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## About Multicomponent Binders Based on Portland Cement

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**Annotation:** The article provides an overview of mineral fillers used in heavy concrete.

**Keywords:** heavy concrete fillers, additives, economy, strength.

The transition to an economical technically sound expenditure of material resources, as well as the wear and tear of equipment at many cement plants, sharply put forward the task of reducing the consumption of Portland cement - the scarcest building material. Effective ways to reduce the consumption of pure clinker cement in concrete and thereby reduce its energy intensity are: the use of mineral additives individually or as part of multicomponent cements, the development of new types of binders and concretes based on them and the use of superplasticizing chemical additives [1].

All these methods have their advantages and disadvantages.

Mineral additives, crushed to certain dispersion, are able to perform some functions of cement, giving the mixtures the necessary plasticity, coherence and compacting the structure of hardening concrete. However, this is possible if the mineral additives or fillers have stable guaranteed properties and a satisfactory granulometric composition. At the same time, the construction of additional technological lines for the storage, preparation and supply of fillers to concrete mixers will be required at the precast concrete plants.

Another circumstance constraining the use of new types of binders, despite their economic advantages, is the fear of reducing the durability of concrete and the occurrence of corrosion of reinforcement. For this reason, when designing concrete products, designers do not use such binders in concrete. This disadvantage can be eliminated if the concrete compaction technology is optimized and concrete products are obtained with an already improved contact zone of cement stone in the intergranular space. However, due to the tendency in the industry to use plasticized concrete mixtures with short time, but with high compaction frequencies, it is impossible to do this. Such concrete mixes tend to have high sedimentation of water under aggregate grains and reinforcement.

Another approach to the problem of using mineral fillers is the joint grinding of finished Portland cement and fillers at separate grinding plants with reference to individual concrete products plants or to a territorial region. Its advantage lies in obtaining cements "diluted" with filler with increased fineness of grinding of the clinker component in economically justified areas for the transportation of cements.

In the Republic of Uzbekistan [2] and in the CIS countries, researchers recommend joint grinding of clinker, mineral filler and gypsum to obtain mixed cements, explaining this by the fact that at the time of its formation, mainly spherical particles are obtained in the technogenic filler, therefore,



more thorough mixing of cement and filler occurs, and the uniformity of the system as a whole improves.

In [2], in the manufacture of mixed cements, preference was given to the re-grinding of Portland cement with mineral additives, which contributed to the production of high-strength mixed cements. In comparison with the direct mixing of mineral additives and cement in a concrete mixer, an even finer additional grinding of mineral additive particles occurs during grinding, since clinker grains, having increased strength, play the role of grinding bodies. According to their research, the specific surface area of the filler increased from 2000 to 3000 cm<sup>2</sup>/kg.

The positive effect of the mineral additive is associated with the "effect of fine powders", which consists in sliding cement grains with additive grains and filling the resulting space with neoplasm products. Grains of mineral aggregate, penetrating into the flake-like structure of cement hydration products, expand the space and enhance hydration.

The appearance of the joint venture has opened up new opportunities in improving concrete technology. For example, high-strength concretes were obtained on ordinary cements, new VNV were created, and finally a complex method was developed for obtaining concretes of a given strength and mobility of the mixture with reduced cement consumption due to the complex action of reducing the I /C and diluting the cement dough with an additional portion of sand and crushed stone. [3]

Previous work has shown that the content of zeolite-containing fillers in a finely ground multicomponent cement binder can reach 50%.

The domol of materials in the production of finely ground cement binders (TMTSV) contributes to an increase in the water content in concrete, including with chemical additives [19]. Thus, the presence of ground fine particles of C3A, C4AF and C3S with a modified deformed crystal lattice leads to the need to clarify the water demand of cement, as well as to a new check and determination of the optimal amount of chemical additives and already taking into account the specific surface of the filler.

At the same time, surfactants introduced into the sealing water are in exceptional conditions. The peculiarity of these conditions lies in the fact that both cement grains and filler grains have increased surface energy due to the small particle sizes and at the same time, due to the changing electrochemical potential, contribute to the activation of the settling of the plasticizing additive equally with respect to the particle surface of both components.

Thus, the mineralogical composition of the clinker component, the mutual mechanical action of filler particles and cement during grinding is the main initial technological prerequisites for clarifying the properties of concrete mixtures and concretes on new binders. Another, no less important aspect in concrete technology is the establishment of dependencies of the amount of additive on the composition of the loaf and, above all, on the consumption of cement. Therefore, the optimization of the amount of additive in SP C-3 concrete from the type of TMTSV, its initial cement and the fineness of grinding is of great interest.

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## Forming a Scientific Worldview by Teaching Students about the Works of Great Figures in the "Reading" Lessons of the Primary Grade

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**Annotation:** This article talks about "The importance of educating students through the works of great figures in the "Reading" lessons of the primary grade." Because, from this ancient and blessed soil, great scientists, noblemen, scholars, politicians, businessmen and generals have grown. As long as our country has great heritages left by our ancestors, the society will become beautiful, the spiritual world of people will be enriched and the children will become well-rounded individuals.

**Keywords:** great figure, heritage of ancestors, spirituality, enlightenment, high intelligence, well-rounded person.

В этой статье обсуждается «важность обучения учащихся путем создания замечательных персонажей в чтении в начальной школе». Потому что на этой древней и священной земле выросли великие ученые, дворяне, ученые, политики, мастера и полководцы. Пока наша страна имеет великое наследие предков, общество будет процветать, духовный мир людей будет обогащаться, а дети вырастут разносторонними людьми.

Ключевые слова: великий образ, родовое наследие, духовность, просвещение, высокий интеллект, гармоничная личность.

In his address to the Oliy Majlis, President Shavkat Mirziyoyev said: "As we have set ourselves the great goal of establishing the foundations of the Third Renaissance in our country, we must create the environment and conditions that will educate the new Khorezmians, Berunis, Ibn Sinas, Ulugbeks, Navoi and Baburs. In this, first of all, development of education and training, establishment of a healthy lifestyle, development of science and innovation should serve as the main pillars of our national idea," he said without reason. Because if we can enthusiastically approach the study of the heritage of ancestors in the hearts of the young generation, fundamental changes will take place in education and upbringing. Indeed, our Motherland Uzbekistan is a land of great scholars. Special attention is being paid to the study of historical, national and spiritual values in the context of socio-economic, spiritual and educational changes being implemented in Uzbekistan. As the President noted: "Everyone glorifies their history. But there is no rich history like our country, no great scholars like our grandfathers anywhere. We must study this heritage in depth and be able to convey it to our people and the world."

In the sources that have reached us, the ideas of good intentions, kindness, loyalty, humanity, hard work, friendship, decency, kindness, simplicity, love and humility prevailed. These ideas have reached the hearts of millions of people and made a huge contribution to their education and are still making a contribution. Kaikovus, Yusuf Khos Hajib, Firdavsi, Saadi Sherazi, Jalaluddin Rumi, Omar Khayyam, Abdurrahman Jami, Alisher Navoi, Mahmud Kashgari, Nizami Ganjavi, Imam Ismail al-Bukhari, al-Tirmizi, Amir Temur, Zahiriddin Muhammad Babur, The scientific and literary heritage of thousands of scholars such as Mirzo Ulug'bek, Husayn Boygaro, Boborahim



Mashrab, Uvaisi, Nadira, Abdulla Avloni, Abdulla Qadiri, Mahmudhoja Behbudi, Fitrat is a clear proof of our opinion. In particular, Kaikovus's "Qabusnoma", Yusuf Khos Hajib's "Kutadgu Bilig", Nasir Khisrav's "Saodatnoma", Saadi's "Gulistan" and "Bo'ston", Abdurahman Jami's "Bahoristan" and Mahmud Kashgari's "Odob assalihin". ("Etiquette of good people"), Firdawsi's "Shahnama", Omar Khayyam's Ruba'is and "Navroznama", Khorezmi's "Muhabbatnama", Khojandi's "Latofatnama", Amir Temur's "Timur's Tuzuklari", Alisher Navoi's "Mahbub ul-Qulub" and "Khamasa", Babur's "Baburnoma" and ghazals, Abdulla Avloni's works such as "Turkish Gulistan and Ethics" and "Hotamnama" are a treasure of education and enlightenment. Each of them has contributed to the development of world civilization.

It is time to start teaching about the life path of our great scholars and world-recognized masterpieces in primary school textbooks. Because primary education is the basis and prelude to all sciences.

Pupils will learn about our great-grandfathers especially through the topics given in "Reading" classes, they will be proud of them; they will strive to become a great person recognized by the world like them. In this place, the 2nd grade textbook "Reading" contains very impressive narratives, stories, and poems aimed at learning the heritage of our ancestors and educating students in the spirit of great figures. All this will educate the students, prepare them for life, and create a sense of pride that they are descendants of such great figures. The first part of the textbook is called "My Motherland - My Golden Cradle". In the "Tandir narration" presented in this section, the exemplary deeds of our great grandfather, great thinker and statesman Mir Alisher Navoi are presented. It is explained as follows:

Alisher Navoi had a neighbor named Mohammad ata. He only has one house. One day Muhammad came to Nawai and said:

"Hazrat, I have a request to tell you," he said. - It seems that my son Khudoyberdi will sell the hut on the day I leave this world. If you don't allow it to be sold anyway. I do not believe that Khudoyberdi will restore such a house after me. He will stay on the streets without a hut and die," he said, bringing tears to his eyes. Navoi:

"It's what you say, believe me," he consoled.

Muhammad came home and called his son:

"My child," he said, "don't try to sell the house until my day ends and I die." If you go and want to sell a lot, pass by His Highness Navoi and then start this work. Hazrat will show you the right path. Muhammad passed away. Khudoyberdi wants to sell the house. "My father said, if you are going to sell the house, pass in front of Navoi. How he shows the way", he said, and came to the presence of the poet. He told Navoi his purpose. Then Navoi:

➤ Good. But your oven is a bit old. Tear it down and build a new one. "The price of the house will increase," he said.

When Khudoyberdi came to his house and looked at the tandoor, the tandoor was really very old. "Navoi is right," he said, and broke the oven. After buying a tandoor from Tandirfurush, he went back. He got tired on the way and wanted to rest. Then the oven hit the ground hard and broke. Khudoyberdi went back and bought another tandoor from the master. When he was about to get home, he also broke it. He tried his best and brought the third oven to his house and built it instead of the old one. A lot of mud was poured on it, and when he looked at it in the morning, he saw that it was lying in the oven. Khudoyberdi got angry and asked: "Why did Navoi bother me so much?" - he said and went to the poet's house.





"Hazrat," Khudoyberdi said, looking at Navoi, "I didn't open the oven." Well, even if it's cheaper, I'll sell the house without the oven.

"Listen to me," Navoi said. - You can't build a single oven, but you want to sell the house. Have you ever thought of selling your house and being stuck on the street without being able to build a new one? Go, learn a trade, work, your house will be left behind, and your livelihood will also pass... Khudoyberdi, who accepted Navoi's wise words, learned a trade and began to make a good living.

Everyone who reads this narration will understand that by acquiring a profession in life, becoming a mature specialist in his profession, he will be able to do all good deeds and deeds, and have a good life. An unskilled person understands that he cannot fly like a bird without wings. Thinking about how much labor and money it takes to build a simple building teaches us to think about it before wasting it. The rich history of the people, living wisdom and of course dreams and hopes are hidden in the craft. Therefore, the enthusiast and master of every profession conveys to others the extraordinary importance of his new inventions, the secret of unique creations, which are the result of his hard work and tireless research.

In the section "Words of the fathers - the eye of the mind" given in the textbook, information and stories about our great thinkers, such as Yusuf Khos Hajib, Abu Ali ibn Sina, Amir Temur, Mirzo Ulug'bek, Alisher Navoi, are presented. Yusuf Khos Hajib's instructive thoughts under the theme "Keep your tongue safe" are cited. I mean:

Language is the translator of education and knowledge. Goodness and goodness come to a person because of language. Both blessings and prestige are found through language. If you do not pay attention to the language, if you use it inappropriately, a person's head can explode. Listen to the words of the wise. They are:

- O owner of the tongue, save your head! - they said. - Everyone who wishes for his safety should not utter a bad word. A word spoken with knowledge is wisdom. And the words of the ignorant can reach their own head.

Never talk too much. Fewer words mean more.

Take care of your tongue - you will be safe,

Keep your word - live longer.

From this instructive thought, we understand that language is the key to the heart, but we can also see it as a weapon that destroys the heart and puts a person in various situations that he does not want. By saying that if we do not speak carefully every word that comes out of our tongue, it will be a disaster for us, it will be the cause of many troubles, it will cause us to become a disgrace in front of many people, and it will cause us to lose our reputation. They will learn that it is necessary to never talk too much and take up people's time with idle talk, but to speak meaningfully and truthfully even if it is little. In fact, it is not for nothing that Yusuf Khos Hajib's name is mentioned with pride and honor in this place. Because Yusuf Khos Hajib's work "Kutadgu Bilig" is one of the masterpieces of spirituality. The work "Kutadgu Bilig" was created as an encyclopedic work, embodying the method of state administration, politics, laws, customs, and moral principles. This work has a didactic orientation, in which the methods of state management, the character of many classes, categories, social groups, from ordinary people to high-ranking elites - scientists, poets, farmers, herdsman, artisans how it should be, state building, the role and importance of different social classes in society, in general, political-social, material-spiritual, moral-educational issues from the point of view of the demand of that time, guidelines, art described on the basis of laws.



In addition, in the story "Ibn Sina's Childhood" by Maqsud Qariyev, Abu Ali ibn Sina expressed that our grandfather had no equal in intelligence since his youth:

Because Abdullah was an enlightened person, notable people, poets and virtues used to gather in his house in Afshana. Then there was more talk about poetry than about world events. One night, at one of these gatherings, Umar Khan, an Afghan poet, began to read Rubaiyats from Rudaki. The poet forgot the last stanza and fell silent. Then Husayn, who was sitting on his father's lap, got up and went on.

The audience fell silent. Abdullah is surprised. On the one hand, he is happy, on the other hand, he is embarrassed, because the baby read this poem correctly. Omar Khan wants to test the boy once more:

➤ Do you know another ghazal of Rudaki? he asked. Husayn boldly stood up and began to read:

Knowledge is the light of people's hearts,

Knowledge is the best way to avoid trouble...

"Bally, bally, may you live longer," prayed the poet.

"The more perfect the education, the happier the people live," say sages. In order for education to be perfect, it is absolutely impossible to allow a gap to appear in this matter."

In the same section, Boriboi Akhmedov wrote "The Story of Amir Temur", in which it is recognized that the great general Amir Temur was intelligent, educated, simple-minded and kind-hearted from his youth: Temurbek is clever, all grew inquisitive. When he was four years old, his father took him to the village school and entrusted him to teacher Ibodulla.

Taragai Bahadir joined hands:

"If you can make my child literate," he said.

Teacher Ibodulla knew this simple and kind person very well. That is why he welcomed him with an open face. He took the knot in his hand and admitted his child to school.

After Taragai Bahadir left, the teacher put his son in the front row. Then he addressed him:

✓ Come on, boy, get up. what's your name

The new student stood up and answered: "Temur."

✓ Congratulations, Temurbek, you have done a good job by coming to our school. If you study well, you will become a mullah. If you are happy and disappointed, you are blind to yourself. Temurbek kept his hands folded and kept his head down.

Temurbek studied under teacher Ibodulla for four years. After his literacy, Taragay Bahadir sent his son to a madrasa in Shahrissabz. He studied well in madrasah as well as in school.

He learned the science of managing the country from his father. His father taught him this in the evenings when he was free from the worries of life. Temurbek listened to the advice of his teacher and father with his whole body. Then he followed these for a lifetime.

In fact, Amir Temur became a statesman and a great general from his youth. Amir Temur (1336-1405) was born in the village of Khoja Ilgor in the former Shahrissabz (now Yakkabog) district of Kashkadarya region. His youth coincided with a period of intense conflict in the country. It is not surprising that these social and political difficulties served to increase the mental and physical potential of Amir Temur. Therefore, the emergence of Amir Temur is not a coincidence, he appeared as a great general and statesman of his time. Since our grandfather Amir Temur had an



excellent philosophical way of thinking, he completed all the things he started and achieved success. He created his famous work "Temur Tuzuklari". The value of this work is enormous. Sometimes it was called "What Temur said", "Memories about Temur", "Tuzuki Temuri". It can be seen from Amir Temur's works that he paid more attention to the moral qualities of the people he chose and appointed. Among other things, according to Sahibgiron, ministers should have 4 qualities:

1. Nobleness, pure breeding and magnificence;
2. Being able to see a lot, make quick conclusions, intelligence;
3. Humane, who knows the condition of the people, soldiers and can show care;
4. Enduring, patient, courteous, gentle.

We can see that these moral qualities were highly valued by Amir Temur and he followed them.

In short, education is the great gateway to spirituality. It is from this gate that one must step towards goodness, excellence and power, towards regular responsibility for every good deed, with unparalleled skill. For this purpose, guiding young people using the masterpieces of our great ancestors will be a pillar in achieving the intended goal. As the President noted: "The fact that our youth are able to rightfully take responsibility for the future of our country and are becoming the deciding force of today and tomorrow gives us all pride and honor."

