from pressure and violence.

For moral people, the notion of oppression in family relationships may seem strange, but it can be likened to an animal when portraying a horrible person from the outside. When thinking about despotism, it was discovered that it has different manifestations.

MAIN PART

The appearance of some people is also prone to despotism. Typically, they engage in a pathological passion for the regulation of pedantic and domestic violence. Such fathers in the family are a hotbed of oppression for children. They are deprived not only of avoiding natural need, making noise, having fun, but also having a warm relationship. Such people walk in a depressed and heavy mood for a long time and cannot even understand themselves.

Family members understand this mood immediately and always do everything not to bring his anger, but hope that someday all may be well. However, after a while, the anger repeats itself, and the cause of the flow is often funny and simple trivial things.

How to communicate with them? Children growing up in such a family do not feel affection, at least a little masculinity, and are always oppressed, and then in their hearts there are pathological conditions associated with their youth. Wives who marry an oppressive man often quickly become wordless slaves, and this is a despot-friendly behavior. This despot justifies himself because there are no logical laws of tyranny in the family. In dealing with such people, the intellect of the communicator must be high.

However, these humble wives prefer to be patient, and the best way is to make the mistake of saying so. By critically justifying their spouses with their resilience, they create an environment for selfishness in the family.

The study asked people between the ages of 25 and 35, "What do you mean by despotism in family gender relations?" The main reasons for the emergence of domestic violence are: the use of physical force in the family by one person against another, actions aimed at psychological influence, the transfer of domination and influence, as well as the oppression of each other's psyche, emotionally damaging words and etc. were shown.

What do you mean by despotism in gender relations in the family?	Answers
The use of physical force by one person in the family against another person	27,0%
Behavior aimed at mental exposure	16,6%
To assert its dominance and influence	5,5%
To say a word that quenches the emotions	11,6%
Crushing each other's psyche	8,3%

Just nervous	7,1%
Mental anguish	7,4%
Torture	3,7%
Intimidation	4,6%

Our research has shown that the use of physical force by one person against another in the family, behaviors aimed at psychological influence, self-domination and influence, and oppression of one another, emotionally abusive speech, etc. can lead to despotism in gender relations. .

When despotism reigns in the family, the oppressor uses all means to achieve his goal, which manifests itself as psychological and physical violence. An autocrat has no idea of the personal boundaries and freedoms of others, and accepts those who are considered his family as his property. Naturally, with such a perception, others are required to constantly carry out the despot's wishes, as well as to be fully consistent with his ideas about life, not only himself and his partners, but also how the other person behaves and behaves. Typical demands may include things like a ban on tears and the need for constant joy. Such attacks on the uncontrolled area of intuition indicate a lack of adequate perception.

Such behavior inevitably leads to different levels of conflict. Victims of assaults may try to explain or swear, broken vessels and physical beatings may enter the process. Finally, those who feel their weakness provide silent resistance, which drastically disrupts not only the psyche of the victim, but also the oppressor.

Despotism for love is oppression and slavery to love. And the same female love has a particularly oppressive nature, requiring all without exception. This love therefore collides with the principle of personality. The connection with jealousy gives love a demonic character, and this is especially strong in women. The metaphysical horror of love is not only in its infinity and non-sharing, in its non-recognition by the lover (which is relatively painful): it is in the essence, the essence, of the mutual shared, happy love. It is associated with the mystery of the individual, the feminine and masculine nature, the significant difference in character, the disproportion between the excitement of first love and its realization in the conditions of a poor life, the mysterious-industrial connection with death. But the horror and tragedy of love is weakened by the rationalism of life, by the sinking of human life into a socially alien life, that is, by the victory of objectivism over subjectivism.

However, if the situation cannot be changed, the best thing to do is not to feel sorry for yourself for the things you have suffered and tortured for. It is impossible to accumulate and lose the good things given to every human being by nature. Then you don't have to repay the oppression to other people, that is, to your mother-in-law - children, relatives, friends. It has everything a person needs in this life, so it is also necessary to fight for survival. There is so much love and kindness in life. Only if there is love and affection in the family will those who live there live happily.

In these relations, it is desirable to create a socio-psychological environment in the family, which is devoid of the above-mentioned features in ensuring equality. Looking at the results, both men and women are prone to jealousy, suspicion and stubbornness.

Husbands and wives, as well as those around them, should be careful not to allow insecurities and negativism in family relationships. Insecurity-stubbornness-negativism in the family leads to a breakdown in family relationships.

Our research shows that in real life, men do not always give in to family relationships, in a sense, give in to "masculine pride", want dominance and freedom in relationships.

Feminine kindness, resourcefulness, normalizes the emotional reactions of the husband. Showing respect, reverence, striving to share happiness creates a positive psychological environment in the family.

CONCLUSION

It is necessary to recognize that in order to ensure equality in family relations, it is permissible for couples to be polite, calm and supportive.

Thus, research shows that self-confidence, kindness, impartiality, diligence, self-confidence, tolerance, values of independence, personality traits are a necessary aspect for family relationships. These qualities can lead to a healthy family environment, otherwise despotism occurs.

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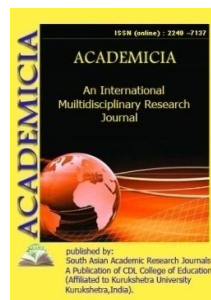
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THE STABILITY OF THE IDEOLOGICAL CONCEPT IN THE WORK OF DOSTOEVSKY