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## Athletics are a Tool for Education of a Healthy Generation

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**Annotation:** Many sports exercises are performed by the general public - from the smallest children to adults - in a variety and different ways in everyday life. Athletics can be practiced all year round. For these reasons, athletics (walking, running, jumping and throwing) are the practical criteria for most of the republican special test complex "Alpomish and Barchinoy".

**Keywords:** athletics; athlete; mass sports; olympiad; international competition.

### Introduction

Active development of physical education and sports in the republic, attracting all layers of the population, especially young people, to regularly engage in physical education and mass sports, widely promoting the benefits and advantages of a healthy lifestyle in society, physical education and health created in the country and in order to ensure full and effective use of sports infrastructure, as well as further improvement, the Cabinet of Ministers adopts the following decisions:

1. The concept of development of physical education and mass sports in the Republic of Uzbekistan in the period of 2019-2023 (hereinafter referred to as the Concept) in accordance with Appendix 1;

The program of measures for the implementation of the concept of physical education and mass sports development in the Republic of Uzbekistan in the period of 2019-2023 (hereinafter referred to as the Program) should be approved in accordance with Appendix 2.

2. The following should be defined as priorities and tasks within the framework of the implementation of the Concept and the Program:

organizing the development and implementation of innovative forms and mechanisms that ensure wide coverage of all layers of the population, especially young people, with physical education and mass sports;

improvement of scientific-methodological support for the development of physical education and mass sports on the basis of advanced world experience;

organize the selection and training of new-thinking trainers;

organization of training and selection of innovative thinking administrative personnel; improvement of sports medicine, healthy lifestyle and healthy development and implementation of nutrition promotion measures;

to select talented athletes through selection, to strengthen measures to support the activities of selection coaches;

ensuring a high level of information and using multimedia products in the process of organization and implementation of physical education and popular sports, healthy lifestyle;



strengthening the material and technical base of state sports institutions based on the active introduction of energy and resource-saving technologies;

development and implementation of innovative measures to popularize physical education and mass sports and healthy lifestyle.

Supervision of the implementation of this decision is under the responsibility of the Deputy Prime Minister of the Republic of Uzbekistan for Social Development A.A. Abdulkhakimov and the Minister of Physical Education and Sports of the Republic of Uzbekistan D.Kh. Let Nabiyev be responsible.

Nowadays, physically mature people are called athletes. In some countries, athletics is called "Athletics" (in France), "track and field exercises" (in the USA and England).

Athletics is the most popular sport that combines the most necessary exercises in life - walking, running, jumping and throwing.

### **Discussion And Results**

Athletics is one of the most popular types of sports; includes running at various distances, athletic walking, jumping (high, long, triple, with anchor), throwing (javelin, javelin, javelin), shot put, all-around (squatting, heptathlon). There are more than 50 exercises in athletics, 49 of which are included in the program of the Olympic Games (at the Sydney Olympics in 2000, men competed in 22 types of athletics, women in 20).

In addition, athletics is an exercise of modern pentathlon and triathlon sports, it is included in the program of training of all sports, educational, military-preparatory, health exercises, "Alpomish" and "Barchinoy" sports tests for students. Homer's "Iliad", Ibn Sina's "Laws of Medicine" and other books contain information about athletics exercises. In the ancient Olympic Games (from 776 BC to 394 BC) competitions were mainly organized in Athletics.

The rules of modern athletics began to apply in England earlier than in other countries. In 1837, the first competition of the students of the College of Rugby was held here for a distance of about 2 kilometers. Soon, college students from other cities joined their initiative. After that, short-distance running, steeplechase, and throwing heavy objects were included in the program of competitions, and since 1851, running and long jump were included in the program of competitions.

In 1864, the first athletics competitions were held between the universities of Oxford and Cambridge, and later these competitions became permanent. Six types of running and two types of jumping were included in the competition program. Later, the program was supplemented with such types as interception and nuclear launch. In the 60s of the 19th century, adults also became interested in athletics exercises, training and competitions. Athletics and sports clubs of the upper classes have started to appear. The aristocrats of England were interested in athletics, but they did not want to mingle with the common people on the treadmills. They were especially fond of participating in open competitions in walking and running. That's it.

In connection with this, in 1864, English sports clubs adopted a regulation on "amateurism" and found ways to prevent the meeting of ordinary people with cyborgs on the running tracks. According to this regulation, representatives of physical labor were declared professionals, and they were not allowed to enter amateur sports clubs and participate in competitions with amateurs. . This club led the country's championships in athletics and supervised the observance of amateur regulations. took He united all the bourgeois athletics clubs in England and its colonies. The association was responsible for the general management of athletics and prepared English athletes for participation in international competitions. In France, athletics as a sport began to develop in the



70s of the XIX century, first of all, in military and civil lycées. Since the 1980s, running competitions have been regularly held in lyceums.

In the development of modern athletics in the 19th century, competitions in England (since 1837), All-Greek Games in Athens (since 1859) and revival of the Olympics (since 1896) were of great importance. In 1912, the International Amateur Athletics Federation (IAAF) was formed, 200 countries are members of it (2001; Uzbekistan Athletics Federation has been a member since 1993). The IAAF has been holding the World Cup (now Grand Prix) since 1977, and the World Championship since 1983. Interest in athletics in Uzbekistan increased after the establishment of a stadium adapted to this type in Margilon in 1885. Since 1902, athletics competitions, national championships since 1919, spartakia since 1927 have been held in Tashkent. In Uzbekistan, more than 135,000 people are engaged in athletics under the guidance of more than 140 coaches, 3 of the coaches have the title of honored athlete of Uzbekistan, 10 of them have the title of honored sports teacher of Uzbekistan (2001). Track and field athletes from Uzbekistan have been participating in the Olympic Games since 1952. At the Olympics, Marina Shmonina (4x100 m relay race, 1992) won a gold medal, Rodion Gataulin (pole vault, 1988) won a silver medal, Ramil Ganiyev (running, 1996) took 8th place. Oleg Ryakhovsky (triple jump), Roza Babich (200 m hurdles) and Tatyana Biryulina (javelin throw) broke the world record. Ashur Normurodov (long distance running) was a three-time former All-Union champion (1967-69). At the Asian Games in 1994, Svetlana Munkova (high jump), Ramil Ganiyev (skip), Oksana Yarigina (javelin), in 1998 Oleg Veretelnikov (skip), Sergei Voinov (javelin) were awarded gold medals. Athletics USA, Great Britain, Germany, well developed in countries such as Cuba, China.

Athletics is often called the "Queen of Sports". International competitions of the republic are included in all programs of the Olympic Games, and at the same time, they are the largest in terms of the set and number of medals to be played.

In the program of "physical culture" faculties of the Institute of Physical Education, Universities and Pedagogical Institutes, athletics is the main subject of study and is important in the preparation of bachelors in the field of "physical education and sports".

Athletics is the most popular sport that promotes the comprehensive development of a person, because it combines vital and common movements (walking, running, jumping, throwing). Regular practice of athletics develops strength, speed, endurance and other qualities necessary for a person in everyday life. Each student must acquire the following knowledge during the study of athletics as the main subject and during the independent work of physical education teachers;

1. To study the theoretical foundations of athletics.
2. Mastering athletic walking, running, jumping, throwing and other basic exercises at the required level.
3. Acquiring practical pedagogical skills and qualifications necessary for teaching athletics, as well as learning how to organize and referee competitions.

## Conclusion

Movement is considered as certain methods of human activity. For example, a student's educational activity in physical training consists of mastering the system of actions provided for in the program of educational institutions. Currently, due to the rise of self-awareness of the Uzbek people, the restoration of national and cultural values, and the implementation of customs and ceremonies by many classes of the population, it is time for physical education, in particular, athletics training. demand and it is necessary to approach in the spirit of national traditions. After all, the Decree of the President of the Republic of Uzbekistan Islam Karimov "On the establishment of the Children's



Sports Development Fund of Uzbekistan" aims to bring up a physically and mentally healthy young generation, a healthy lifestyle among young people.

It envisages strengthening the style and desire for sports, developing children's mass sports as an extremely important condition of these works. The share of athletics in this is huge.

Athletics is a type of walking, running, jumping, throwing and multi-sport. In special physical education schools and pedagogical institutes, and in the faculty of physical culture, athletics is a lesson consisting of the theory of this sport, practical work, and the methodology of its teaching.

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## Methodology of Organizing Wrestling Competitions

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**Annotation:** A highly qualified specialist in the field of physical culture and sports must constantly improve his professional skills. To do this, he must have the skills of conducting scientific and methodological work, be able to set research tasks, be able to choose appropriate research methods and techniques, and analyze the data obtained.

**Keywords:** national wrestling; trainer; fighting techniques; education; competition; All-Russian Olympiad.

### Introduction

A number of works are being carried out to popularize, develop and introduce to the world wrestling, which is our national sport, which embodies the ideas of our ancient values, in particular courage, bravery, patriotism, and humanism, and to turn this value into a universal masterpiece.

At the same time, the growing popularity of wrestling requires the organization of prestigious international competitions, the modernization of the existing infrastructure and material and technical base, the improvement of the supply of sports equipment and clothing, the expansion of production in this regard, as well as the training of qualified personnel, trainers and referees for the field. requires more attention.

Conveying the rich traditions and values of the sport of wrestling inherited from our great ancestors to the future generations, increasing the role of wrestling in the world arena under the name of the Uzbek sports brand, supporting and encouraging the youth's interest in the national sport, instilling a sense of patriotism in them. in order to further strengthen it, to create the necessary conditions for all strata of the population, especially young people, as well as the nations of the world to engage in this type of sport:

1. The following should be defined as the main directions of development of the national sport of wrestling (hereinafter referred to as wrestling):
  - wide involvement of all strata of the population in wrestling and turning wrestling into a national sport in Uzbekistan;
  - to popularize wrestling, to achieve its transformation into a masterpiece of world sports and its inclusion in the program of the International Olympic Games;
  - formation of necessary material and technical base and infrastructure for fighting;
  - gradual inclusion of wrestling and combat wrestling as priority sports in the physical training of the Armed Forces and law enforcement agencies;
  - training of professional wrestling trainers, referees, development of educational and methodological manuals, strengthening of the scientific and methodological base of wrestling;
  - to create a brand of Uzbek wrestling, to produce individual sportswear and wrestling mats with investments, to take measures to commercialize wrestling;



- wide promotion of the struggle among the population, including through mass media;
1. The Wrestling Federation of Uzbekistan, the National Olympic Committee of Uzbekistan, the Ministry of Tourism and Sports (hereinafter referred to as the Ministry), the Ministry of Finance, and the Ministry of Higher and Secondary Special Education:
    - a) starting from 2021, an international wrestling competition between students of higher education institutions will be held every two years, preferably in foreign countries holding international tournaments for the prize of the President of the Republic of Uzbekistan;
    - b) Starting from 2020, holding the "Uzbek Wrestler" national wrestling competition among employees of state bodies, institutions and organizations once a year;
    - c) In 2021-2025, wrestling skill schools under the Ministry, which will be built from innovative technologies, cheap, energy-efficient and quick-build lightweight constructions and materials, in regional centers, Nukus and Tashkent cities, and financed from the State budget (hereinafter - wrestling skill schools) step by step organization;
    - d) Reorganization of the International Wrestling Institute under the foundation of the International Wrestling Association and the Wrestling Federation of Uzbekistan;
    - e) To agree to the proposal to give the wrestling federation of Uzbekistan free use of the sports boarding school specialized in national wrestling, located in the Boysun district of the Surkhandarya region under the jurisdiction of the Ministry, while maintaining the current financing procedure.

## Discussion And Results

The purpose of the subject "Wrestling types and methods of its teaching" is to promote and widely distribute "Wrestling types" among young people, to interest young people, to teach and familiarize them with technical-tactical methods and the rules of the law.

Organization of the lesson on "Types of wrestling and its teaching methodology" at a high scientific-pedagogical level, problem-based exercises, interesting organization of lessons in a question-and-answer format, effective use of advanced pedagogical technologies and multimedia guides, putting questions to students that encourage them to think independently, demanding, individual work with the audience, directing creativity, engaging in free communication, engaging in scientific research, and other activities ensure deep mastery of science topics.

The course "Types of wrestling and its teaching methodology" was created on the basis of the "Methodological instruction on the preparation of new training sets of higher education curriculum subjects" approved by the order of the Ministry No. 107 of March 1, 2017 since it is one of the first educational-methodological complexes, some shortcomings, controversial views and terms can be found in it.

Teaching sports wrestling is a purposefully organized pedagogical process aimed at forming a system of skills and competencies, in which knowledge about the theory of sports wrestling and the methodology of its teaching is considered the main unique competition, refereeing, pedagogical, organizational activity of a wrestler. .

The purpose of training is to form a system of knowledge that reflects the concept of the trainer's professional activity in the trainees. This concept includes education of knowledge and skills, scientific ways of thinking, conscious and creative attitude to practical activities. The general tasks that reflect the specific conditions and features of the theory and teaching methodology of sports wrestling are as follows:



- ✓ to ensure the optimal volume, comprehensiveness and sufficient depth of knowledge on the theory of sports and teaching methods;
- ✓ improving the possibilities of creative understanding;
- ✓ forming and improving the wrestler's skills in performing general training exercises;
- ✓ formation and improvement of execution of fighting techniques, defenses and countermeasures;
- ✓ formation of the optimal size and variety of technical and tactical actions in competitions;
- ✓ formation of skills and qualifications for training, training, supervision, competitions and exhibition competitions;
- ✓ formation and improvement of the knowledge, skills and abilities of analyzing the technique of performing fighting methods;
- ✓ acquiring the skills to demonstrate and explain wrestling techniques;
- ✓ formation and improvement of knowledge, qualifications and skills of teaching and improving the performance of complex technical and tactical actions;
- ✓ formation and improvement of the skills of analyzing and conducting wrestling lessons;
- ✓ formation and improvement of knowledge, skills and abilities to referee wrestling competitions and organize and conduct public sports events.

Professional-pedagogical activity of a sports wrestling coach is multifaceted. It includes the fulfillment of a number of obligations. Among them, the following should be distinguished: educational and natural work, management of training and competition activities of wrestlers, selection from among sports-capable and talented children, participation in scientific and methodological work, organization and holding of competitions, trainings and material and technical provision of competitions, improvement of personal professional skills. The trainer's educational task is one of the most important. It consists of training participants in the technical and tactical actions of sports wrestling, developing physical and moral-will qualities, and forming a comprehensively developed person.

The task of training is for the trainer to show the technical movements as an example, to explain the exercise briefly and easily, to identify errors in the technique and the reasons for its occurrence, to choose the right place for observation, to analyze the technique of the exercise being performed with the student, for the method includes preparatory movements, technique and skill in selecting possible catches in the execution of the finishing movement. It is necessary for the trainer to know how to classify methodological approaches in training physical and moral-will qualities, to standardize training standards, to choose the appropriate tools and methods depending on the particular characteristics of the trainees.

A coach should know the following in order to purposefully manage the training of athletes:

- collecting and analyzing information about athletes, as well as the environment in which they live, train and compete;
- making a decision on the strategy of athletes' training;
- drawing up their training plans and programs; implementation of the athlete training program and plan;
- control of the implementation of established programs and plans;
- making changes to the training process if necessary.



The successful implementation of the programs and plans of the wrestlers is only possible when the trainer implements a rational structure of the training process during the training session, working day, micro-, meso- and macrocycles, as well as recovery activities consisting of pedagogical, medical-biological and mental tools and methods. is possible only if ri is used. Competition management involves developing a plan for the upcoming competition and overseeing its implementation. The trainer should have information about the opponent in order to determine the most effective tactical actions for his student to win over the opponent when developing the upcoming competition plan. Monitoring the performance of the competition and its subsequent analysis will help to identify strengths and weaknesses in the preparation of this or that athlete.

During the competition, the wrestlers' ability to manage the competition activities is formed by observing and analyzing various technical and tactical situations, as well as making the necessary decisions in the form of specific instructions. In the multifaceted system of training of wrestlers, the task of selection is important. It is represented by the ability to identify the most talented athletes using various selection criteria for young and highly qualified athletes based on the knowledge and pedagogical experience of the trainer.

### Conclusion

A highly qualified specialist in the field of physical education and sports should regularly improve his professional level. For this, he should have the qualification of conducting scientific and methodological work, know how to prioritize research tasks, be able to choose appropriate research methods and techniques, and be able to analyze the obtained data.

In his practical work, the coach must know how to organize and hold various competitions. For this, he must know the rules of the type of wrestling, be able to perform the duties of referee and prepare all the necessary documents for holding competitions. In order to structure the training process at a high level, the trainer's competence in material and technical equipment of the gym, wrestling halls and recovery center with equipment is of great importance. The effective implementation of the specified tasks in the course of the multifaceted professional activity of the coach is determined by his love and devotion to his profession, excellent knowledge of his specialty, pedagogical skills and the level of high personal qualities. The main way to implement this principle is to direct the student to use the acquired material in training and competition activities. It is necessary to start training in fighting methods with their use in competitions. In the training of complex technical and tactical movements of wrestling, as a rule, a fragmented method of training is used. However, if the practitioner learns parts of a technical movement, but does not know how to perform the movement in its entirety, in such cases, mastering individual parts of the movement will not help to master it completely. The reason for such a failure is that the learner, while mastering the parts of the movement, did not determine their logical connection with the studied movement task and the goal of the activity. The competition activity of the participant allows to evaluate the results of training for movements.

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## Change in Unfairness Indicators of Cooked Yarn with Different Composition

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**Annotation:** in this article, the research work was carried out in the enterprises of Mergan tex LLC, Sharq Tex Lux LLC and "Karakol kumush kalava" LLC in Bukhara region. For it, 12.1 tex re-carding yarn was produced from 100% cotton fiber, 90% cotton fiber and 10% lavsan fiber mixture, 80% cotton fiber and 20% lavsan fiber mixture, 70% cotton fiber and 30% lavsan fiber mixture. . The physico-mechanical properties of the manufactured thread were determined using modern equipment at the CentexUz laboratory at the Tashkent Textile and Light Industry Institute.

**Keywords:** cotton fiber's elasticity properties, there are many types of unevenness, the introduction of advanced "cluster model", linear density, unevenness according to the number of fibers in the product cross-section or cross-sectional weights of different lengths, unevenness of the product by volume weight (density), unevenness according to the physico-mechanical properties of the product , strength, elasticity, elasticity, moisture, air permeability, electrical resistance, electrical resistance, size of electrical charges.

### I. INTRODUCTION

Sewing threads with high physico-mechanical and good processing properties are needed for sewing special items in the world today. The quality of sewing threads determines the quality and reliability of clothes, the efficiency of technological processes of their preparation. The appearance and durability of clothes and other items depends to a certain extent on the hardness of sewing threads. Therefore, the quality of threads used in sewing is of great importance.

The quality of light industrial products is mainly determined by the properties of the material. In order to improve the technology and improve the quality of the product, it is necessary to know the assortment of sewing thread, which is the main tool for connecting parts of sewing products.

The choice of sewing threads mainly determines the quality and reliability of clothes and shoes. Information about the assortment of sewing threads, their main indicators is very necessary to ensure the production of competitive products.

The main goal of studying the assortment of sewing threads is their effective use, taking into account the structure and properties of the threads that need to be optimized in the product.

To ensure high and stable growth rates in the republic's textile and sewing industry, to attract and absorb foreign direct investment, to produce and export competitive products, to create new high-



tech jobs due to the implementation of strategically important modernization projects, Systematic works are being carried out to further deepen the structural reorganization aimed at technical and technological updating of enterprises, introduction of an advanced "cluster model". At the same time, a comprehensive analysis of the development of the textile and sewing-knitting industry, the changing state of the world market in the face of increased competition, requires state support of the industry, as well as the development and implementation of mechanisms for more stable and rapid development.

The textile industry is becoming one of the most powerful industries in the world. This is represented by the availability of raw materials, which is considered the most basic, decisive factor necessary for the development of the industry.

1 type of Namangan-77 selection type 4 cotton was used in the 100% cotton fiber carding method.

In the production of yarn from a mixture of cotton and lavsan fibers, roving from lavsan fiber at the enterprise was added to rovings made from 100% cotton fiber in the 2nd pass of the RSB-D 50 braiding machine, and yarns of different composition were obtained. The sequence of the yarn production process from a mixture of cotton and lavsan fibers is presented in Fig. 1.

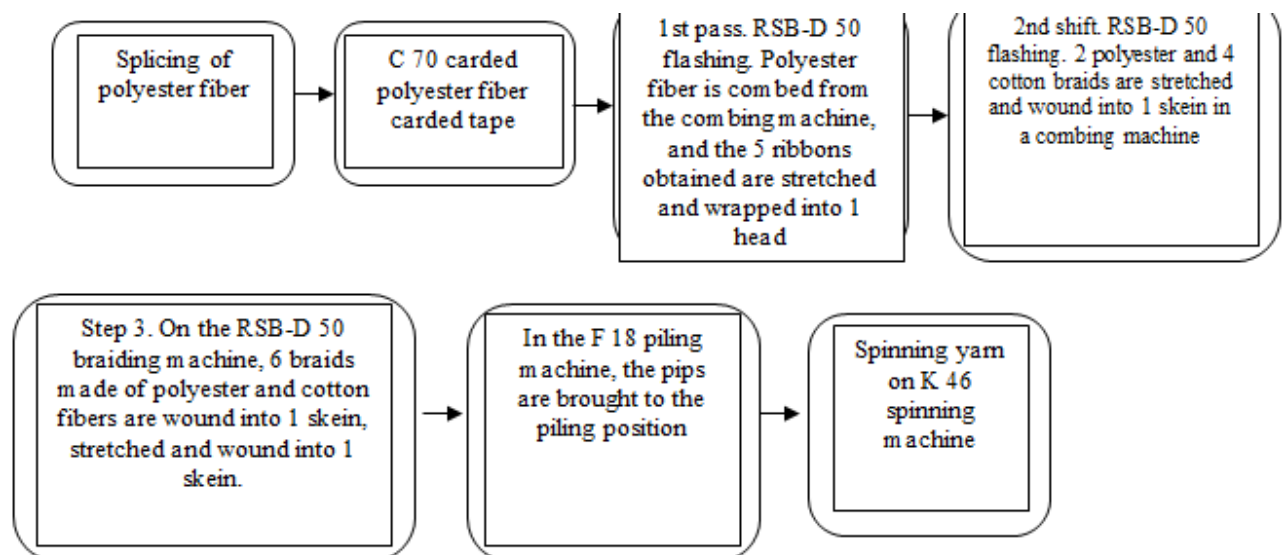


Figure 1. Technology of obtaining yarn from a mixture of cotton and lavsan fiber.

Before conducting research, all samples were stored in climatic conditions according to GOST 10681-75 standard.

As test options, yarns with a linear density of 12.1x2, 12.1x3 tex from the above four different types of yarns were produced in the VTS-08 double-twist knitting machine in the educational laboratory of the "Spinning Technology" department of the Tashkent Institute of Textiles and Light Industry, and the quality indicators were tested in the "CentexUz" laboratory and It was determined on the "Uster Tester-5" device of "UZTEX TASHKENT" LLC.

Based on the results of the research, the following symbols were used to construct graphs and histograms: 1-100% cotton thread; Yarn obtained from a mixture of 90% cotton fibers and 10% lavsan fibers; Yarn obtained from a mixture of 80% cotton fibers and 20% lavsan fibers; Yarn obtained from a mixture of 70% cotton fibers and 30% lavsan fibers.



Cotton fiber is the main raw material of the textile industry. Compared to other natural fibers, cotton fiber has a high elasticity. Threads of different thicknesses are obtained from it in spinning factories, and from these threads, mature, elegant and beautiful, colorful fabrics are produced.

Along with cotton fiber, the production of chemical fibers in spinning enterprises is growing rapidly. This makes it possible to further expand the raw material base of the textile industry of our republic and increase the range of manufactured products.

In spinning plants, yarn is spun from a mixture of different fibers, that is, special spinning systems are used to obtain yarn of a certain thickness and thickness. In order for the spun yarn to be of high quality and low cost, it is necessary to plan the spinning systems depending on the yarn spinning system, the quality of raw materials, especially the length and thinness of the fiber.

In order to produce high-quality gauze from cotton fiber, it is necessary to produce high-quality yarn. In order to produce high-quality yarn, there must be a well-organized and constantly functioning technical control in spinning enterprises.

Analyzing the unevenness of spinning products is very complicated. There are many types of roughness for spinning products: they are formed in the first stage of spinning and change in subsequent stages and add new types of roughness to it. Yarn roughness adds several components to it and affects the roughness of various stages of spinning production. Different forms of unevenness are related to each other. These factors make it difficult to change the causes of inequality. Each batch of yarn is checked according to standard and specifications before being sent to consumers. In addition, the production of the same level of products in the machines and the standard of yarn quality indicators are controlled.

Control of product linear density is carried out at various stages of spinning production. At the beginning, the mass of sections of constant length is determined and the linear density of the product is determined.

It determines the following types of unevenness in the change of its special properties along the length: unevenness according to the linear density, the number of fibers in the product cross-section or cross-sectional weights of different lengths, unevenness of the product according to its volumetric weight (density), unevenness according to the physical-mechanical properties of the product (strength, elasticity, elasticity, moisture, air permeability, electrical resistance, electrical resistance, size of electrical charges and hakoza).

In terms of linear density, uneven woven yarns lead to the formation of specific defects in production. Therefore, it is important to study and control the unevenness of spinning products under production conditions according to the above factors.

## II. METHODOLOGY

For this reason, research work was carried out to determine the unevenness indicators of yarns. The ends and middle parts of his braiding machine were braided, and the unevenness indicators of the yarns obtained from it were determined, and the test results obtained are listed in Table 1.

Table 1. Changes in the quality indicators of yarns with different fiber content

№	Fiber content	U,%	CVm,%	-40%	-50%	+35%	+50%	+200%	H	Sh
1.	100% cotton yarn	14,16	18,21	590	55	2221	645	502	8,01	2,46
2.	Yarn obtained from a mixture of 90% cotton and 10% lavsan fibers									
	A pile placed on the edge	11,74	14,84	282	19,5	731	107,5	126	6,83	1,77





	of a pile machine									
	A comb placed in the middle of the combing machine	11,98	15,46	322	20,5	834	118,2	138	7,88	2,34
3.	Yarn obtained from a mixture of 80% cotton and 20% laysan fibers									
	A pile placed on the edge of a pile machine	10,56	13,33	116,5	3,5	438,5	54	63	6,87	1,68
	A comb placed in the middle of the combing machine	11,46	14,28	122,7	4,7	467,8	65	77	7,82	2,25
4.	Yarn obtained from a mixture of 70% cotton and 30% laysan fibers									
	A pile placed on the edge of a pile machine	9,78	12,41	24,5	0	364,5	43,0	62,0	5,84	1,47
	A comb placed in the middle of the combing machine	10,21	13,28	36,5	2,7	423,5	56,0	78,2	6,35	1,67

Variation of squared unevenness of threads, coefficient of variation, -40% thinning areas, -50% thinning areas, +35% thickening areas, +50% thickening areas, hairiness and hairiness in Figures 1-4 given.

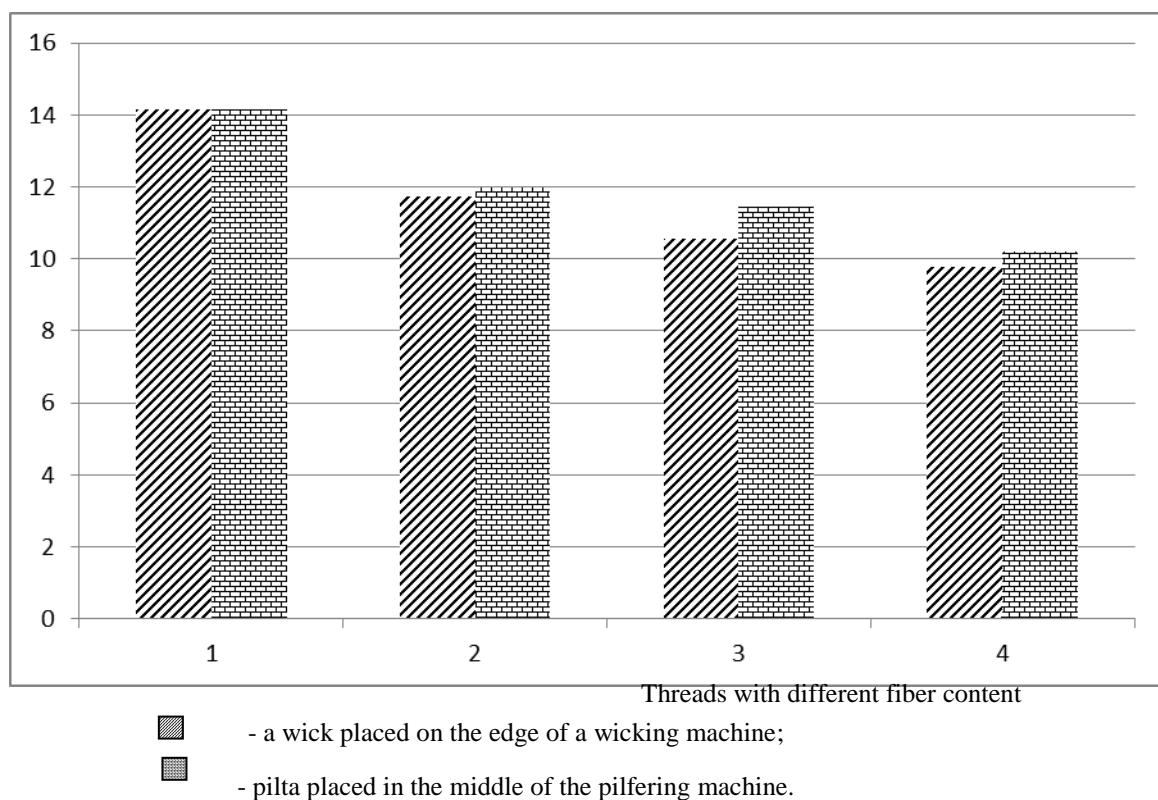


Figure 1. Changes in the unevenness of yarns with different fiber content.

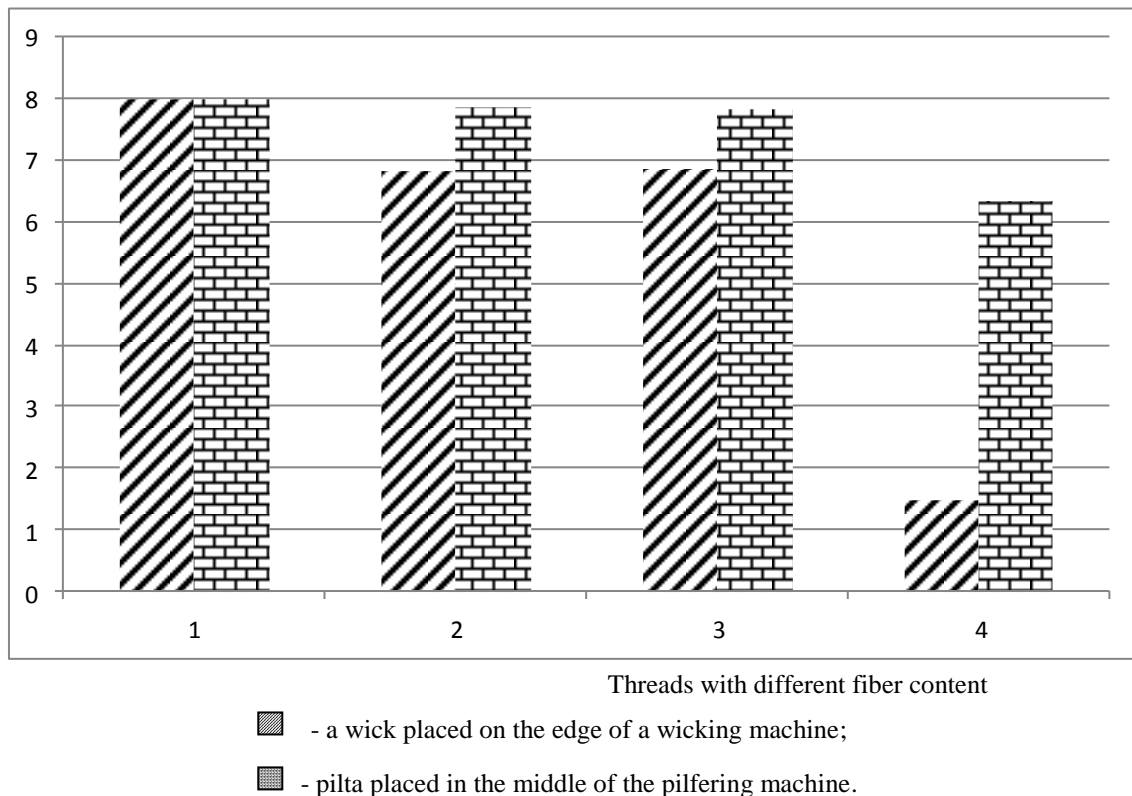


Figure 2. Changes in hairiness of yarns with different fiber content.

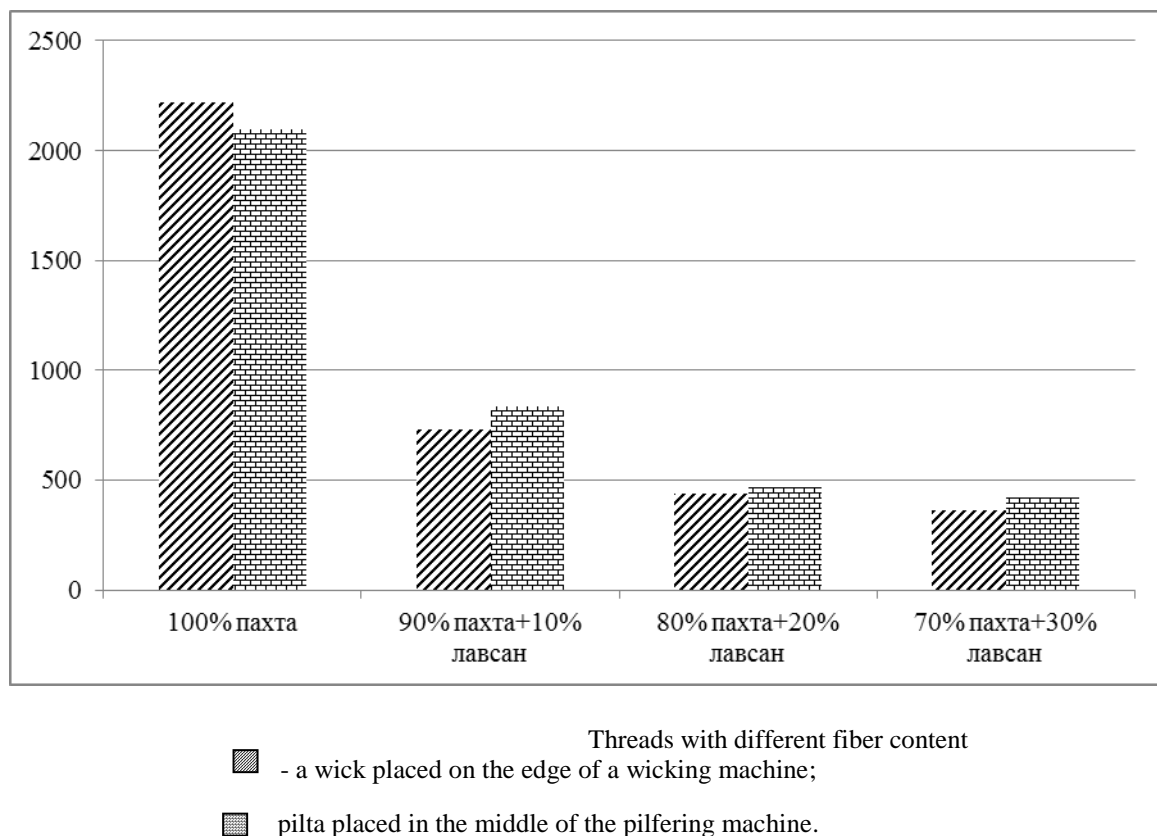


Figure 3. +35% change in thickened areas of yarns with different fiber content.