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ABSTRACT

In this article, Dostoyevsky is not only a writer, but also a scientist who created a certain Russian psychological school of poetry, and a psychological picture of Dostoyevsky's creativity, from the prime to the level of art, has become an entirely comprehended style reflecting the ideas and views of writers. Fyodor Dostoyevsky today reads the whole world, continuously studies, under the influence of his eyes, reveals all new facets of art. Although every educated person knows and loves him, nevertheless, the latter are worried about doubts: whether to accept him or not? The reason for this is his complex creative activity, the paradox of his artistic world, the extreme severity of the mental suffering of exhausted oppressed people (in fact, super-realistic), above all, the diverse creative method of the writer, the infinity of a wide range of world. All works of the writer are full of compassion, compassion, love for a person, no matter what he is and whoever he is, he can find the tragedy of his age from the fate of rejected lower class people. The works, images, episodes, psychological techniques, moods of the characters, conversations, pain, at first glance, seem repetitive, improved. In fact, all this is not a repetition, on the contrary, it is a continuation of one another. In fact, all this is not a repetition, on the contrary, it is a continuation of one another. The influence of uniformity and the West on Russian literature before Dostoyevsky was significant. The tendentious influence, however, required the status of a certain direction from literature, it should be noted that as early as the beginning of the 19th century, all Russian enlighteners were struggling to translate, assimilate the achievements, first of all, of French and German literature. The world of Dostoyevsky heroes is a spiritual drama, a spiritual mirror of the people of his time. But Dostoyevsky has shown us that the heroes of Dostoyevsky live in our bodies because of these experiences, dreams, hopes and tragedies, and that the tragedy is so sad, so terrible, and all the bad things in our bodies that we have to express our emotions, we analyze our own pain, and our tragedy. Friends of Dostoyevsky breathe with us and live in one body - we need Dostoyevsky's eye to see them.

KEYWORDS: *Human Logic, Plot-Syujet, Fibula-Story, Secret, Denouement, Poetic View, Sorrow And Joy, Meanness And Kindness, Anger And Wisdom, Humiliation And Pride.*

INTRODUCTION

Dostoevsky is a world-famous, the world's most widely published and read genius, a prolific writer of Russian literature. Dostoevsky was considered to be the most anxious, changeable and passionate writer in his life. Although there were domestic plots in his works, in fact, in each of his works he argued about man. He understood man as the most beautiful and great miracle of nature, an incredible creature surrounded by the most savage laws. With his views on man, the largest philosophical and religious movement in the East came very close to the mystical order.

No matter how or who he is, the feeling of pity and love for man permeates all the works of the writer, he can find the tragedy of his age in the fate of the lower class, the marginalized. If we read his works carefully, the images, the episodes, the psychological receptions, the psyche, the words, the pain of the heroes seem to repeat each other, to reciprocate, to be polished. But if we read carefully, we feel that this is never a reversal, but rather a continuation of each other. This can be illustrated by the following formula: Makar Devushkin was the first image created by the writer, the writer showed only one side of this image: in the rest of his works he began to pick up and highlight the edges that were not visible in this first work. It is never a repetition of Mishkin Roskolnikov, for they both have much in common. Mishkin is the invisible side of Roskolnikov as a result of his crime and conscientious objection. Who can say that the life of Alexander Petrovich, the protagonist of "Letters from the Dead House" in prison, is not Roskolnikov himself in "Crime and Punishment." In addition to certain ideas, all three are original human beings. In general, Dostoevsky has many such receptions. The dreamy character in "Moonlight Nights" is very similar to Ivan Petrovich, the protagonist of "Insulted and Insulted," and even the story. However, Ivan Petrovich is a bit more developed than the dreamer in "Moonlight Nights", striving for a higher goal, and most importantly, struggling. But the character is a dreamer himself. Therefore, it is necessary to evaluate Dostoevsky's works as a whole, not individually.

"Moonlit Nights" was a good work and a great experiment at the time. Old traditions were deliberately avoided in the play, and old storytelling was deliberately absorbed. There are no thrills in the play, like the love story of a thrilling, trending literature. In "The Insulted and Insulted," the love of man is deepened. Now in this play lies not the fate of two, but the fate of an entire group. Love of man is proved not in imagination, but in practice, and most importantly, the experiment of the work is applied after the work, which has not yet been tried in Russian literature, that is, a chain of works is formed.

Dostoevsky's worldview cannot be molded. However, it is noticeable that he has only one basic creative concept. Only this concept draws his whole creation in one line. The complexities of his work should be sought in this concept, in our opinion. He embodied many of the intricacies of his work. But there is one thing in common in these complexities, in research, in the struggle of various philosophical ideas, in the exaggeration of human suffering. This is also a virtue of reverence for man. In his time, Dobrolyubov praised the works of the writer and said: "In Mr. Dostoevsky's works we see a common feature, which is more or less evident in everything he writes. It is also a pity for a person who thinks that he is helpless or that he does not even deserve to be a real, independent person."

In Dostoevsky's view, the answer to all the naughty questions was hidden in the man himself, like a wire hidden in a treasure. He sought answers to the questions that plagued him only from man himself, and believed that "Man is a riddle, the writer must solve this riddle." How glorious ideas he found in this difficult and arduous puzzle path, how high he rose in the depiction of the human heart.

Dostoevsky first sprinkles the events into dialogues, the mental states of the protagonists: small events, details, images, scenes - they first appear to us separately, and then these events are summarized, evaluated and interpreted as comments. As a result, it becomes clear to us that there is a strong connection between what seems to be scattered, fragmentary events. This chain is manifested in the fact that spontaneous mental experiences are inextricably linked. After the day of Mishkin's return comes a ten-page generalized commentary: from this commentary we see here a way of linking more events than a psychological analysis, where the author's approach to the event comes to the fore. The author gives an objective assessment of each event or character, and after the commentary, moves on to the second generalization (the conditional term "generalization") - that is, the protagonists are different pearls of spirit, experiences, mental states, different views, worldviews, dimensions, intimate feelings releases into the woods, thereby revealing the inner world of the protagonists, giving one a glimpse of the inner world - at this point the external event is almost irrelevant to the writer. The psychology of the protagonist, the only means of defining the spiritual world of man in general, is a forest of these experiences, though abstract walking and reading are painful. Only in this forest do people pick up their fakes and show their true nature. Only in the forest of these mixed feelings, emotions, worldviews, emotions, sufferings, misfortunes, joys, ideas, arrogance, evil, ignorance, happiness and unhappiness, trust and insecurity, love and hate, does a person show his true face. As G. Friedlander said, "You cannot deceive the heart, the mind will sooner or later reveal itself, but you cannot deceive the heart."