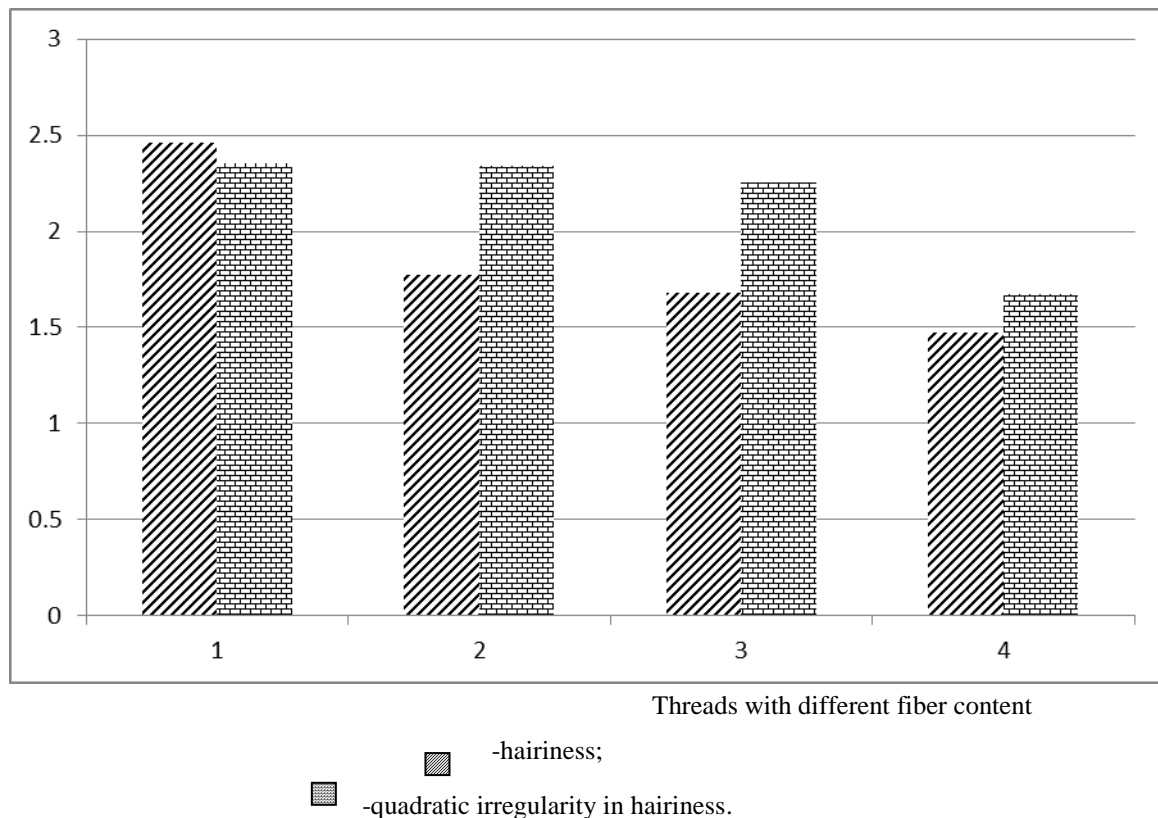


Figure 4. Variation of the quadratic roughness of yarns with different fiber content according to hairiness.

### III. RESULTS AND DISCUSSION

In spinning machines, the more breaks during winding and forming, the higher the unevenness of the yarn. As a result of the increase in breakage of the threads, the job security of the workers increases, and it leads to a decrease in the productivity of the machines.

If we compare the results of the research with the indicators of yarns made from 100% cotton fibers, the unevenness of yarns made from a mixture of 90% cotton and 10% lavsan fibers is 17.1%, the coefficient of variation is 18.5%, -40% thinning areas are 52.2%, +35% thickened areas decreased by 67.1%, hairiness by 14.6% and squared unevenness of hairiness by 28.1%, unevenness of yarns obtained from a mixture of 80% cotton and 20% lavsan fibers by 25.4%, coefficient of variation 26, by 8%, -40% thinning areas by 80.3%, +35% thickening areas by 80.3%, hairiness by 14.1% and squared roughness by hairiness by 31.8%, 30% with 70% cotton the unevenness of yarns obtained from a mixture of lavsan fibers increased by 31.0%, the coefficient of variation by 31.9%, -40% thinning areas by 96.0%, +35% thickening areas by 83.6%, hairiness by 27.0% and hairiness by squared unevenness decreased by 40.1%. According to the results of the study, it was observed that as a result of adding the braids to the edge of the braiding machine, the unevenness of the extracted yarns was significantly lower.

### IV. CONCLUSION

In conclusion, from the unevenness indicators of yarns with different fiber content, it can be seen that the unevenness of yarns is from 17.1% to 31.0%, the coefficient of variation is from 18.5% to



31.9%, -40% thinning areas are from 52.2% Up to 96.0%, +35% thickened areas were found to be reduced from 67.1% to 83.6%, hairiness from 14.6% to 27.0%, and hairiness squared from 28.1% to 40.1% .

Therefore, the thread taken from the outer part of the braiding machine served as the optimal option for obtaining thread in the subsequent processes.

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## Surfactants Properties and their Applications

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**Annotation:** The results of the use of surface-active substances (surfactants) in the process of oxidative demercaptanization of hydrocarbon raw materials are presented. It is shown that the use of surfactants increases the efficiency of the demercaptanization process and makes it possible to extract from processed hydrocarbons not only the simplest, but also higher molecular weight mercaptans, as well as organosulfur compounds of other classes.

**Keywords:** Surfactants (surfactants), synthetic detergents (SMS), micelles, ionic surfactants, nonionic surfactants, hydrophilicity, hydrophobicity, detergency, biodegradability. One of the large-capacity areas of the petrochemical industry is the production of surface-active substances (surfactants).

World production of surfactants is 2-3 kg per capita per year. Approximately 37% of the produced surfactants are used for household chemicals, the rest in industry and agriculture. Simultaneously with the annual increase in the production of surfactants, the ratio between their use in everyday life and industry is changing in favor of industry. Surfactants are used in more than 100 sectors of the national economy. Most of the produced surfactants are used in the composition of detergents, in the production of fabrics and products based on synthetic and natural fibers. Large consumers of surfactants include the oil, chemical industry, building materials industry and a number of others. Surfactants (surfactants) are chemical compounds that are concentrated (adsorbed) on the interface, cause a decrease in its free surface energy  $\sigma$  and, accordingly, surface tension. The main quantitative characteristic of surfactants is surface activity - the ability of a substance to reduce surface tension at the phase boundary 1.2. Along with the ability to be adsorbed on the interfacial surface, many surfactants have another important property: under certain conditions, self-organized nanoaggregates (micelles) consisting of tens and hundreds of surfactant molecules or ions are formed in surfactant solutions. Thanks to these. radicals that make up the oleo-, or lipophilic part (it is also the hydrophobic part of the molecule), and one or more polar groups - the hydrophilic part. Hydrophobic groups that interact weakly with water determine the tendency of the molecule to transition from an aqueous (polar) medium to a hydrocarbon (non-polar). Hydrophilic groups, on the contrary, keep the molecule in a polar environment or, if the surfactant molecule is found in a hydrocarbon liquid, determine its tendency to transition to a polar medium; the surface activity of surfactants dissolved in non-polar liquids is due to hydrophilic groups, and dissolved in water - hydrophobic radicals.

### Surfactant classification

Surfactants are divided into two types according to the nature of adsorption and the mechanism of stabilization of disperse systems: low-molecular compounds of amphiphilic nature, having a hydrophilic group ("head") and a hydrophobic "tail"; high-molecular compounds in which hydrophilic and hydrophobic groups alternate, evenly distributed along the entire length of the polymer chain. The dominant position among the surfactants produced in the world is occupied by the cheapest and fairly versatile anionic surfactants, which account for at least 60% of world



production; up to 30% are non-ionic surfactants, about 10% are cationic, and only a fraction of a percent are synthetic ampholytic surfactants. According to the type of hydrophilic groups, surfactants are divided into ionic, or ionic and or non-ionic. Ionic surfactants dissociate in water into ions, some of which have adsorption (surface) activity, while others (counterions) are adsorption inactive. If anions are adsorption active, surfactants are called anionic, or anionic, in the opposite case, cationic, or cationic active. Anionic surfactants - organic acids and their salts, cationic bases, usually amines of various degrees of substitution, and their salts. Some surfactants contain both acidic and basic groups.

Depending on the conditions, they exhibit the properties of either anionic or cationic surfactants, which is why they are called amphoteric or ampholytic surfactants. Anionic surfactants. The following compounds belong to this type of surfactant. Carboxylic compounds ( $\text{RCOOH}$ ) and their salts (soaps) ( $\text{RCOOM}$ , where R is a hydrocarbon aliphatic radical with 12-18 carbon atoms, M is  $\text{Na}^+$ ,  $\text{K}^+$  or  $\text{NH}_4^+$ ). Soaps of carboxylic acids have a good washing effect only in an alkaline environment, environment (due to insoluble fatty acids and in hard water (due to the formation of insoluble calcium and magnesium salts), the washing ability of these surfactants is low. Soaps are characterized by complete biodegradability. Alkylsulfonates are salts of aromatic sulfonic acids  $\text{RArSO}_3\text{M}$ . They are the cheapest and most readily available synthetic surfactants. Show the good washing action in alkaline and sour environments and in hard water. Alkyl sulfonates  $\text{RSO}_3\text{M}$  (R usually  $\text{C}_{10} - \text{C}_{20}$ ). These surfactants have good detergent action in various pH conditions, in hard water and good biodegradability. Алкилсульфаты  $\text{ROSO}_3\text{M}$  (R обычно  $\text{C}_{10} - \text{C}_{18}$ ). Alkyl sulfates belong to third generation surfactants - compounds biochemically decomposing to inorganic fragments (water, carbon dioxide and sodium sulfate). Primary alkyl sulfates  $\text{ROSO}_2\text{Na}$  are obtained by sulfation of primary higher fatty alcohols and subsequent neutralization of the resulting sulfonic ether sulfate with cymnatro. The alcohols necessary for this purpose are currently obtained mainly by synthetic methods - the reduction of esters of higher fatty acids, oxosynthesis, and the production of ethylene through organic aluminum compounds (alfol process). Secondary alkyl sulfates  $(\text{CH}_3)_2\text{O}_2\text{ONa}$  are obtained by reacting sulfuric acid with  $\alpha$ -olefins or by sulfating secondary higher alcohols. Among alkyl sulfates, only those obtained from primary alcohols with a straight chain of carbon atoms have the maximum detergency. The washing ability of alkyl sulfates decreases with the displacement of the sulfate group deep into the molecule and with the branching of the carbon chain. Therefore, the most suitable raw materials for the production of alkyl sulfates are primary alcohols and  $\text{C}_{12}-\text{C}_8$   $\alpha$ -olefins with a straight carbon chain. The mass use of alkyl sulfates in synthetic detergents is hindered by their somewhat higher cost compared to alkylbenzene sulfonates. However, as feedstock production processes (primary and secondary alcohols and  $\alpha$ -olefins) improve, this obstacle will be removed. Cationic surfactants include aliphatic and aromatic amines (primary, secondary and tertiary) and their salts, quaternary ammonium bases and their salts, quaternary phosphonium and tertiary sulfonium bases, pyridine compounds. Cationic surfactants are well adsorbed on negatively charged surfaces (metals, many minerals, plastics, cell membranes, cement). Therefore, they are used as antistatic agents, corrosion inhibitors, bactericidal, fungicidal, disinfectants. Quaternary ammonium compounds with a length of hydrocarbon radical  $\text{C}_{12}-\text{C}_{18}$  have a bactericidal effect, and they are approximately 300 times more effective than phenol in terms of destructive action against microorganisms. Salts of pyridine bases are used in the textile industry as fixatives for dyeing, as well as for finishing finished fabrics. Amphoteric, or ampholytic surfactants - substances in the composition of the molecules of which there are both acidic and basic groups. They can be obtained from anionic compounds by introducing amino groups into them or from cationic by introducing acid. At  $\text{pH} < 4$ , ampholytic surfactants exhibit the properties of cationic compounds, at  $\text{pH} 9-12$  - anionic, and at  $\text{pH} 4-9$  ionic compounds. This type of surfactant includes many natural substances, such as amino acids and proteins. Their synthetic analogs are alkyl amino



acids, for example, cetyl aminoacetic acid  $C_{16}H_{33}NH-CH_2COO$ . The production of such substances is quite difficult and expensive, and they are not yet widely used as surfactants.

Nonionic surfactants are the most promising and rapidly developing class of surfactants. At least 80-90% of these surfactants are obtained by adding ethylene oxide to alcohols, alkylphenols, carboxylic acids, amines, etc. Polyoxyethylene esters of alkylphenols are the most numerous and widespread group of nonionic surfactants. For example,  $RC_6H_4O(CH_2CH_2O)_nH$ , where  $n$  is the average number of hydroxyethyl groups.

The polyoxyethylene esters of alcohols  $RO(CH_2CH_2O)_nH$  have acquired an important industrial significance, because they are easily biodegradable under natural conditions. As detergent components, nonionic surfactants are not inferior to high-quality soaps, and are used in water of any hardness, with different pH values. They generally have a low foaming capacity and can be used as defoamers.

According to the physicochemical mechanism of action in a dissolving medium, all surfactants are divided into two categories (according to the classification of P.A. Rebinder). One category includes micelle-forming surfactants (colloidal soluble surfactants), while the other does not form micelles (truly soluble). In solutions of micelle-forming surfactants above the critical micelle concentration (SMS), colloidal particles (micelles) appear, consisting of tens or hundreds of molecules (ions). Micelles reversibly decompose into individual molecules or ions when a solution (more precisely, a colloidal dispersion) is diluted to a concentration below the SMS. Thus, solutions of micelle-forming surfactants occupy an intermediate position between true (molecular) and colloidal solutions (sols); therefore, they are often called semicolloidal systems. Micellar surfactants include all detergents, emulsifiers, wetting agents, dispersants, etc. Truly soluble surfactants do not exhibit stabilizing properties and are weak wetting agents and weak foaming agents. Surfactants are widely used in industry, agriculture, medicine, and everyday life. The most important areas of surfactant consumption are: production of soaps and detergents for technical and sanitary needs; textile auxiliaries used for processing fabrics and preparing raw materials for them; paint products. Surfactants are used in many technological processes in the chemical, petrochemical, chemical-pharmaceutical, and food industries. Currently, 80% of the surfactants produced in the world are used in the synthetic detergents (SMS) industry. SMS are of great importance in meeting the needs of people, and are also used in various industries. With the development of production and the culture of everyday life, the demand for synthetic detergents and their output are growing rapidly. Currently, about 1.7 million tons of products are produced annually, 0.2 million tons are exported, and 0.1 million tons are imported. The development of the market for synthetic detergents occurs along with the tightening of requirements for their environmental performance. SMS are mixtures of surfactants with auxiliary components and fillers (soda, phosphates, sodium sulfate), which enhance the washing effect of the main components. Surfactants are used both for stabilizing and destroying dispersed systems of emulsions, suspensions, foams, for reducing the strength of treated surfaces, for fighting corrosion, protecting the environment, etc.

Among the surfactants currently produced by the industry and used as synthetic detergents, anionic active substances are the most widely used, the production of which reaches 68% of the production of all synthetic detergents. In terms of production scale, among anionic synthetic detergents, alkylarylsulfonates are in first place. SMS obtained on the basis of alkylarylsulfonates are poorly biochemically oxidized in water bodies, accumulate and, as a result, oxygen exchange is disturbed, foam appears. Third generation surfactants (compounds that are completely biochemically decomposed to inorganic compounds (water, carbon dioxide and sodium sulfate) include alkyl sulfates of primary (primary  $(CH_2OSO_2ONa)$ ) and secondary (secondary  $(CHOSO_2ONa)$ ) alcohols, which are salts of sulfoesters, in terms of production they rank second among anionic surfactant.



In terms of detergent properties, primary alkyl sulfates are among the best surfactants, they are inferior in quality to secondary alkyl sulfates. Detergents based on alkyl sulfates are produced in the form of liquid formulations (with 20-40% active substance) or powders. They are used for washing clothes and fabrics, washing wool, various products, etc. Today, various authors cite the use of surfactants in a wide variety of industries and agriculture.

Currently, surfactants are used to intensify various technological processes in the oil industry. A feature of the modern development of the oil industry is a significant change in the structure of reserves towards an increase in the proportion of hard-to-recover oils. Surfactants are used in well drilling for a more complete extraction of oil from reservoirs (increased oil recovery), accelerating the development of oil fields, in oil preparation, to combat corrosion of oil equipment, deposits of paraffins and salts, environmental pollution, to reduce hydraulic losses during oil transportation etc. The widespread use of ethoxylated surfactants is associated with an increase in oil production: they are introduced into solutions injected into wells during the so-called edge flooding, which contributes to the displacement of oil from the reservoir to the production well. Some processes, such as demulsification and desalination, cannot be carried out at all without the use of surfactants. A very promising direction of intensifying the process of obtaining oxidized bitumen and improving their quality is the introduction of surfactants into the system, which are modifying additives that change the reactivity of the feedstock, as well as the physicochemical properties. The amount of surfactants, as a rule, does not exceed tenths of a percent. Their use is not associated with significant material costs and is quite simple in hardware design, but the oxidation of raw materials activated with surfactant additives proceeds more efficiently. Therefore, the use of surfactants in the processing of oil residues is a promising direction in technology, which makes it possible to intensify various technological processes and improve the quality of commercial petroleum products, in particular, petroleum bitumen. Modifying surfactant additives make it possible to improve the performance properties of bitumen, as well as the conditions for wetting the surface of mineral materials with bitumen, forming an absorption layer facing the polar groups to the surface of the mineral material and the hydrocarbon part into the volume of bitumen. This reduces the temperature and time for obtaining a homogeneous mixture, and also significantly.

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## Organizational and Economic Mechanism for the Development of Pilgrimage Tourism in Uzbekistan

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**Annotation:** the fact that people of different religions, including Muslims, travel around the world for various purposes, performing religious prayers (hajj, umrah, etc.), seeking food, and other reasons in general, has led to the establishment of unique approaches and standards in tourism. This, in turn, led to the formation of a specific direction of tourism - pilgrimage tourism. At this point, tourism experts have expressed their views on how Muslims should travel for whatever reason without complying with their religious requirements, so that it is equally clear to all.

**Keywords:** pilgrimage tourism, Islamic tourism, religious tourism, halal tourism.

In Uzbekistan the development pilgrimage tourism has grown to the level of state policy. Famous masters of Sufism in the Islamic world are Abu Ismail Muhammad ibn Isa At-Termizi, Abu Abdullah Muhammad ibn Ali at-Termizi; famous seven saint of Bukhara, mysticists are Khojai Jahon –Abdulhalik Gijduvani, Khoja Muhammad Arif Revagari, Mahmud Anjir Fagnavi, Khoja Ali Romitani, Muhammad Boboi Samosi, Sayid Mir Kulol, and Bakhouddin Nakshband. Moreover there are 360 mosques and 80 madrassas in Bukhara, and the city is awarded the title of “Star of the Islamic World”. Bukhara is one of the seven holy cities among Mecca, Madina, Baghdad, Damascus, Jerusalem and Mazar-e-Sharif. Bukhara is the birthplace of Abdullah Muhammad ibn Isma'il al-Bukhari, better known as Imam al-Bukhari, a Muslim scholar, muhaddis and mufasssir, “author of one of the canonical collections of Sunni traditions” “al-Jami al-Sahih” which is considered the most reliable collection after the Koran in the Islamic world and the founder, the teachings of Tariqat Bahouddin Naqshbandi are also known as Shahi Naqshbandi and Khojai Buzur, one of the spiritual fathers of Sufism, considered the founder of the Sufi order Naqshbandi. It is said that Bahauddin Naqshband had a dream during a trip to Mecca. In it, the Prophet Ibrahim looked at him and said: "When I ascended to heaven and looked down, I saw only three" rays ": one from Mecca, the other from Medina and the third radiated from Saint Bukhara." That is, if holy rays fall from heaven to all Muslim cities, then only from Mecca, Medina and Bukhara do these holy rays rise to heaven. Therefore, we can confidently say that Bukhara is the third sacred place of pilgrimage in the Islamic world after Mecca and Medina. In conclusion, if all Muslims in the world make a pilgrimage to Mecca and Medina during the month of Kurban Khait, they attain the Muslim title of Hajji (Arabic. - “pilgrim”) - the honorary title given to a Muslim who successfully completed the Hajj ceremony in Mecca, while visiting Bukhara and making a pilgrimage to the seven holy saints of Bukhara at any time of the year, we think that they will have the title of “Small Hajji”,- said professor Navruz-Zoda. That is why thousands of visitors come visit them constantly. So, development of pilgrimage tourism has become a crucial point in the promotion of the whole tourism sector. Pilgrimage Tourism has emerged as an instrument for employment generation, poverty alleviation and sustainable human development. Pilgrimage Tourism promotes international understanding and gives support to local handicrafts and cultural activities. It is an important segment of the country’s economy, especially in terms of its contribution towards foreign exchange



earnings, generation of additional income and creation of employment opportunities. In this case pilgrimage tourism helps people to attain spiritual maturity as well as moral cleansing. These traditional opportunities have taken on a special resonance in an age in which modernity and rationalization appear to be limiting individual expression, denying the possibility of the miraculous, and transforming the world into a rationalized environment centered on economics. In a nutshell, three main advantages of religious tourism are classified: 1. Religious tourism raises awareness of humanity’s common heritage and provides resources for preservation. 2. It can contribute to local development as well as economical boost. 3. It reforms cultural understanding. One thing is clear, during the critical period, for the period of tough competition, when various disagreements and misunderstandings arise, various diseases appear, and when people are seized by despair, pilgrimage tourism acts as a torch to save people from despair and its importance increases even more than other types of tourism. Asia and the Pacific are blessed not only with religious sites but also because it forms the hub of pilgrim centers, religious festivals and other related cultural activities of a religious nature”. As it seems, in the region, and especially in our country, there is a huge potential in tourism, and it is becoming one of the strategic parts of the economy. Therefore, through the development of tourism, particularly with the development of pilgrimage tourism, we can achieve the following objectives: The State Committee for Tourism Development of Uzbekistan registered the number of pilgrimage destinations that can receive visitors from all over the world. There are about 100 of these holy shrines that can be visited not only by Islam, but also by Christians, Buddhists, and Jewish believers. Most of the listed sites are in Khiva, Samarkand and Bukhara.

Table 1. Main tourism statistics in Uzbekistan

	2018	2019	% change
Number of visitors, millions	5,346	6,749	+ 26,2
Tourism earnings, billion USD	1,041	1,313	+ 26,1
Number of tour operators	465	1448	+ 211,4
Number of visa-free countries	18	86	+ 377,8
Total accommodation facilities	914	1188	+ 30
Including: Hotels	784	833	+ 6,3
Hostels	53	214	+ 303,8
Others	78	141	+80,8
Total number of beds	21074	26147	+ 24,1

Today, large-scale reforms are carried out in all spheres of public life in Uzbekistan, and the main goal of these reforms is an indicator of further development of the country’s economy and improvement of the welfare of our people. Tourism is important in the economic development and growth of Uzbekistan, and in the following years, along with other spheres of Tourism, great attention is paid to the development of pilgrimage tourism in our country. At present, one of the promising sectors that will bring a high income to the national economy is National Tourism, says the president of Uzbekistan Shavkat Mirziyoyev, – Uzbekistan is a state with great potential in the field of Tourism. There are more than 7 thousand 300 objects of cultural heritage in our country and most of them are included in the UNESCO list. At the same time, it is possible to open new tourist destinations, taking advantage of the unique nature of our country, the possibilities of beautiful



recreation zones. With the active involvement of world brands in this sector, we should pay special attention to the development of tourism, environmental, educational, ethnographic, gastronomic, tourism and other sectors of this sector. In this regard, we should take into account that the application of public-private partnership relations opens wide opportunities for the development of the industry. It is necessary to develop and accelerate the program "Small Hajj", which consists of visiting holy shrines and monuments in Samarkand, Bukhara, Tashkent. It is also necessary to fully launch large-scale opportunities in the field of internal tourism. Say: "Travel through the earth and see how it created the creatures from the beginning ..." (Surat al-Ankabut, 20) Tourism, which is convenient for Muslims, is based on the personal needs of the followers of Islam, who travel in conditions that meet their religious requirements. Convenient tourism for Muslims is not just about traveling to religious places or Muslim countries for religious reasons. Based on Islamic Sharia, offering tourist services to mostly Muslim travelers (such as halal hotels, halal resorts, halal restaurants, and halal travel) is called affordable tourism for Muslims. Uzbekistan has entered the tenth directive on pilgrimage tourism among members of the Organization of Islamic Cooperation (OIC) according to the Global Muslim Travel Index 2019 (GMTI). This report was published on the basis of Singaporean company Crescent 30 Rating and Mastercard. GMTI is based on such factors as climate, security, economy, religions, transport infrastructure and services in foreign countries. The list of the best directors, including Uzbekistan, entered Saudi Arabia, Turkey, Morocco, Iran, Bahrain, Malaysia, the UAE, Kazakhstan and Indonesia. Take into the point that the promotion of Uzbekistan in the rating is based on the results of the State Committee Development of Tourism and the agency Crescent Rating International. For the last year, within the framework of cooperation, the agencies have repeatedly visited Uzbekistan with the aim of studying and analyzing the development of pilgrimage tourism in the country. Uzbekistan is intensively opening up to the world and its famous religious places can become the basis of the tourism boom in the country. Such famous scientists of the Muslim world as Imam al-Bukhari, Imam at-Termizi, Imam al-Maturidi, Bahauddin Naqshbandi, alZamakhshari and others lived and worked on the territory of modern Uzbekistan. Their mausoleums will play an important role in the development of tourism in the country. In addition, Uzbekistan is located in the center of Central Asia. The country has a rich cultural and historical heritage. Today, the authorities are making certain efforts to open the country to the world, paying special attention to the tourism sector. According to the forecasts of "Crescent Rating", by 2026 the number of pilgrim tourists will reach 230 million. Considering the centuries-old Islamic heritage of Uzbekistan, the development of pilgrim tourism has great prospects for the country. However, Uzbekistan is not yet a benchmark in this area. In a survey by the Center for Business and Tourism Development conducted among those who visited Uzbekistan in 2017, only 2.2% answered that they would like to visit the country as a tourist pilgrim. At the same time, according to the Crescent Rating on the World Muslim Tourism Index for 2017, Uzbekistan ranked 29th, while Kazakhstan, Kyrgyzstan and Tajikistan were in higher places. Since 2017, tourism has become a strategic sector of the national economy. The President signed a decree aimed at the active development of this industry. The main directions here are the introduction of halal certification, training of halal tourism guides and the construction of halal hotels. Uzbekistan is actively developing bilateral relations with other states in the field of pilgrim tourism. For example, agreements on the organization of special pilgrimage tours in Uzbekistan were concluded with Pakistan and Turkey. Today, most of the tourists visiting Uzbekistan come from the CIS countries. Whereas close interaction of Uzbekistan with the Organization of Islamic Cooperation (OIC) in this area will contribute to: a) increase the flow of tourists from Muslim countries; b) expanding mutually beneficial trade and investment relations within the OIC. Support for specialized tours of important Islamic shrines in Uzbekistan could increase the overall flow of tourists. The country has unique holy places, especially for Hanafi Muslims, including Sufis. The long-term absence of a unified tourism policy and strategy in the country is considered an urgent problem that impedes the



development of this sector. Now the government of Uzbekistan has clearly stated its intentions to develop the tourism sector. Under President Sh. Mirziyoyev, more than 50 legal norms were adopted in the field of tourism. The role of the cult of saints in the shrines is invaluable in strengthening the qualities of diligence in the population. As the nobles worked tirelessly to reach the level of sainthood, the attitude of the people towards labor became imitative in the lives of the saints. These views are in line with the motto of Bahauddin Naqshband, "Dil ba yori, dast ba kor" ("The soul must be turned towards God and the hands should be in work"). In the public opinion regarding the holy shrines, purity is the main criterion, and such vile deeds as blasphemy, indifference to others, prostitution, and drunkenness are strongly condemned.

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## Students' Development Competencies in Improving Foreign Languages in Higher Education Institutions

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**Annotation:** The pedagogical potential of a foreign language is transferred in lessons in collaboration with the teacher and students; based on the student's level of knowledge (what is the level of his knowledge, skills, qualifications), starting from that level; taking all measures to encourage student initiative; To develop a sense of self-assessment and self-confidence, to develop a sense of responsibility and a critical view of the results of one's work, and to learn a foreign language so that students can use the knowledge they have acquired to solve life problems within the framework of future independent education It is very important to constantly encourage learning. This article talks about skills aimed at improving self-development skills.

**Keywords:** learning and intellectual process, innovative process, innovative activity, pedagogical technology, problem in education, teaching methods, primary education.

### Introduction

In higher education, students First, when setting the goals of determining the personal and professional position, future, fate, and place of young people in the educational space of higher education institutions is fully implemented (i.e., students are given the opportunity to demonstrate their abilities); secondly, if the student's motivation to accept other cultures is mixed (comes together) with his independent education, then this situation leads to the synthesis of the properties and characteristics of his personality, which are manifested in his individuality, in the direction of realising his potential. Thirdly, if the teacher constantly focuses on the spiritual/spiritual development of the student, on educating him to understand the meaning and essence of his literacy and the need to accept universal values, and on accelerating the student's independent development in the direction of self-actualization, it can be said that the process will gain real importance. Fourthly, if the student is constantly instilled with the idea of the importance of affirming his/her own intellectual, mental, and spiritual ability and completion, the development of the student's ability to consciously think about existence will be more effective.

**Material and methods:** According to most researchers, a foreign language teacher should have at least the following professional skills: the ability to evaluate teaching methods and set realistic goals; the ability to independently solve methodological problems that arise; the ability to solve problems; the ability to approach non-standard ways of solving pedagogical tasks in a variable way; and the ability to create a self-education methodology. ([4] Based on the pedagogical potential of a foreign language, lessons are conducted in collaboration with the teacher and students; start teaching the student at whatever level he is (what is the level of his knowledge, skills, qualifications); take all measures to encourage student initiative; create situations where the student can learn vital skills at every opportunity, such as self-evaluation and self-confidence, a sense of responsibility and a critical view of the results of one's work development (for this, it is necessary to develop critical thinking in the student so that he can monitor his own development level , for example, in the field of language learning); It is very important to continuously encourage students



to learn a foreign language so that they can use their knowledge to solve life problems in the framework of future independent education.

When learning a foreign language, students need to get ample opportunities for personal and professional development and then, for example, in the process of learning to communicate in a foreign language, the development of speech culture takes place, and here-communicative (ability to communicate, engage in dialogue, ability to go) is formed, and this requires the presence of such qualities/characteristics as: speed of speech, language sensitivity/intelligence, independence, self-control, and others. In addition, learning a foreign language in many cases determines the level of social intelligence of a young person, and on this basis, his self-development helps to create personal skills for social relations, and it should be said here that self-development cannot be achieved without defining a stable professional and life meaning, position, and future, in other words, without building clear life prospects. At the same time, a foreign language's pedagogical potential has its own serious reserves, and their educational resources are primarily open in the communicative approach to teaching. In essence, this approach implies the following:

- the teacher's students with active, mutually organised activities to do ;
- speech and cross-cultural communication are two distinct aspects of the existence of possibilities;
- students study the status of activity objects naturally organically (organically), and there they are, the objects of activity to the initiators (leaders) and later on, while executors and supervisors rotate;

Students must be able to perform tasks that define study goals before being pushed to create personal meaning for themselves.

As a result, foreign language higher education students develop competencies for themselves. Pedagogical development\_ potential young people's foreign language communication as a tool literate to apply from teaching is made up of the following components: Now, this part of the student's social and cultural development is not but his own professional in the activity of practical skills done to increase productive and successful communication. Done to increase the possibility of being multicultural education is also required. A person wrapping around the world to learn about differences in the fields of independent education can see this as a tool in this foreign language of pedagogical potential. Together), the importance of application in terms of natural question surface emerges [2].It is logical not to create certain pedagogical conditions that help students develop language culture through foreign language teaching but, in particular, to create certain pedagogical conditions that help develop self-development competencies. Natural thinking (these conditions will be considered in the second chapter of this study). All this implies the following, taking into account the pedagogical potential of a foreign language in developing the ability to define the meaning of life, future, and destiny in students of higher education institutions:

- for students to acquire knowledge based on their social needs and interests in order to achieve competitiveness in the field of their chosen profession;
- in addition to professional competencies, the acquisition of intercultural and language competencies is necessary in order to successfully integrate into any society;
- to introduce a creative approach to one's activities in order to be needed (to be in demand) in various spheres of social life and thus to achieve life stability based on the realization of one's possibilities, abilities, and competences;





- striving for productive cooperation in various areas of the multicultural environment in order to gain additional knowledge about the traditions and lifestyles of people of other cultures.