Dostoevsky wrote about this unmistakable human heart and its feelings. Because these feelings define a person's identity. It is impossible for a person to deceive himself. This is exactly what the great American writer Faulkner meant when he said, "I believe in the heart, not the mind." In fact, this forest is the only refuge from the calamities, sufferings, worries, humiliations and insults of life. Wisdom can be false, it can be violent thought, it can be violent wisdom. But there will never be a violent feeling. Emotions and experiences flow from the heart "... this is the great gift of God" and from its deepest layer, which is passed down from generation to generation, filled with the splendor and passion of the ancestors. Both joy and sorrow awaken here first of all. As a symbol of happiness and unhappiness, love and hate, sorrow and joy, humiliation and goodness, ignorance and wisdom, humiliation and pride, pride and flattery, courage and betrayal, good and evil, everyone walks in this desert of life to the best of their ability. In Dostoevsky's works, this desert was inexhaustible, infinite and dark, searching for the light that illuminated the dark desert, lost, deceived, humiliated, insulted, but did not lose that light - the light of faith in goodness, and illuminated our hearts with this light.

The heroes of Dostoevsky's works will stay in our memory, in our consciousness for a lifetime, shatter our superficial views of life and the world, of man and goodness, and bring us down from the skies of humanism to the ground, where many of the most injustices and humiliations occur. In Pushkin's words, "Dostoevsky's heroes are very similar to the ordinary people we see on the streets and in our city every day." However, we have never listened to the hearts of these people,

we are unaware of their suffering. Dostoevsky, on the other hand, discovered this world with his great potential.

To cripple the soul with words and poetry is to correct it, to free it from mental crippling. Whether the faith and selfishness of the person who reads and understands Dostoevsky, the truth and falsehood, the patience and betrayal are crippled, the deception, the air concept and the narrow philosophy are crippled, this crippled heart knows no poetry, has never been crippled by poetry, is the heart. This disability is a humanized disability that has begun to study human logic. This disability is to be loved, respected, honored. Dostoevsky's works teach human logic. Man is not an idea, man is not an insect, man is a science, industry is a miracle, it is a logical science with opposite poles. "Man is first and foremost a project," his past and future, his present, is a project, a model, or "man is freedom." It is discovered by logic, not by force or oppression.

Dostoevsky was able to unite the two worlds, which were completely incompatible and described as another world (which Belinsky did not deny), in Gogol's school and the European school of psychology.

In the image, in the description, Gogol's attitude towards the Russian man is evident, but in depicting the inner world, Dostoevsky relied more on the experience of advanced European writers. We can see Hoffman, Balzac, Hugo, and others in the psychologist's image, which is Dostoevsky's unique school of innovation. Dostoevsky is not only a writer in the psychological image, but also a scientist, who created the Russian school of psychological poetry: the psychological image in Dostoevsky's work was formed from the level of reception to style, which not only reveals the inner world of some heroes (such as Hoffmann's works). has become a complete holistic style that reflects the writer's ideas and views, in which even the author's approach to the depiction of nature is constructed at the expense of psychological analysis, although at the time it was also acknowledged. Dostoevsky himself, with an intuition and confidence, created a polyphonic-psychological (Bakhtin's term) school, which he acknowledged with an inner intuition and confidence, remained faithful to the last stamp as the first student and creator of this school, and later gathered many students around him all over the world.

Dostoevsky's innovation was that he removed the barrier between the naturalistic school and the psychological school, absorbing them: in general, in true poetry there can be no contradictory current itself, the contradiction and difference can only exist in our imagination. Dostoevsky took the most difficult path of poetry, a difficult path that was a painful path of exploration, renewal, and sometimes even despair and depression. In our opinion, to despair of one's own strength is to gather strength for a new work, a new creative stage. The process of creation is always growing and renewing with hope and despair, because in both cases the human heart is agitated, excited, excited, emotions begin to look for a symbol, an image, an artistic image: in vain Dostoevsky's works are not irrigated with passion, this passion it would be wrong to say that they are the restless breaths of a great soul.

As Dostoevsky sought a new path, a new pictorial breadth in his poetry, he always took the life of the lower classes, the lives of the poor and the happy black, as an object. After all, real poetry can give a writer power only to life itself. In the words of Leo Tolstoy, poetry is as vast and diverse as life. Dostoevsky opened new facets, new possibilities of fable, plot, knot and solution, composition, lyrical landscapes. He did not stop with his talent in the XIX century, and will

serve as a great darga for the following centuries. He was absolutely right when he said, "My works will be read in a hundred years."

True literature serves not only for today, it serves the future and new generations, new generations find new creative power and inspiration for themselves, and the authenticity of today's literature can be appreciated by future generations.

We cannot cover Dostoevsky's work in a single article, or analyze it in a completely unexplored way. We will follow the path chosen by neither Grossman, nor Bakhtin, nor Otto Kous, nor Vyacheslav Ivanov during the course of the work. This is not the subject of our study at this time. Therefore, we cannot say that any of the great researchers like Dostoevsky "can be a murshid (pir) to us," although we rely more on M. Bakhtin to confirm our views, we have objective obstacles to access the scientific residence of these researchers, which is similar to our work. cannot be overcome by two jobs.

What are these reasons or obstacles ?!

1. First of all, Dostoevsky and the Eastern reader are people of different cultures and other aesthetic upbringing: in Europe psychology and thought come first, the whole ability of the writer is seen in this psychology, which allows Russian and European researchers to understand Dostoevsky; Facilitates "digestion". In addition, the European reader is more accustomed to prose works. The reader of the East, on the other hand, has learned more metaphor, the charm of the word, his unique ability to feel, read, comprehend, comprehend, which has evolved and found content over thousands of years. It is natural that it is difficult for an Uzbek student to understand Dostoevsky, just as it is difficult for a Russian student to feel Navoi and his philosophy, his pun. However, this does not mean that the Uzbek student should not read Dostoevsky, on the contrary, in order to read Dostoevsky, the student must have a certain stage of preparation. This can be called the transition period - the transition period for a student who has learned to experience to adopt the method of psychologism.