Research studies have shown that the use of the pedagogical potential of a foreign language in improving the self-development competencies of HE students has a positive effect on determining their personal and professional status, place, future, and destiny:

- students begin to perceive and understand their role in this world more widely and demonstrate the ability to sympathise with others in the events that are happening;
- feeling their participation and responsibility in making this or that decision (solving the task), students begin to show motivation to solve pedagogical problems;
- by introducing a personal context into their professional activities, students begin to think professionally and thus demonstrate their pedagogical positions/points of view/attitudes;

By demonstrating initiative, independence, and freedom in their thoughts and judgments, students begin to gain a sense of self-confidence and thus begin to behave as socially mature individuals;

- By acquiring the vocabulary of a foreign language not only from the point of view of a single goal, but primarily to use it (the vocabulary) as a necessary tool or tool for active participation in the discussion of problems, students begin to have a much higher attitude towards learning a foreign language.

In higher education students in the study of self-development competencies from the point of view of the pedagogical potential of a foreign language, as a personal characteristic, aspect, this ability has a certain psychological component that requires the student to understand: what is for him personally and intellectually, including what physical meaning and expression of data; whether he has set the goal of his activity in terms of spiritual plans; how he builds his relations with society; and what he expects (hopes) from him. Usually, these and other aspects help the individual determine the essence of determining his professional position, future, and place, taking into account the essence of determining his position, future, and fate in the context of personal and life orientation. However, since the student cannot master all of these relevant aspects in the form of knowledge, their solution can be achieved only as a result of including him (the student) in a specific or concrete cognitive activity. In order to increase the competence of self-development, it is considered appropriate to take into account the specificity of information in country studies and cultural studies, and for this, it is necessary to introduce interdisciplinary relations to the science of "foreign language" in the humanities system, to expand the possibilities of a foreign language, in particular, its possibilities as a tool of intercultural communication. All this determines the student's goals, which are not only related to the general and language culture, but also related to the development of the ability to determine his personal, professional, and life meaning, future, destiny, and status. This can be conditioned by the organizational-pedagogical approach. In this regard, to introduce, add, introduce students to the culture of the country of the language being studied; increase their philological competence; increase the level of erudition, knowledge, and outlook; the formation of motivation for communication in a multicultural environment with the help of foreign language tools, etc., can be included among such goals. This includes the development of universal intellectual (mental) and practical skills in students, for example, the ability to clearly express (describe) the motives and motivations of their actions and actions, justify their plans for language learning, and present them with evidence. We also add the formation of a second language personality, which represents the ability to receive, the ability to determine one's priorities in future activities, etc. This refers to the formation of the quality of readiness for independent self-



organization in the student, whether it is learning a foreign language or striving to determine the meaning of his life.

In addition to the formation of language, communicative and other competencies, it is possible to conclude that it is necessary to take into account the pedagogical potential of this subject. As an educational resource, this potential is related to the fact that it helps young people to form a cultural image of the world, as well as a vision (understanding) of their identity. In this regard, students In the process of improving self-development competences, the formation of their spiritual qualities related to civil position relations takes place at the subconscious level, and this (formation) is an important condition for improving the ethics (manners) of communication in the conditions of a multicultural environment is considered when the student realises that he has to carry out his professional activities related to actual pedagogical problems, he develops career-oriented interests.

### Conclusion

So, foreign language students Pedagogical potential in improving self-development competencies requires the availability of opportunities, tools, and mechanisms for determining the personal and professional position, place, future, and fate of each student and structurally includes personal, activity, and attitude components. The personal component consists of students ' thinking and understanding of their life skills and professional interests and their interests in the process of forming their language competences, which expands the range of foreign language communication. The activity component is related to the profession, as well as cultural studies related to raising the cultural level, broadening the worldview; It is related to the formation of value orientations and bases in the student as a basis for choosing the types and levels of their life activities. Humanization of the educational process aimed at providing the conditions for the realisation of the student's potential during the formation of language components to the relational component includes helping to guide the establishment of thinking and understanding in terms of values.

Pedagogical as a means of accelerating (intensifying) the self-development competencies of higher education students in order for students to think through their life prospects based on reflexive values and realise their potential as subjects of their lives. Factors such as support are necessary.

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## Characteristics of Phraseological Units Related to Floronym in Languages (In the Example of English-Russian-Uzbek Languages)

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**Annotation:** This article presents the results of research on determining the influence of paradigmatic and syntagmatic features of phraseological units related to floronym in languages of different systems (in the case of English-Russian-Uzbek languages). Semantic analysis of phraseological units containing the floronym component in the picture of the world of native speakers, as well as comparison of selected semantic parts, it was concluded that there is a connection between the meanings of floronyms in the perception of native speakers.

**Keywords:** floronym, phraseological units, phraseological unit, world picture, associative experiment, stereotype.

### Introduction:

The English language has more than a thousand years of history. During this time, it has accumulated a large number of expressions that people found successful, well-aimed and beautiful. And so a special layer of the language arose - phraseology, a set of set expressions that have an independent meaning. Phraseologism, or phraseological unit, is a phrase that is stable in composition and structure, lexically indivisible and integral in meaning, performing the function of a separate lexeme (vocabulary unit). The main purpose of phraseological units is to give speech a special expressiveness, originality, accuracy and imagery.

The meanings of phraseological units are fixed in dictionaries; they are a component of the language system. Often, on their basis, there are stereotypical ideas about this or that phenomenon. Stereotypes in a concentrated form reflect the social experience of people, common and repeated in their daily practice. The phraseological component of the language is not only reproduces the elements and features of the cultural and national mentality, but also forms them.

### Material and methods:

Each phraseological unit, since it contains a certain cultural connotation, contributes to the overall picture of national culture.

In this study, we considered such phraseological units in the English language, in which the floral component is most often traced, that is, floronyms. A floronym is understood as the name of a plant as an object of linguistic study.

In the modern world, floronyms are an integral part of the vocabulary of every person. Their mention can be found in almost any area of the life of the people. Thus, a significant part of floronyms is found in musical works, for example: "Every Rose Has Its Thorn" by the American band Poison, "Supermarket Flowers" performed by Ed Sheeran, "Forget Me Nots" by Patrice Russian and a huge number of songs by other popular artists. Cinematography does not go unnoticed, in which floronyms appear not only in the titles ("Violet & Daisy" (2012), "Magnolia" (1999), "Petunia" (2012)), but also in the plot itself.



However, the most popular niche for the dissemination of these language units is literature. The influence of floronyms on the attitude to reality on the part of literature can be traced back to the Victorian era. Since popularization of the language of flowers at that time, certain associations were assigned to most plants. And these associative concepts had a peculiar effect on the behavior of the British in various life situations.

Floristic phraseological units reflect the centuries-old observations of man over the world, convey the attitude of people to the environment and become the cultural foundation of the English language. Ways of using floronyms, situational subtleties and hidden meanings make it possible to reveal the specifics of the perception of the world by native speakers.

Having analyzed many phraseological units on the basis of such dictionaries as N.F. Kalinina and "English-Russian Phraseological Dictionary" by A.V. Kunin, we identified three main floronyms most frequently used in the English language.

The leading floronym used in idioms is rose. This floronym can be found in many beautiful idioms: look through rose-coloured spectacles (see everything in a pink light, look at things (at the world) through rose-colored glasses);

life is not all roses (not everything is easy and pleasant);

(there's) no rose without a thorn (there is no rose without thorns);

stop and smell the roses (relax; plant life); everything is coming up roses (everything is changing for the better);

life is a bed of roses (easy life);

come up smelling like a rose (recover after hard times);

put the roses back in (one's) cheeks blush all over the cheek);

gather life's roses (pluck flowers of pleasure).

The rose is often a metaphor for a young girl. So, the phraseological units English rose - "English rose", "real English lady", a rose between two thorns - "(beautiful) woman among men", as fresh as a rose - "fresh as a rose", are used as a compliment. In general, a rose is associated with something pleasant, light and beautiful. Proof of this can be such idioms as come up roses - "very well developed", bed of roses - "easy, happy life", not all roses - "not everything is easy and pleasant", gather life's roses - "pick flowers of pleasure". But the rose is an object of admiration and is often inaccessible, therefore it is used to characterize something rare: a blue rose - "something unattainable", a rose without a thorn - "an exceptional phenomenon".

The ambiguity and complexity of the perception of a rose flower provides opportunities for the emergence of expressions with the "rose" component, so they are most common among the studied expressions.

The next floronym we have identified is lily. In Western and European countries, this flower is associated with Mother's Day, denoting the all-forgiving love of our parents. Also, this plant has the meaning of passion, rebirth, purity and belonging to the aristocracy. However, phraseological units containing This floronym often has a negative connotation. For example, the idiom gild the lily means "to engage in fruitless business, to waste time or energy in vain."

In addition, there are many other negatively colored established expressions with this floronym in the language: lily-livered - "cowardly, cowardly"; lily-white - "faulty, white racist"; paint the lily - "doing a fruitless business".



The last floronym we have selected is daisy. Some English phraseological units that do not differ in frequency are of interest to stylistic or etymological points of view. So, in the English language there are several phraseological units with the daisy component "daisy", which have absolutely different meanings and belong to different styles of speech. The expression fresh as a daisy - "blooming, full of health" is a poetic description of someone's appearance.

On the contrary, the phraseological unit to push up daisies - "play in the box, give up" can be attributed to slang, and upsy-daisy - "what a nuisance" or daisy roots - "boots" to colloquial style.

### **Result and discussion:**

Rose in many countries of the world is perceived as a symbol of love and passion, but at the same time, this flower means something light, weightless and pleasant. It is these associations we received from native speakers. This fact is confirmed after the analysis. Absolute most associate the rose with the emotion of love, character traits such as beauty and romantic mood and, of course, red. Even the countries listed in the answers are associated with love. France, in which famous city of lovers - Paris. Italy, which has many cities, villages, islands and lakes, just created for romance. We were not surprised by the events with which the rose was associated. St. Valentine's Day, which is the international holiday of all lovers, received an extraordinary advantage.

Using the example of a rose, one can see more clearly than ever the connection between the emotional coloring of a floronym in idioms and its perception by native speakers. We cannot draw a similar conclusion with respect to the next two floronyms. Lily, as we noted earlier, in idioms carries a negative connotation.

Therefore, the results of the associative experiment were unexpected. Despite the semantic load of the floronym in popular expressions, it is perceived by native speakers English in a fairly positive way. This flower is associated with calmness, happiness and white color, which also causes pleasant emotions. Even associations with character traits showed a positive attitude, although no leaders could be identified.

And we can observe rather unusual results when comparing the information obtained in the study of the floronym "daisy". Respondents connections with yellow and white flowers and happiness are clearly defined. This floronym is associated with such an event as Easter. This fact contrasts strongly with the diverse meanings of the floronym in idioms. In no expression is the meaning of daisy repeated twice. This floronym has a fairly diverse emotional spectrum, which causes dissonance with the perception of the floronym by native speakers. If we analyze the data on character traits, then although we cannot trace a clear associative series, we still have the opportunity to see in general positive emotional connotation of these words. Based on this, it can be assumed that the daisy in the understanding of the British has a positive connotation.

**In conclusion**, we can conclude that there is a discrepancy between the meanings of floronyms in idioms and the meanings realized in speech. The associative array of native speakers is built on language-specific stereotypes, and stereotypes tend to change over time. Some of them have been tightly fixed since ancient times (as in the case of a rose), while others are the minds of English speakers have changed their meanings over the course of history, which can explain such a striking contrast in the results in the cases of daisy and lily.

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## Linguocognitive and Linguocultural Characteristics of Social Deixis in English and Uzbek Newspaper Texts

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**Annotation:** This article discusses the linguocognitive and linguocultural characteristics of social deixis in English and Uzbek newspaper texts. The social status of the interlocutors is also determined in relation to the speaker. The speaker, who perceives reality and wants to think about it, starts measuring distance from himself and determines the location of event spaces. The measurement of time also begins with the speaker; the logical model of the location of the parts of the reported event on the "time line" is processed in the speaker's imagination and takes on a linguistic tone.

**Keywords:** texts in newspapers, the phenomenon of deixis, its nature and functional characteristics, means of expression, comparative-typological linguistics, set of rules.

### Introduction:

Semantic and systemic features of Deictic expressions in newspaper texts are unique. It was said above that the system of deixis has an egocentric order. Deictic expressions serve to highlight and clarify certain parts of a communicative event - the transmitted information. The parts that make up the deictic center are as follows:

1. The central person - the speaker;
2. Central time (time) - the time when the speech act is performed;
3. Central space - the place of the speaker when the speech act is being performed;
4. Social center - the social position of the speaker.

In any case, the speaker is at the center of the deictic space, which is imagined as a four-dimensional space. The person providing the information about the happening event determines the time and space relative to the place he occupies, time. In other words, the speaker's logical thinking activity plays an important role in determining the past, present, and future events (past, ongoing). Finally, if we talk about the social signs of the deixis phenomenon, the role of the dialogue participants and their social stratification levels are also determined in the speaker-addressee relationship. All this, I think, can at least shed some light on the issue of the emergence of deictic expressions (especially pronouns and adverbs). After all, if the main function of the language is to serve as a means of communication, did not deictic signs, which are the main means of expressing communicative content, appear earlier than other linguistic signs!? Or can the deixis system be recognized as a phenomenon that provides linguistic activity and is at the center of the language system?

The Israeli professor Yehoshua Bar-Hillel spoke about the problem of how to determine the meaning of the sentences made in English and the complete understanding of the information conveyed through them, and gave the following examples: 1. Ice floats in water. 2. It is raining. 3. I'm



hungry. The content of the first sentence is understood by almost all English speakers in the same way, because it is clear where the ice is floating (in the water). However, in the later stages of understanding the content, it is possible that a question like "In which water: in the river or in the sea?" will arise. In order to understand the content of the next sentence, it is necessary to know when and where this event (rainfall) is taking place. Also, the full understanding of the content of the sentence depends on who and where it is said.

### **Material and methods:**

One should not forget the importance of space and time events for communication activities. Each event takes place in a certain place and time, and the listener receiving information about this or that event seeks to know when and where it happened. In addition, for the full understanding of information, since any activity is performed by a certain person (persons), information about the subject of this activity is also required.

So, the questions "when" and "where" accompanied by the question "who" determine the content of the speech structure. Ideal linguistic activity requires the presence of units that answer these questions in a complete order within speech structures. If we cite an excerpt from the text of the newspaper, for example, the meaning of the sentence "On August 15, 2007 at 1700, Nexia, SN 5050, and Damas, SN 3737, collided on Bostonsaray Street" is clear, because the information about the incident is quite detailed: there is an answer to the questions "when", "where", "who" or "what". The same sentence can be written in a different form: "Yesterday evening, those two cars collided here." But these two structures are not equal in content. In my opinion, the information expressed in the next sentence is probably not satisfactory to the employees. The use of units "yesterday", "evening", that, "here" in the next sentence gives generalized information about the occurrence of the event: somewhere, some two cars collided. But in this case we cannot get accurate information about space, time and subjects-objects. Generalization is the result of cognitive activity, incorporating information about happenings, properties of objects, etc. through conceptual patterns. Such patterns are reflected in the linguistic realization of conceptual units.

Of course, the events and objects in the external world have special signs and characteristics. Actions of comparison, analysis and synthesis play an important role in the transition from the cognitive stage of linguistic thinking to the stage of linguistic realization. By means of these actions, generality and particularity are distinguished. Also, cognitive activity includes the act of direct abstraction, because this act is an important stage of generalization, it allows to separate important features of perceived objects, compare them and "bring them to a single denominator".

Another action observed in the process of linguistic-thinking activity is the action of systematization and classification. We must not forget that language not only collects and transmits information, but also organizes it. Farang philosopher Professor Noel Mulud of the University of Lille, thinking about the logical basis of the expression of the content of speech units, concluded that "a speech phrase does not simply define, generalize and express a certain meaning, but it (the phrase) does it in the same order as it arranges all these things." The opinion of the logician scientist that the formation of content and speech realization is the result of linguistic ordering and generalization activities is noteworthy.

Of the deictic field, which is in any case imagined as a four-dimensional field the speaker is in the center. The person providing the information about the happening event determines the time and space relative to the place he occupies, time.





### Result and discussion:

The social status of the interlocutors is also determined in relation to the speaker. The speaker, who perceives reality and wants to think about it, starts measuring distance from himself and determines the location of event spaces. The measurement of time also begins with the speaker, the logical model of the location of the parts of the reported event on the "time line" is processed in the speaker's imagination and takes on a linguistic tone. In other words, the speaker's logical thinking activity plays an important role in determining the past, present, and future events (past, ongoing).

Finally, if we talk about the social signs of the deixis phenomenon, the role of the dialogue participants and their social stratification levels are also determined in the speaker-addressee relationship. All this, I think, can at least shed some light on the issue of the emergence of deictic expressions (especially pronouns and adverbs). After all, if the main function of the language is to serve as a means of communication, did not deictic signs, which are the main means of expressing communicative content, appear earlier than other linguistic signs!? Or can the deixis system be recognized as a phenomenon that provides linguistic activity and is at the center of the language system?