2. The second complication arises for the same reasons. Grossman, Bakhtin, Otto Kaus, Vyacheslav Ivanov, Fredlin, and others published dozens of studies, articles, portraits about Dostoevsky, which means that European and Russian readers in general were ready to accept these great researchers. The Russian reader, on the other hand, was spiritually close to Dostoevsky to understand (national, linguistic, cultural, historical), meaning that they were at the level of understanding the researchers' research. It goes without saying that in this case the discussions of the researchers are also natural and understandable to those who are familiar with Dostoevsky's work. But what about Uzbek literature, where no better articles about Dostoevsky have been published yet? Does the student have any research preparation to understand "Crazy", "Crime and Punishment", "Devils"? Unfortunately, no. When we add the eastern and western features in understanding the work on top of that, it becomes clear why we cannot suddenly join the debate of these great researchers.

3. M. Bakhtin, Grossman, Lunacharsky and others point out that Dostoevsky's greatest contribution to literature was in his creation of the polyphonic novel genre. They interpret other features of Dostoevsky's skill through this polyphonic style. It is therefore difficult to understand both the interpretations of these researchers and Dostoevsky's works without a complete understanding of what polyphony is. Because in order to understand the term 'polyphonic novel', the reader must be somewhat aware of the stages of the novel from other types to the polyphonic.

Otherwise it does not understand the term and the interpretation imposed on the term. "Polyphony" is translated as "polyphony" in the Russian-Uzbek dictionary, but the very word "polyphony" does not give the reader any idea. So what is polyphonic style?

MM Bakhtin explains polyphony as a sudden echo of different ideas, experiences and views in the work, polyphony in the structure of the work, multi-layered. Dostoevsky was one of the greatest innovators in the field of literature. He created a new type of artistic thinking that Bakhtin conditionally called polyphonic. His novels were a new model of artistic observation of the world. "The uniqueness of sound and spirituality, which has never been heard or described before, and the true polyphony in voices are the main features of Dostoevsky's novels." "... That is why his work is not subject to any framework, any historical-artistic scheme, which we have seen and learned in European novels ...". Dostoevsky is absolutely free in the structure of the work, the composition of the work is built on the development of sounds, not on the development of events. The peculiar embodiment of Gogol and European romance, in Bakhtin's words, gave rise to the polyphonic school. Bakhtin bases his understanding of Dostoevsky's poetics more on his own subjective views: we believe that Dostoevsky must be approached in a unique way by every researcher (including the reader), and that following someone's path leads to violent and artificial interpretations for each researcher. The writer's works cannot be approached critically, and such an approach also leads to a misunderstanding of Dostoevsky's poetics. His works serve only one - the universal ideology, the ideology of life and beauty. Only through a deeper study of his poetics can Dostoevsky's ideological conception be defined. The study of Dostoevsky, either religiously, realistically, or philosophically, or methodologically, or ideologically, monopolizes his polyphonic poetics (Bakhtin). It is expedient only to study these things as a whole - that is the essence of the polyphonic novel.

The world of Dostoevsky's heroes is the spiritual world, the spiritual drama, the spiritual mirror of the people of the period in which he lived. But the heroes are close to us with these experiences, dreams, aspirations, hopes and tragedy. Each of Dostoevsky's heroes lives in our bodies, the tragedy is that the unique master of words has shown us that there is a beautiful world in our bodies with so much sadness, so horror, and all its ugliness: we underestimate our feelings, our pain, that is our tragedy. Dostoevsky's heroes breathe with us and live in one body. Just to see them, we need Dostoevsky's eye.

Dostoevsky did not exaggerate the pains and tragic features, but rather showed them more realistically, deeply, revealing these pains from the black and silent, false veils covering the human heart, purifying it from false, fabricated, luxurious, deceptive, vain, lofty rhetoric, lied, the deposit freed from ideology, - described the human heart and destiny as they were, that is, the man who was expelled from heaven under the curse, as he was, immersed in the mire of depravity. As the writer himself admits, he described "the man within man with complete truth."

"Man within man" is the inner image of man. The author's works are a beautiful example of the harmony of life and life. Dostoevsky cannot make a photocopy of life, the life in his works is a lofty manifestation of artistic observation, artistic fantasy, artistic imagination. Life in Dostoevsky's works are poetic symbols, metaphors, images and models. By the power of the imagination, life realities are combined to create artistic models of beauty and ugliness, evil and good. Life is a tragedy in which evil always reigns, and life is beautiful in that generations, ideas, attitudes, and goodness are always young and alive. The downsides and the downsides of life

prove that everything in life is relative. Adolescence always gives pleasure, old age makes a person miserable. But in both cases the human imagination and imagination are beautiful. The artistic observation is seen in the ability to transform life into a symbolic, figurative beauty, rather than a direct depiction of life. - We feel the greatness of Dostoevsky here.

It should be noted that researchers of Dostoevsky's works have studied this great writer enough. M.Bakhtin "The problem of Dostoevsky's poetics", "About Dostoevsky's style", Pereverzev "Dostoevsky's work", M.Gus "Dostoevsky's ideas and images", R.I.Zaslavsky "F.M.Dostoevsky", V.Ya.Kirpatin Dostoevsky artist », A.S.Losinin« Dostoevsky's last novels », G.Motyleva« Dostoevsky and foreign writers of the XX century », I.Lopshin« Dostoevsky's aesthetics »L.Grosman« Dostoevsky », B.Engelgard« Dostoevsky's ideological novels » , A.Kashino "Aesthetics of FMDostoevsky" and others.

According to the unit of space, the protagonists of Gogol's "Petersburg Tales" are mostly low-class people, and these same stories had a profound effect on Dostoevsky (We grew up in Shinel). Dostoevsky's heroes also grew up in these works:

- a) the characters and events are revealed through the speech of the protagonists;
- b) the whole drama is manifested in these speeches (voices);
- c) internal psychology is also revealed through speech;
- g) we encounter the author's speech in the play only as a commentary;
- d) the tragedy rises to the level of a universal tragedy.

In general, the artistic observation of man is the object of the image of man making, passion and excitement, Dostoevsky stands in line with Shakespeare according to the way the heroes speak. However, in Dostoevsky, the inner world of the protagonist deepens, and now not only the speeches, but also the action, the external image, the protagonist's own imagination, deepen the drama of the event and the protagonist. Dostoevsky considers Shakespeare to be a pir in dramaturgy, and Gogol to be a master in depicting the power of image and the Russian language, his artistic hero. The subject of Dostoevsky and Gogol has been sufficiently elaborated in Russian literature. In this place G.M. Friedlender «Dostoevsky and Gogol», V.Ya. Kirpotin, F.M.Dostoevskiy, Tynyanov Yu. Examples are Dostoevsky and Gogol, N. Chirkov on Dostoevsky's style and others.

It is known that humanism closely connected Dostoevsky with foreign literature, but for a work of art it is not enough to be a humanist, a work of art is the art of speech, the charm of the native language. Dostoevsky and Gogol were united by the Russian heart, because no one in Russian literature had yet opened the Russian heart like Gogol. Love of man led Dostoevsky to the lower strata of the people - this was the first time that Gogol tried to illuminate the life of the class and created the type of "Little Man" in literature. Gogol, Chernyshevsky writes, gave content to Russian literature. It evoked a sense of self-awareness, demonstrated the power and uniqueness of Russian spirituality. Russian literature became a real folk literature thanks to Gogol. The first link that connects Dostoevsky with Gogol is also seen in his attitude to this man.

1. According to the position of the heroes in the society (small people, officials, meshchans, etc.). Gogol began to bring the life of the lower classes into literature, Dostoevsky rose to the highest peaks, creating a gallery of people despised by society. Gogol portrayed the poor and

humiliated strata of society through the image of Boshmachkin. Dostoevsky drew the spirituality of this layer.

2. Poetics of language, according to Russian contextual speech. Gogol's approach to the Russian literary language as a vernacular. By the time of Gogol, the Russian dialect was cleansed of various artificial mixtures, foreign language equivalents, violent and artificial expressions, and became truly popular. The Russian word came to Dostoevsky's work in a powerful way. Gogol's ironically rich living language is evident in Dostoevsky's works. Had it not been for a living language, Dostoevsky would not have been so powerful. Gogol's influence on word perception is also enormous.

3. According to the style of depiction (in Dostoevsky, too, the art of depicting Gogol's reality with satirical irony is obvious. We will dwell on this).

4. By type and character creation. The art of Gogol's type creation rose to a new level in Dostoevsky, who created entire social types, not the language of certain groups. Dreamy, funny man, Lebedev, Lutin, Raskolnikov, Strarogin, Ivan Karamazov and others. When we compare Boshmachkin with Lebedev, we clearly feel Dostoevsky's innovation in type creation. Basmachkin is a victim, a victim. "It is not Boshmachkin's or man's innate nature that is to blame for Boshmachkin's spiritual poverty, but rather the circumstances, the environment, the system that turned man into Boshmachkin." "An unjust regime built on violence has turned him into a boss. Gogol showed that this lower class is also human, and that he has a right to be happy and blissful. Typically, researchers compare Levushkin to Boshmachkin.

Makar Levushkin is Dostoevsky's first diagnosis to society. This hero was very popular with many, including Belinsky. But Dostoevsky could not stop at this first diagnosis. He set out to investigate the process of man's transformation into Levushkin and the effect of this process on man's inner world. A man can be a slave, his limbs can be chained, he can be dependent on his master in everything. But the inner world of this official slave does not depend on the master, that is, it is impossible for a person to be a spiritual slave. The tragedy of Levushkin and Levushkin is that they have become spiritual slaves. Is this slavery in human nature? Or are people born as slaves and masters? As long as there is a need for slavery and mastery in society, as long as society is unjust, as long as people are doomed to live unequally, as long as some are full, some are hungry, some are in luxury, others are deprived of even ordinary human rights, people are divided into classes, It is natural to live as

All of the above create the need and opportunity for a person to remain spiritually poor. This slavery can be conscious slavery and unintentional slavery. Levushkin, Rostanav, Gorshkov, Golyadin, Ivan Petrovich, Efimov - these are slaves who do not understand their slavery. They are accustomed to this slavery, the psychology of slavery is ingrained in their nature, they are proud to see their masters, if they give a hundred rupees they will be happy for a lifetime, they will not be able from morning till night. Asking this question is the beginning of a rebellion, all of them are officially free living beyond this question, but in their hearts are slaves with a statue of slavery, they can starve themselves, be humiliated, trampled, wear ragged clothes and boast that "the master has given me a hand". people drowned in psychology, drowned.

Dostoevsky's works revealed this psychology of human nature in all its horrors. Man is not born a slave, he is brought up as a slave. This is the morality that enslaves this man, who he serves, and who created him. The inner world of each person is a part of the image of society. These

same people are typical heroes like modern heroes. Dostoevsky examined and explained the process of spiritual enslavement in his works. This image is a new image not only in terms of typicality, but also in terms of depicting the tragedy from the inner world, the self-disclosure of the protagonist.

Until the end of his life, Dostoevsky remained faithful to the heroes' method of self-disclosure. We see it in the dreamer, in Ivan Petrovich, in *The Gambler*, in Masuma, in *The Dream of a Funny Man*. The style of self-disclosure is that a person needs to be able to understand their feelings. The feeling of not being understood is not revealed. The more the protagonist reveals his feelings, the more he reveals both the environment around him and the system in which he lives. After all, he is part of the society in which he lives. Imperfect society makes a person dreamy. Know that where there is a lot of vanity and fantasy, life is not good there either. Many of the protagonists in Dostoevsky's works dreamed of living as he wished, but failed to do so, and the feeling of inadequacy made them even more obsessed with fantasies, fantasies, and fantasies about their lives.

The heroes of Dostoevsky's works will remain in our memory, in our consciousness for a lifetime, shatter our superficial views of life and the world, of man and goodness, and bring us down from the air of humanism to the earth, to the ground where the most noble things grow. In short, Dostoevsky can embody in his work all the trends in all Russian classical literature, as well as in Western literature. His creative path, the more complex his works, the more complex the research process. Anyone who analyzes Dostoevsky's literary world must be sufficiently familiar with these literatures. Only then can one feel that this glorious voice is deep and graceful in itself.