I didn't want these questions to remain rhetorical. After all, Where in the perception of reality? Where? When? How long? How? Where is ? why we have to look for answers to such questions. The reason for the emergence of such questions is that the perception of reality is related to PERSONALITY. He perceives reality as a phenomenon that is happening before his eyes, in his imagination, evaluates and describes it in relation to himself, his personality. Therefore, in the center of speech thinking and linguistic consciousness is the PERSON of perception, whose ME is the starting point for the linguistic statement of information. This center is described by the question WHO in the statement of reality. That's why in the statement of reality, the centers of time - space - social status are determined by the person of communication and form a single deictic field. Deictic expressions occupy an important place in the ontogenesis of the language, apart from their appearance in the first stages of the speech of babies, it is difficult to imagine a full-fledged communication without these expressions.

We often think that the meaning of linguistic units (such as words) is sufficient when teaching language to young children and adults. But this oversimplification of language acquisition is a false conclusion. For a young child to understand the meaning of the structure "10 o'clock", it is not enough to know the meaning of linguistic symbols. It is "now", "today", "mine", "your", "this", "here", "yesterday". It is also required to know the context indicators that occur through the means of "previous". It is impossible to connect the content of the speech structure "hour 10" with reality without knowing in what situation and under what conditions the deictic expressions of this line are used. To know the language, to be its owner, to know the types of life activities. Language education should also be focused on the formation of the skills to understand the events and situations that exist in social and daily activities and to express them linguistically. After all, when we explain new words and phrases to students, we explain a new reality!

The cognitive foundations of language education are based on this principle. Let us return to the systemic properties of deictic expressions. The main groups traditionally distinguished are deictic expressions of person, time, and space. Personality deixis. As mentioned above, the person is at the center of the field of deixis. The composition of the deixis of a person is determined in relation to the role he performs in the process of speech communication. The first person is a linguistic expression of a reference to the speaker, "showing himself, reminding", the second person is a linguistic designation of the listener or addressee, and the third person is a reference to a person who is not a direct participant in the dialogue. This system, which differs in its contribution to



speech flow, is reflected in pronoun groups. Pronouns, on the other hand, are distinguished from each other on the basis of categorical signs such as plural, gender, in addition to the third person. But a plural pronoun does not always correspond directly to a singular pronoun. For example, "we" does not mean a large number of speakers in any context. Therefore, in some cases where the pronoun "we" is used, it is up to the listener to determine the content of the message and the meaning of the plural number.

Considering the category of deixis as one of the main research objects of pragmalinguistics, G.Yul, noting that the personal deixis is three-part ("I", "you", "he"), draws attention to the speaker, the addressee and the third (observer or non-participant in communication) in many languages of the world. pays attention to the naming of a person in relation to his social position in society. Most importantly, the social status of a person in these languages is expressed through special linguistic units and grammatical forms. The use of these units, called "honorifics" (opopys), in the texts of speech communication is interpreted as an example of the phenomenon of social deixis. Associating social deixis with the system of special grammatical forms - "honorifics" common only in South-East Asian languages (for example, Chinese, Japanese, Korean languages) may cause a narrow interpretation of this phenomenon.

In my opinion, Ch. Fillmore's view of social deixis as "a phenomenon related to the characteristics of speech conditioned by the practicality of the social environment in which the speech act is performed and defining and reflecting this practicality" is quite close to the truth. But even this definition is not completely satisfactory. First of all, the content of social deixis should be considered as a fact that is formed in the text of communication, not within the sentence. Secondly, it is impossible to clarify the content and essence of social deixis without taking into account which signs of the social status of communicants are reflected in communicative relations in which situations and reach the level of linguistic realization in the text.

The signs of social deixis are especially evident in the ritualistic activity, since in this activity the relationship between individuals takes on an absolute form. Within this relationship, when distinguishing the social status of the participants of the dialogue, the class of the listener and the speaker are equally taken into account and they are given authority in this regard. Differentiation of such powers is one of the main criteria of ritualized speech activity. The requirement of ritualized speech activity is to follow the rules of etiquette accepted in the society and "to know the rules of the game in a certain area". In addition to greetings, expressions of thanks, condolences, there are also more complicated types such as marriage and prayer. As the most complex forms of ritualized speech, it is possible to mention parliamentary communication, diplomatic communication, exchange of letters between heads of state. It is known that the signs of social deixis in ordinary types of communication can change under certain conditions. But in ritual speech, this is almost not observed, social deixis has a static appearance in terms of content and form. So, social deixis is one of the events that ensure effective communication. But it is not enough to refer only to the social position of the author of the speech as a "standard of measurement" in determining the essence of this phenomenon. The position of the listener also plays an important role in the form of communication.

### **Conclusion:**

It is time, I think, to summarize and conclude the remarks made in this chapter about the nature and functional characteristics of the phenomenon of deixis. We know that our compatriot Professor Sotiboldi Rakhimov, who intends to research the categorical signs and means of expression of deixis from the point of view of comparative-typological linguistics, discussed the problem of determining the level of the language system of this phenomenon about 20 years ago. The scientist



who is puzzled over this problem notes that along with the language system, there is also a system of language units, which consists of a set of rules that ensure that language units enter the speech structure and participate in its structure.

Deixis is a part of the system of using such language units and is a tool that ensures the content integrity of the text. By means of deixis, the content of the text acquires time and space goals, its modality features are formed. In order to comment on this opinion of my colleague, I would like to say that, in fact, all the functional features of deixis expressions are manifested in the communication text, and it is the most important tool that forms the content of the text. In this place, prof. Does the problem raised by S.Rakhimov exist or is it important to find an answer to it? one should not forget that the question may arise.

The full meaning of the first sentence, considered as a deictic structure, is determined depending on the context, the text of its use. The scientist wants to prove that the meaning of the second sentence ("Ice floats in the water") does not depend on the text by the fact that the meaning of this sentence does not change in any context. I. transferred the analysis of the content of the first of these sentences to pragmatics and left the second to semantics. BarHillel should not be too upset. Because disconnecting the meaning of linguistic units from the text they activate and interpreting them as an abstract phenomenon is a long-standing tradition of our science. At a time when modern linguistics is moving away from this tradition, how much is there a need to pay special attention to the question of which system and level the meaning belongs to?! The birth of this need is not in vain. As the Greek philosopher Democritus said, "nothing appears without a reason, on the contrary, everything appears in relation to a need and has a basis", so the questions and problems that arise in human thinking also reflect the connection of objects and events in the external world. Each event is formed under the influence of the previous event, passes through the initial "preparation" stage. The birth of the movement of inter-system and inter-level distribution of linguistic phenomena also has its own reason. In order to prove the integrity of the language, it was necessary to find its systemic properties. To prove the existence of systemic properties, it is required to determine the relationship of parts and units within this system. Researches to meet the requirements in the same direction gave rise to the tradition of dividing the language system into levels and identifying the sources that form inter-level relations. This tradition of systematic linguistics 216 [www.ziyouz.com](http://www.ziyouz.com) library cannot be condemned, because the scientific and practical significance of the researches carried out in this direction is great. If the science of linguistics had not passed this stage, it would not have had the opportunity to elucidate in detail the nature of linguistic phenomena and the peculiarities of language construction in general. But doesn't the interpretation of the concept of "system" as a one-sided, borderline phenomenon, as in the "extremely aggressive" currents of structuralism, lead to the description of the essence of linguistic phenomena as a set of characteristics that appear only within a certain small system, group?! The existence of such a danger was mentioned in the early parts of the pamphlet. Unfortunately, the movement of sharply distinguishing language and speech from each other, attributing systematization only to language, and interpreting speech as a phenomenon consisting of particularity, continues to this day.

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## Increasing Interest, Motivation for Swimming Lessons of Younger School Children

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**Annotation:** The article presents the results of scientific and experimental work to improve the effectiveness of the process of teaching swimming to children of primary school age based on the use of innovative visual material. The expediency of using a set of methodological materials at the stage of swimming training, aimed at increasing interest, motivation for systematic swimming lessons, achieving the optimal possible level of physical fitness and physical performance of younger schoolchildren, has been proved.

**Keywords:** swimming, training, education, children of primary school age, interest, motivation, means, methods, visibility.

Swimming - one of the most important links in the education of children of primary school age - promotes versatile physical development, stimulates the activity of the nervous, cardiovascular and respiratory systems, significantly expands the capabilities of the musculoskeletal system. It is one of the best means of hardening and forming the correct posture of the child. The process of learning to swim solves various problems, including health promotion and hardening, mastering the vital skill of swimming, the formation of sustainable interest, motivation for swimming and a healthy lifestyle.

A large percentage of younger students do not have a predisposition to high achievements in sports swimming, but this does not detract from the importance of this type of physical activity for the development and strengthening of the body, maintaining the health of the child. In this regard, it is relevant to develop ways to form a motivated need for systematic swimming lessons, both in sports and in the general developmental aspect.

Swimming does not develop in isolation, but in a system of social ties and relationships. Therefore, many processes and phenomena occurring in the sports movement have a deep social meaning, and they can be understood only in unity with the interests and needs of children. That's why children's interest in swimming lessons should be taken into account, because this is an important condition for the successful implementation of their physical education.

Swimming promotes harmonious physical development, stimulates the activity of the respiratory, cardiovascular and nervous systems, and significantly expands the capabilities of the musculoskeletal system. When children go swimming, they expand their volitional, motor, emotional experience. Swimming is considered one of the best means of hardening, the formation of the skill of correct posture.

Swimming is carried out under the influence of certain stimuli, motives, which act as the driving forces of the educational activity of students. Such motivating forces are needs, interests, beliefs, ideals, value orientations. They form the motivational sphere of educational activity.



Insufficient physical activity negatively affects most of the functions of the growing organism. And this is a pathogenetic factor in the emergence and development of a number of diseases [1]. The teacher of physical culture and the coach of the youth sports school, observing and studying their students, must combine the professional interests and needs of children. This, of course, will help determine the promising area of application of forces, in which their abilities can be most fully revealed.

As noted above, interest is an important condition for the successful implementation of their physical education. In psychology, interest is characterized by a number of specific qualities: breadth (range of human interests), depth (degree of interest in any object), stability (duration of interest in any object), motivation (degree of consciousness or chance, intentionality of interest), effectiveness (manifestation of activity to satisfy interest).

The essence of interest, researchers suggest a wide variety of its definitions, in particular: interest is the selective orientation of a person, his attention, thoughts, thoughts; identification of mental and emotional activity; activator of various feelings, active cognitive, emotional and cognitive attitude of a person to the world around him.

In swimming lessons with children, it is imperative to use games and entertainment on the water. Games make swimming lessons more emotional, increase children's interest in repeating familiar exercises, help instill courage, independence, initiative, develop a sense of community, collectivism.

One of the most important factors in the physical improvement of children is the development of their interest in movement and motor actions. Therefore, swimming evokes in children a feeling of joy and pleasure from movements, promotes emotional and motor emancipation, desires to engage in, that is, teaches them to enjoy the movement. In order for schoolchildren to consciously go in for swimming, it is necessary to take into account their interests, develop quite simple, but at the same time effective individual programs that can eliminate the negative attitude of children to swimming lessons.

Organized swimming lessons can be conducted by teachers who have received preliminary training. They must be able to swim, be familiar with the technique of swimming methods and teaching methods. They need to master the methods of rescuing drowning people and measures to prevent accidents on the water. The attendants and the nurse are involved in the help. The doctor constantly monitors the sanitary condition of the swimming training place, systematically monitors the health of the children involved. According to a number of authors, the goal of primary swimming training is to teach children to confidently, fearlessly stay on the water, swim short distances (10-15 m) in an easy way, make the most of all the factors that contribute to strengthening the health of children and their physical development, lay a solid foundation for further development sports and applied methods of swimming. Proponents of the traditional approach note that at preschool age, the task of mastering the child with a solid technique of swimming movements is not set. It is important that children learn the elements of technique, the correct general pattern of movements, on the basis of which the swimming skill will be formed and improved. The more swimming movements a preschooler masters, the more durable the swimming skill will be. This can only be achieved through systematic and varied activities on the water. The method of teaching swimming is based on general pedagogical principles, taking into account the individual approach to the child: consciousness and activity, systematic, visibility and accessibility. The conscious and active attitude of children to exercises and games is of good importance for achieving positive results in learning to swim. Therefore, when explaining the task, the teacher should strive to ensure that the children understand how to perform the movement, what to pay attention to (push off harder to slide as far as



possible; exhale completely into the water to float to the surface of the water, inhale again ). Understanding the meaning of tasks stimulates an interested and active implementation of them, contributes to the gradual assimilation and awareness of the meaning of exercises. Classes should be carried out systematically. With regular classes, it is necessary to alternate physical activity and rest, it is useful to change different types of activities, alternate exercises and games.

Motor skills and abilities are formed by repeated repetition of exercises. It is necessary that repetition be combined with the assimilation of the new. Classes in a program that involves changing exercises from simpler to more complex, from known to unknown, must be regular, otherwise the goal of training will not be achieved. Success in learning to swim is achieved only if the developmental characteristics of children of a particular age are taken into account, as well as the real strengths and capabilities of each child. Graduality and consistency in the transition from getting used to the water during a simple movement along the bottom to learning certain swimming movements (sliding, swimming with an object in hand or in a lightweight way, etc.) is one of the conditions for teaching children. This is the key to mastering more complex swimming techniques, their techniques and teaching children to independently perform exercises at ever greater depths (waist-high, chest-high, child-sized). The principle of visibility in teaching swimming is one of the leading ones. Good success is achieved with a skillful combination of the whole variety of verbal (explanation, command, etc.), visual (showing, sound and visual cues, direct support and assistance), practical (repetition exercises, games, competitions) methods and techniques. It is recommended to master the technique of sports methods of swimming and their facilitated varieties as follows: the formation of ideas about the method of swimming (demonstration, explanation) as a whole, learning individual movements, which are then connected. Performing simple, easy swimming movements leads to mastering more complex ones. Optimal success can be achieved by purposefully exercising children in those swimming methods that they have mastered quite firmly, developing motor qualities, especially endurance. In the classroom, it is advisable to combine individual preparatory exercises with swimming in full coordination, widely use games and encourage children to try to swim independently in their chosen way. Children go swimming in groups, and their number in one group should not be more than 12 people. In the group, it is necessary to select children of the same age or adjacent, close, for example, children of 4 years old are combined into a group with children of 5 years old, five-year-olds with six-year-olds, etc. When completing groups, one should pay attention to the physical fitness of children. Boys and girls work out together. The teacher conducts classes with each group of children in turn. Before entering the water, he must necessarily count the children or conduct a roll call. The same is repeated upon exiting the water. Swimming training in kindergarten is carried out in the form of classes. Throughout all classes, the main attention is paid to the comprehensive physical development of children, in each of them the following tasks are sequentially solved: to organize a group, to introduce new exercises in swimming technique, to learn exercises for mastering with water and elements of swimming technique, to play, to finish the lesson in an organized manner. The lesson begins with the formation of the group. Then, on the shore, children get acquainted with new movements, exercises for mastering the technique of swimming and games. Entering the water, they learn how to swim, play, and do a variety of exercises. At the end of the lesson, games of a calming nature and free swimming are held.

**Conclusions.** The purposeful use of complex forms of visibility significantly increases the effectiveness of the educational process of teaching swimming to children of primary school age. It is important to develop a child's observation, curiosity, attention, the ability to independently analyze and fix significant points in what they see.



To form a long-term sustainable motivation for systematic swimming lessons, it is necessary through educational technologies, updating the content and means, creating innovative teaching methods to form more mature motives for swimming: the desire for the harmonious development of the body and the body as a whole, maintaining and strengthening health, preparing and further safety of pastime in open waters.

The introduction of a variety of complementary modern approaches, innovative methods of training and education into the process of teaching swimming helps to increase the emotional background of classes, serves as a powerful source of positive emotions, which creates additional opportunities for increasing interest, motivation for systematic health and sports swimming classes, introducing younger students to a healthy lifestyle life.

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## The Problem of Selecting Children in the Wrestling Section

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**Annotation:** This article deals with the problem of selecting children for classes in the national wrestling "Kuresh" is in the center of attention of specialists. Different schools of wrestling conduct various kinds of experiments and develop the most effective system for training wrestlers from the very initial stages of their training.

The main principle that coaches are guided by in their daily practice is that on the basis of the individual valuable and important qualities that are instilled in children, other necessary special qualities may well arise, be brought up and improved in the process of many years of training, without which a teenager can become a high-class wrestler.

**Keywords:** selection, wrestling, selection criteria, selection principles, quality assessment, physical indicators, children, coaches, personal qualities, expert assessment.

The emergence of traditional national sports was due to the objective laws of society. At the same time, any kind of traditional national sport was brought to life by the need of society to educate people in certain abilities, specific skills, qualities and abilities. A number of laws, according to which human society develops, is comprehensive. The existence of such comprehensive laws explains the fact that different peoples living at a considerable distance from each other pass in the same sequence through the same socio-economic formations, autonomously create similar tools of labor, develop similar technologies. for the manufacture of tools.

In Uzbekistan, much attention is paid to the development of sports and physical culture. During the years of independence, an effective system of training professional athletes, coaches and judges has been created in the country. The implementation of these goals in every possible way contributes to the wide promotion of a healthy lifestyle, the education of comprehensively developed youth, and the further development of physical culture and sports in the republic. An important legal basis for the reforms carried out in this direction is the Law of the Republic of Uzbekistan "On Physical Culture and Sports" and other regulatory legal acts aimed at attracting citizens, especially youth, women and children, to physical culture and sports. Today Uzbekistan is in the full sense of the word a sports country. A healthy lifestyle is widely approved among young people, and mass sports are ensured. Uzbek athletes, achieving high victories at prestigious international competitions, demonstrate to the whole world the high sports potential of our country. The results achieved by our athletes at the 2016 Olympic and Paralympic Games held in Brazil introduced Uzbekistan to the sports community of the world as a country where sports are developing at an accelerated pace. This is what we are rightfully proud of. Young boys and girls defending the colors of the national flag, professionals of individual and game disciplines, demonstrating exceptional training and phenomenal skills at representative forums, eloquently confirm that they represent a country with rich sports traditions. The results of the measures taken are manifested in the growth in the number of our compatriots involved in sports and winning prizes in various international tournaments.