CONCLUSIONS

The scope of literature, like life, is also infinite. The bright, joyful aspect of Dostoevsky's style and works is also the idea of humanity or the human problem, which lies in this multifaceted, multi-layered, multi-symbolic, multi-faceted. The reader who understands this aspect feels a high love for the person in every line, line and word of the writer's works.

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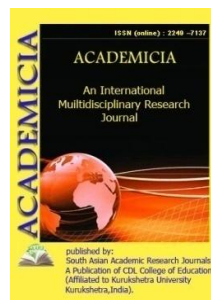
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ROLE OF VOCAL PERFORMANCE IN PERFORMING ART

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ABSTRACT

Singing is one of the most delicate and demanding types of artworks, the article provides some suggestions for representatives of this field and methodical guides for vocal education for students of Musical Theater performance. The breathing device must be maintained during the whole tuning, the whole fixation of the exhalation, which forms the support of the breath. The main function of proper exhalation is to exhale slowly and sparingly to create pressure in the subcutaneous space, which is necessary for the normal functioning of the vocal cords.

KEYWORDS. *Singer, Vocals, Singing, Breathing, Spoon, Workmanship, Art.*

INTRODUCTAION

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

By the way, the soul that shows the dead,
By the way, the message was sent to the soul.
Man speaks of a separate animal,
Probably, there are no more noble ones.

A person who has the ability to speak, expresses his thoughts in his own words, expresses his feelings and, of course, sings.

It is no exaggeration to say that art is the field that reveals the deepest secrets of the human heart and moves its heart. This variety of art is unique in that it occupies a special place among them, it is distinguished by its charm, calmness of heart.

Singer traits must first be inherited by Allah from the performer. If the character and vocal abilities of the performer are formed in accordance with the field of singing, it will be much easier for him to become a great singer in the future. Otherwise, if the ability to vote and the talent bestowed by Allah is less, then it is necessary to work harder with the person. But in this case, the desired result is not always achieved.

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

A musical theater actor must meet not only the requirements of stage movement, but also the requirements for the performance of the tune, the ability to move freely, listen to the orchestra and keep in touch with the conductor, perform dynamic tones in the ensemble [3, 32].

The work of an actor, musician and teacher is a matter of spirit. In order to leave a deep imprint on the hearts of listeners and to warm their souls, it is necessary to master such an important instrument as the voice.

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

A singer-songwriter is defined by the combination of two artistic elements, such as music (song) and drama (high level of stage skills), as a whole in the creative process.

Hearing is perceived through the activity of the vocal organs. When we listen to speech or music, we make a few sounds and repeat them, and only then we perceive them.

It is achieved by further improving the natural vocal abilities and developing its natural qualities, and for this the teacher and the student feel the vocals very closely.

Well-known opera singer FI Chaliapin once said: "Unfortunately, I rarely see real vocalists. There are good and even wonderful singers, but there are no vocal artists, no artists in the full sense "[6, 349].

It's no secret that vocals, which play a major role in singing, are now very popular. Vocal is a unique form of music, which is based primarily on a high level of mastery of the art of singing.

The work of the members involved in the formation and development of vocal skills is developed. Excessive movements are reduced, and those that are needed are strengthened and improved.

The development of vocal breathing takes place in the process of working on the sound of the melody as the basis of the melody and is gradually and systematically brought up. It should promote the natural adaptation of all systems involved in the simultaneous, free, sound production. Conditions are created for the sound, which is connected only with the melody, and the breath of which is "leaning". This sound is full and beautiful.

Breathe before making a sound. This phase of breathing can be controlled. As the singer breathes, the lungs fill with air and the vocal cords prepare to produce sound. The singer's breath is taken quietly, with a deep, half-yawn.

It is not advisable to take in large amounts of air while breathing, as the process of making and making sounds is difficult. The singer's breathing and exhalation are separated by holding the breath for a moment, then the exhalation begins. Hold the breath for a moment before recreating the sound - the breathing position, the moment of fixation of the breathing position. The breathing device must be maintained during the whole tuning, the whole fixation of the exhalation, which forms the support of the breath. The main function of proper exhalation is to exhale slowly and sparingly to create pressure in the subcutaneous space, which is necessary for the normal functioning of the vocal cords. The ability to turn a breath into a sound to the end emphasizes the mastery of the singer's breath.

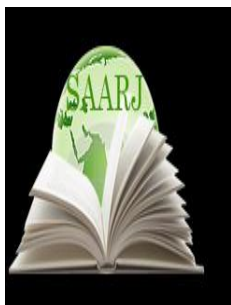
Forming the right vocal cue requires knowledge of the peculiarities of the Uzbek language. Features Uzbek folk singing, phonetic features, lip tuning, rhythmic features, unanimous perception and thinking in a solo singing class, equipping Uzbek students with academic singing skills, the ability to master their voice to the maximum.

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

In short, it is possible to say that the small ability inherited from Allah and the tireless work with the help of teachers will not fail to bear fruit. Only a person is required to master the secrets of singing, as well as to dig a well with a needle, with perseverance and patience.

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COMMENTS ON THE ETYMOLOGY OF SOME TOPONYMS IN NURATA DISTRICT

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ABSTRACT

The word was actively used in ancient times. The word is formed by adding topoasos and formants in the form kor-g'a, -n. guard + guard> guard-guard> guard> guard. The form of this word in the form of a fortress is divided into semantic parts in the state of a fortress, a fortress, a fortress. In this sense, this artificial word has moved to the name of the place due to the phenomenon of toponymization: thorny> Thorny. Its etymology is a thorny artificial word meaning a place with a lot of thorns. The phenomenon of photonyms occurred with the addition of the plural suffix -an to the vertical stem: tik + an> tikan> tikan. The bulge is called a beak. The name of this object is compared to the beak of an animal. Eruptions are one of the most common natural geographical conditions in the mountains and foothills. The main tool in the formation of the toponym was the relative position of the geographical factor and the principle of naming. The word "kurgan" has changed its original meaning in the form of protection, and now means "settlement", "village", "guzar". But even before the word became kor, it consisted of two parts: kor (qur) + i. In this case, the word "snow" means a circle (compare the word "circle"). The name was preceded by the form Elder, then marked on the map as Elder. So the name was given to the mountain before. Later it was used as a name for the village. His etymology is an attributive compound in the form of an elder father.

KEYWORDS: *Geographical, Compound, Consisted*

INTRODUCTION

Thorny - one of the phytotonyms formed on the basis of phytonims. This toponym consists of three parts: tik-an-li. Shrubs with pointed needles, sometimes slightly larger, have thorns. There are also thorns under the flowers. The place where thorns and small thorns grow is called Thorny. It used to be a microtoponym, but after a certain period of time it became a microtoponym, so it was also registered as one of the microtoponyms(Honig et al., 2004; Segal, 1991).

The word thorn was topoasos for my toponym, but not phytoasos for my phyton. For phytonym was the word phytoasos in the sense of growing. If the word vertical is derived from a thorn, the word thorn formed by the phytoformant -an added to it means the name of vertical objects: tik + an> tikan. This infrequently used word is combined with the suffix -li to form the word thorny: thorny> li> thorny. This word means a place where thorns grow a lot. In this sense, this artificial word has moved to the name of the place due to the phenomenon of toponymization: thorny> Thorny. Its etymology is a thorny artificial word meaning a place with a lot of thorns. The phenomenon of photonyms occurred with the addition of the plural suffix -an to the vertical stem: tik + an> tikan> tikan. With the addition of the suffix -li to the word thorn, the word thorny was formed and in this case became the name of the place: thorn + li> thorny> Thorny. Hence, naming, like onomastic phenomena, is a kind of circular process(Conrad et al., 2015; Piven & PAK, 2006; Studies & 2001, n.d.).

Toponyms with a castle component are common in the territory of our country. Some of them are: Uchkurgan district (Namangan region), Turtkurgan village, Kurgankocha (Tashkent, etc.), Beshkurgan, Yangiko Qurghontepa, Qurghontepa, Qurghontepa, Tashkurgan, Kirkurgan, Jar Kurgan (Margilan city), Akkurgan village, Siviltepa Qurghontepa, Qurghontepa angora, Qurghontepa (Shahrisabz t.), Jarqorgon (Surkhandarya v.), Kattakurgan district (Samarkand v.), Jarqorg `onqishloqgi, Qurghoncha kishloq (Kitob t.), Qurghoncha kishloq (two village names in Baghdad district), Qurghoncha archeological monument (Guzar t.), Kurganchamatkolavat village (Namangan and Fergana v.), Kurgan village (Andijan v., Balikchit.) And others. Place names formed by this word can be found outside the territory of the republic. For example, toponyms with the word "fortress" are quite common in the Russian Federation, the Republic of Kazakhstan(and & 2018, n.d.; Rasanayagam, 2010)

The word kurgan is one of the common Turkish words. Today, the word has become a synonym. The word can be divided into two parts: korgon-n, kor-gon, korgon-on.

This word is one of the artificial words actively used in appellate and onomastic lexicon. The word kor, which is the root of the word, is used in the sense of guarding. The word was actively used in ancient times. This word is formed by the addition of topoasos and topoformants in the form kor-ga, -n.

Qori + ga> koriga + n <korigan> korgan> kurgan This word is in the form of kurgan. It is divided into meaningful parts in the case of an, qori-gan. The root of the word is interpreted today as follows:

1. To protect, guard, guard.
2. To chase, drive away in order to protect oneself or someone, an object, a bird, a fly, etc.ⁱ

Tumshuq (Sur.V.-one of the seldom used place names. The word in the toponym consists of two morphemes: tum-shuq.). The suffix -shuq added to this stem formed the word tumshuq: tum + shuq> tumshuq. It is named after the nose and mouth of birds and animals, as well as humans. The same is true for the relief of mountains and hills. The bulge is called a beak. The name of this object is compared to the beak of an animal. Eruptions are one of the most common natural geographical conditions in the mountains and foothills. The main tool in the formation of the toponym was the relative position of the geographical factor and the principle of naming. This means that the etymology of the place name is a word with a protruding meaning, from which the name of the place arose due to the process of toponymization: beak> Beak.

The etymology of the word kurgan is the word kurgan, which is formed by the suffixes -ga, -n to the root of kor, which means the place of protection. Later, this word was transferred to the category of horses, and due to the phenomenon of toponymy, it became common to name places, often as a component of toponyms. So, the word kurgan has preserved its etymology: korigan. The meanings of castle, city, village, gubar appeared due to the later development of the meaning of this word. Only then can its meaning be distinguished by its confidence. From this it can be concluded that in order to find the etymology of the toponyms with the Kurgan component, it is necessary to methodically determine the word guard, which is the archaic meaning of the word Quri. The word "kurgan" changed its original meaning in the form of protection and means a settlement, village, gubar. Following the semantic principle, it was decided to determine the etymology of place names formed by this word on the basis of their meanings, and it was applied above(Bandyopadhyay, e-government, & 2010, n.d.; Sobirov, 2018).

In the etymological analysis of the toponym of the elder, the method of working with the map is of particular importance. There are two hypotheses about the origin of this toponym.

1. Representatives of the people interpret this toponym as the name of the place where the lame, lame man lived: lame-horse> Lame. In this sense, there is a sense of discrimination.
2. The toponym actually consists of n parts with three meanings: ak, aksakal, ota. The word beard is pronounced in the form of a beard, just as the words white and father were pronounced in the form of white, father before. Later, the tenth a changed to the tenth o.

When these three appellations merged to form the place name, the syllable in the word beard fell off and as a result of onomastic conversion it moved from the appellative lexicon to the onomastic lexicon: white + beard + father> elder> elder> elder> elder> elder . The toponym formed in this way means the place where the old man, the elder father lived. This is confirmed by the natural geographical location of the object, ie extralinguistic factor. Because the height of the mountain is reminiscent of a big man, and the snow on it is like a man's beard. The name was preceded by the form Elder, then marked on the map as Elder. So the name was given to the mountain before. Later it was used as a name for the village. His etymology is an attributive compound in the form of an elder father. But it is wrong to write my toponym with a dash (Aksak-ota) or separately(Bohr, 2004; Scheyvens, 2002; Todd et al., 2009).

It is obvious that the first hypothesis is the folk etymology. The second hypothesis takes into account both the phonetic change, ie the drop of the syllable, and the geographical location. Therefore, the second hypothesis, in our opinion, is closer to the truth.

Taskuduk is a toponym consisting of two meaningful parts: tas, kuduk. The first meaningful part of the toponym was previously in the form of a stone. During the development of the language

under the influence of the Kazakh language there were phonetic changes in the structure of the word, the sound sh changed to s, and the topoformant -li fell: sh> s, tash> tas, tashli kuduk> tash kuduk . These phonetic changes took place during the formation of the toponym: tashli + kuduk> tash kuduk> taskuduk> taskuduk> Taskuduk. According to Mahmud Kashgari, the word "stone" means a wide well. Its etymology is a combination of stone wells.

Yangigazgan // Yangi qazilgan // Yangiqazgan // Yanaqazgan — place name is composed of three meanings: yana, qaz, -g'an. Due to the process of toponymic derivation, they came together to form the toponym in one case: again + goose + blood> again dig> cheek. Then the well indicator is sometimes pronounced: cheek well> cheek.

The word also belongs to the word group and is used in dialects in the form jana, the suffix that forms the adjective form of the verb -gan. The appearance of the words well and well in the form of a well, formed by the additional influence of the word -q, depends on the phenomenon of synharmonism, which is characteristic of the Uzbek language. The resulting word has phonetic changes in the form i> u and y> d, and the suffix -i is added. The well indicator in it sometimes drops. Cheek + well> Cheek well> Cheek. Another relative well in the form of a well dug is etymology.

Kyrqqiz-toponym consists of two parts: forty and girl. Forty words in it mean quantity and are used in speech in the following senses:

1. Time, time, boundary meaning: Forty is over, Chilla is out, Forty is over, Forty let out
2. Plural means more than quantity. The reason is that people in the previous period

The most commonly used words in the number group were: one, three, five, seven, twenty, forty. The last of the forty given words. So it means a lot, along with the number forty.

3. There is a phonetic change in the word structure and it is as follows: qir> forty. In this case, the sound q is gained.
4. Forty words is an ethnonym. Mahmud Kashgari mentioned my ethnonym Kyrgyzreached
5. Forty words is the word of my life. forty-number, forty-verb (to cut), forty-ritual.

The forty words in the name of a place do not belong to the verb group, but to the number group. Over time, the word became an ethnonym: forty> forty. Forty ethnonyms are a part of kiochak. The word "girl" was originally in the form of a lamb, meaning a vertical height. The word girl was added to the word forty, forming an attributive compound: forty + girl> forty girls. Then he formed a compound word: forty + girl> forty girl> forty. The resulting compound word became a place name due to the onomastic conversion process of the phenomenon of toponymization: kyrgyz> Kyrqiz. The toponym means forty with many vertical heights. Objects named in this way are more common in mountainous areas.

Therefore, the etymology of the name Kyrkgyz is a phrase of forty girls

There are the following assumptions about the formation of the toponym Karakum:

1. H. Khasanov calls this toponym western sand.
2. A.N. Kononov interpreted it in the sense of the northern desert.

The toponym consists of two parts: black, sand. Two-core morpheme previously combined to form the phrase: black + sand > black sand. Then the compound word formed by the compositional method of word formation became the basis of the process of toponymic derivation: qaraqum > qaraqum > Qoraqum. It should be noted that the word black is often found in other toponyms, and in combination with the words that come after it, it has different meanings, given in scientific sources. For example, K. Shoniyazov proved the existence of the word "great" in the example of the formation of the Uzbek people. In this case, the origin of the toponym can be interpreted in two ways:

1. This word in my toponym means color before sunset expressed in the form of sandstone. This toponym was formed due to the combination of these two tipolexemes and the onomastic conversion process: black + sand > black sand > black sand > black sand. This toponym means a large desert with dark sand, which is difficult to cross and walk.
2. The word black in this toponym means great, great evidence of the meaning of great or great sand. In our opinion, the second interpretation is more reliable. The reason is that at the time of naming this object, that is, in the past, the boundaries of the sand were infinite. The first interpretation of the toponym is described from today's point of view. For both interpretations, etymology is a combination of black sand in the appellation lexicon.

Toponyms with Kurgan component are common in our country: Uchkurgan, Kumkurgan, Kattakurgan district. Place names formed by this word can be found outside the territory of the Republic. For example, toponyms with the word "fortress" are quite common in the Russian Federation and the Republic of Kazakhstan.

The word kurgan is one of the common Turkish words. Today, the word has become a synonym. The word can be divided into two parts in the diachronic direction: korgon-n, kor-go, korgon-on. This word is one of the artificial words actively used in appellate and onomastic lexicon. The root part of the word is used to mean protection. The word was actively used in ancient times. The word is formed by adding topواس and formants in the form kor-g'a, -n. guard + guard > guard-guard > guard > guard. The form of this word in the form of a fortress is divided into semantic parts in the state of a fortress, a fortress, a fortress. The etymology of the word kurgan is the word kurgan, which is formed by the suffixes -ga, -n to the root of the kur, which means the place of protection. Later, the word was transferred to the word group horse, and it is common for it to become a place name due to the phenomenon of toponymic derivation. The word kurgan has preserved its etymology: the meanings of the word kala, city, village, guzar appeared due to the later development of meaning.

CONCLUSIONS

In order to find the etymologies of the toponyms consisting of meaningful parts in the form of a fortress, the archaic meaning of the word "guard" in the form of a guard was determined diachronically. The word "kurgan" has changed its original meaning in the form of protection, and now means "settlement", "village", "guzar". But even before the word became kor, it consisted of two parts: kor (qur) + i. In this case, the word "snow" means a circle (compare the word "circle"). In any case, the word black (black of cattle) is related to this. So, the word kurgan has historically consisted of the forms kor (qur) + i + q + on: korikon > korigon > kurgan. In our opinion, this situation corresponds to the natural-historical reality inherent in language development.

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