Many sports are practiced in Uzbekistan. The most popular are: athletics, boxing, football, gymnastics, tennis, wrestling, kurash, cycling. Today, the names of such outstanding and talented athletes as Ruslana Nuriddinova (weightlifting), Khasanboy Dosmatov (boxing), Shokhibiddin Zoirov (boxing), Fazliddin Gaipnazarov (boxing), Shahrom Giyosov (boxing), Bektimir Melikuziev (boxing), Diyorbek Urozboev (judo), Rishod Sobirov (judo), Elmurod Tasmurodov (Greco-Roman wrestling), Rustam Tulaganov (boxing), Ekhtiyor Navruzov (freestyle wrestling), Murodjon Akhmadaliyev (boxing), and, of course, FIFA referee Ravshan Irmatov, as well as many others glorified Uzbekistan is far beyond its borders. In order to educate high-class athletes, consistent work continues to improve the material and technical base necessary for the formation of future champions. In particular, the Republican specialized children's and youth sports school of the Olympic reserve in rhythmic gymnastics was created. The Central Asian Judo Center, the Republican Boxing Center and the sports complex of the Taekwondo Association were built. Thanks to the created sports infrastructure, Uzbekistan has become a venue for major international competitions, including world and Asian championships in boxing, taekwondo, freestyle wrestling, fencing and other sports. The country pays serious attention to the selection of young talented athletes from among the pupils of sports clubs and teams and the organization of their training to improve sportsmanship, the creation of the necessary conditions for strengthening the sports reserve on the basis of the further development of schools of higher sportsmanship and colleges of the Olympic reserve. In this regard, the policy pursued in Uzbekistan to expand the mass character of children's sports, which is rightfully the basis for the formation of a healthy and harmoniously developed generation, is of particular importance. The country has created a unique three-stage system of holding sports competitions among schoolchildren, pupils and students - "Umid nihollari", "Barkamol avlod" and "Universiade", which make an invaluable contribution to the training of gifted and talented athletes who adequately defend the honor of their homeland in international sports tournaments and the Olympic Games.

An important step towards the development of children's sports was the creation, in accordance with the Decree of the First President of the Republic of Uzbekistan in 2002, of the Children's Sports Development Fund. The main objective of this fund is to introduce children, the younger generation to sports from early childhood, to awaken their interest and love for sports, to educate the younger generation as physically and spiritually healthy, harmoniously developed personalities. In June 2016, President of the International Olympic Committee (IOC) Thomas Bach and President of the Association of National Olympic Committees and the Olympic Council of Asia (OCA) Sheikh Ahmad al-Fahad al-Sabah visited Uzbekistan. Eminent guests highly appreciated the quality of sports facilities and the scale of projects in our country. In their opinion, the ever more significant achievements of Uzbek athletes at the Olympic and Asian Games, world and continental championships are the result of this creative work. For outstanding achievements in the development of sports and the Olympic movement, the First President of Uzbekistan Islam Abduganievich Karimov was awarded the medal of the International Olympic Committee. Also, for a huge contribution to the development of football in the country and in Asia, Islam Karimov was awarded the award of the Olympic Council of Asia. Thus, thanks to the large-scale transformations carried out in the country, sports have become one of the prestigious areas of activity, especially among young people. And the names of talented representatives of Uzbekistan, who have received prestigious international awards, are inscribed in the annals of domestic and world sports. The results of the comprehensive work of the state in the field of physical culture and sports can be seen from the results shown by the athletes of Uzbekistan in the world sports arena. Thus, sport is the most important and strong factor in the upbringing of a harmoniously developed generation. Sport is, first of all, a healthy generation, a healthy future. "Only a healthy people, a healthy nation are



capable of great achievements,” said the First President of the Republic of Uzbekistan Islam Karimov.

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## The Creativity of the Primary School Teacher is an Important Factor in the Formation of the Creative Abilities of the Student

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**Annotation:** The article is devoted to the development of the creativity of the primary school teacher, which is an important factor in the formation of the student's creative abilities.

**Keywords:** business games, simulation games, interactive teaching methods, case analysis method, staging method, incident method, case method, training.

**Introduction.** In the context of the modernization of the educational space, the problem of preparing highly qualified creative primary school teachers who are able to ensure the comprehensive development of the child as an integral personality, the development of her creative abilities and talents and the enrichment on this basis of the intellectual potential of the people, their spirituality and culture, the formation of a citizen of the Republic, becomes important. The effectiveness of solving these problems largely depends on the teacher's professionalism in building such a learning process in elementary school and, above all, in mathematics lessons, which would strengthen the child's interest in learning, discovering new things, would ensure the strength and reliability of the acquired knowledge, and at the same time, contributed to the formation in each child of cognitive activity, a realistic and creatively thinking, self-critical personality [3].

Pedagogical science and practice convincingly prove that only a creative person can bring up the same creative person. From this it follows that the relevance and importance of the professional training of a teacher of primary education for the development of creative abilities of children of primary school age in mathematics lessons is stimulated by modern achievements in science, as well as changes taking place in the socio-economic sphere of public life.

The orientation of modern educational reforms towards the formation of a professional specialist places increased demands on the training of a primary school teacher, especially in the aspect of professional and pedagogical creativity. Priority is given to the creative development of the future teacher, his openness to innovation, experimentation, pedagogical artistry, the ability to self-knowledge, self-development and self-actualization in professional activities [2].

Creativity in pedagogical activity requires the formation of a wide range of professional and creative, professional and methodological skills, abilities and abilities in future primary school teachers. However, as school practice shows, the readiness of the primary school teacher for the original design of educational material, the use of non-standard forms, methods of teaching and education, their combination and implementation in the educational and extracurricular educational activities of primary school students, the ability to cooperate, cooperate, co-create with various subjects of the educational process is not always sufficient, which can negatively affect the creative development of schoolchildren. Therefore, the identified contradictions between: - changes in the content of the pedagogical activity of a primary school teacher, due to the reform of the modern education system, and the content and forms of his training in educational institutions of higher education; - the available and required levels of readiness of future primary school teachers for professional and creative activities to develop the creative personality of students have updated the



direction of scientific research we have chosen [2]. An analysis of studies related to the problem of creativity, a creative personality, its creative abilities and creative activity, allows us to state the significant interest of scientists in its various aspects.

The study of L. Vygotsky, Y. Ponomarev, R. Safarov and others is devoted to the issue of the nature, essence and content of creativity. However, despite the significant achievements of scientists in this direction, we believe that the issue of readiness of future primary school teachers for professional creative development of the creative potential of younger schoolchildren, their creative abilities, is still being solved partially. Often the stereotypes of pedagogical thinking of primary school teachers do not provide the trinity of the teaching, educational and developmental functions of modern education for primary school students. Traditionally, the efforts of teachers are focused on the formation of knowledge, skills and abilities, solving purely educational problems and completely insufficient attention is paid to the development of creative thinking of younger students, their ability to original reasoning, ingenuity, generating new ideas, development of imagination, fantasy, intuition, the ability to find the optimal solutions from several possible ones, etc. Thus, the analysis of scientific literature shows that most scientific studies focus on improving the quality of teacher training to perform professional and pedagogical duties, but not enough attention is paid to the creative component of this training [3].

**Presentation of the main material of the article.** The generalization of the scientific psychological and pedagogical literature on the problem of creativity allows us to state that creativity is the process of creating a new, previously non-existent one. In most cases, the concepts of "creativity" and "creative activity" are identified. However, pedagogical creativity has its own characteristics in comparison with the general meaning of this concept. According to R. Safarov, "pedagogical creativity is an original and highly effective approach of a teacher in teaching and educational tasks, enrichment of the theory and practice of education and training, which relates to different aspects of the teacher's activity - conducting training sessions, working on organizing a team of students, ... designing a student's personality, the development of a strategy and tactics of pedagogical activity in order to optimally fulfill the tasks of the comprehensive development of the individual" [1]. In scientific research, pedagogical creativity is recognized as the most important criterion for the qualitative development of the personality of a teacher of a modern school, which manifests itself, first of all, in the social need for creative work. Pedagogical creativity defines: activities aimed at shaping the student's personality as a subject of life creation; integrative quality of the teacher's personality, the structural components of which are: professional orientation, professional self-awareness, professional thinking, diagnostic culture; activities related to the study of pedagogical experience, pedagogical skills of teachers, self-knowledge, self-development, self-improvement. So, pedagogical creativity is the mutual creative activity of the main subjects of the educational process of the educational institution (teacher and student) in their relationship and interdependence, the results of which lead to their development and self-development [2]. The professional and pedagogical activity of a primary school teacher is diverse. The student must master all its types while studying at a higher pedagogical institution, in particular:

- subject - to know the subjects that are taught in elementary school, to master the methods of their teaching, to understand the place of each subject in interdisciplinary connections;
- pedagogical - to design the content of subjects, conduct classes;
- plan extra-curricular activities, individual work with students, etc.;
- innovative - to transfer the innovative experience of other teachers to their own;
- develop innovations; conduct a pedagogical experiment;



- transfer own innovative experience;
- collective self-government - to maintain a favorable climate in the team; ensure the effective work of methodological associations;
- to ensure the work of problem groups of teachers; participate in the development of collective decisions, etc.;
- self-development – to be ready for professional, general cultural self-development, etc. [3]. All these types of pedagogical activity require a high level of pedagogical skill from the primary school teacher. “Pedagogical excellence,” notes B. Khuzhaev, “is a complex of personality traits that ensures self-organization of a high level of professional activity on a reflexive basis” [2]. At the same time, the important properties of the teacher's personality are the humanistic orientation of his activity, professional competence (professional knowledge, a high level of professionalism in pedagogical activity), pedagogical abilities (ability for rapid self-improvement), as well as pedagogical technique, based on knowledge and abilities, allows you to identify internal potential teachers, harmonizing the structure of pedagogical activity). According to modern requirements for the training of specialists in the pedagogical industry, a teacher-master should be a creative person, characterized by a high degree of development of orientation towards pedagogical activity, a desire for self-realization in this profession, the development of professional qualities, creative skills that contribute to success in pedagogical activity. It is the professional skill in unity with pedagogical competence, the primary school teacher's own creative talent that largely determines the effectiveness of his leadership in the formation of the student's creative personality. Creativity in pedagogical activity requires from the teacher: - the ability to modify, combine the content of educational material in a non-standard direction; - readiness to develop original approaches to planning the educational process with students in educational and extracurricular educational activities; - possession of methods, techniques, non-standard forms of organization of creative educational and extracurricular educational activities of students; - readiness for pedagogical experimentation - to find ways to improve the educational process in order to develop the creative potential of students, etc. [6].

So, in order for a primary school teacher to act creatively, he must have a number of properties, professionally important qualities that ensure the professional self-development of his personality, and through him the development of the student's personality.

We consider the preparation of future primary school teachers for creative pedagogical activity, on the one hand, as the teacher's ability and readiness to contribute to the formation of the student's creative personality, the development of his creative abilities, on the other hand, as constant self-improvement, raising the level of creative pedagogical activity. The emphasis on self-improvement implies self-education, self-education, self-determination, which in general constitutes the development of the future teacher's personality.

We understand the process of preparing a primary school teacher for creative pedagogical activity as an objective creative process that must meet modern trends in the development of higher education, taking into account integration into the European educational space, the achievements of psychological and pedagogical science and pedagogical practice, and be predetermined by the specifics and patterns of the process of development and self-development of the individual.

We consider this process as a step-by-step process, which is carried out by mastering the educational program by students. An analysis of the curricula for the training of future primary school teachers of the educational and qualification level "bachelor" showed that the courses of



disciplines that make up their structure have significant potential for the creative development of the personality of the future teacher, but are fragmented and fragmented. A clear orientation of students to the formation of the creative personality of the student and teacher and the mutual development of their creative abilities is aimed at mastering the course of the discipline "Pedagogical skill" by students.

The content of training primary school teachers for creative pedagogical activity includes: theoretical and methodological substantiation of the basic concepts of pedagogical creativity and the essence and specificity of creative pedagogical activity of a primary school teacher; determination of the structure of the creative personality of a primary school teacher, stages and levels of development of his creative personality; study of the main directions of scientific research of pedagogical creativity; determination of the creative qualities of the student's personality, their content and evaluation criteria; identification of psychological and pedagogical conditions, factors of success in the creative development of primary school students; substantiation of the features of the activity of a primary school teacher in the creative development of students; study and improvement of pedagogical experience; the use of pedagogical technologies as the creativity of a primary school teacher [4].

The implementation of the course content is based on the gradual formation of professional and creative knowledge, skills and practical skills of students.

Stage I - informational and indicative. The goal is to ensure students' awareness of the laws and patterns of pedagogy of creativity as a branch of pedagogical knowledge about the creative development of the individual.

Stage II - content-activity. Purpose: students mastering the technologies of development, self-development, self-improvement, self-education of the creative abilities of the individual; consolidation of practical skills in planning, organizing and creating favorable psychological and pedagogical conditions for the creative development of students.

Stage III - control-reflexive. The goal is control, generalization, assessment of the level of students' preparation for pedagogical creativity. In our opinion, it is expedient to carry out preparation for creative pedagogical activity on the principles of:

- humanization of education - providing the student with the opportunity for constant self-development, self-improvement, development of creative abilities in pedagogical activity;
- organizing interaction with students on a dialogic basis - focusing on comparing different points of view, tolerant attitude to another thought;
- creation of situations of creative cooperation, co-creation, commonwealth;
- professional and creative orientation - generalization and synthesis of psychological and pedagogical knowledge, professional practical skills and abilities of students, formation of readiness to optimally and creatively use them in professional and pedagogical activities based on theoretical understanding of the essence of the pedagogical process as an integral system;
- innovativeness - the continuity of updating the content of professional and pedagogical training of future teachers with the achievements of pedagogical science and practice, the results of pedagogical creativity;
- application in the training of future specialists of innovative pedagogical technologies with a focus on the creative development of the student's personality [5].



Preparing students for the development of creative abilities of elementary school students provides for an active research position in the classroom in order to critically analyze, comprehend and evaluate the effectiveness of studying all professional disciplines, professional activities during teaching practice; the formation of future teachers' attitude towards themselves as a figure, which is manifested in the ability to change (modernize) the process of teaching and educating elementary school students, to weigh and evaluate the consequences. Of particular importance is the creation of individual projects by students, the assimilation of the content of programs of relevant disciplines, the acquisition of skills in applying innovations in educational work in practice, participation in scientific-practical and scientific-methodological conferences, seminars, olympiads, the creation of their own innovative pedagogical technologies, the implementation of coursework, theses, etc.

That is, the active involvement of young people in scientific activities. So, the preparation of a teacher for the development of students' creative abilities in mathematics lessons is a specially organized and purposeful process that provides for a change in the fundamental, general scientific and professional training of future teachers, organizational and methodological reorganization of educational activities, a special selection of content, forms, methods and means of vocational training, as well as the creation of special psychological and pedagogical conditions that would activate the mechanisms of personal and professional development of each student and teacher [6].

**Conclusions.** So, modern requirements for the training of specialists in the field of education, especially elementary school teachers, require the improvement of their readiness for creativity in professional and pedagogical activities. The proposed content of the training of elementary school teachers in the aspect of pedagogical creativity, implemented using innovative pedagogical technologies, non-traditional forms, active teaching methods, in our opinion, will improve the quality of this training. Prospects for further research in this direction are to be explored in the study of the problem of continuity in the work of educators of preschool educational institutions and elementary school teachers in developing the creative abilities of children.

The ability to be creative is an integral element of the teacher's pedagogical culture. The preparation of an elementary school teacher for the development of the creative abilities of younger students is based on the methodological recognition of the priorities of the student's personal development, his needs, motives, goals, abilities, individual psychological characteristics; involves the restructuring of the pedagogical process in the direction of its focus on improving the professionalism of the student, the formation of the professional and creative personality of the teacher, the development and self-development of the subjects of pedagogical interaction, the development of psychological and pedagogical mechanisms for their self-improvement and familiarization with the creative process.

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## AL-Khwarizmi's Contribution to the Development of Modern Mathematics

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**Annotation:** The proposed article discusses the contribution of Al-Khwarizmi to the development of modern mathematics, the applied role of mathematics for the specialties for which the university is preparing. The work contains a brief excursion into the history of the development of mathematics from antiquity to the present day. The problems of mathematical education in modern society are raised.

**Keywords:** Al-Khwarezmiy, modern mathematics, history of mathematics development, antiquity, education.

Modern theoretical mathematics is a complex abstract field that frustrates math class students, yet provides the foundation for all the technological marvels that we enjoy today. It would not be superfluous to say that without the extraordinary mind of the great Muslim mathematician, al-Khwarizmi, the world of mathematics would look much different.

In the 20s. 9th century al-Khwarizmi lived and worked in the capital of the Arab caliphate, Baghdad, at the court of the famous caliph, the patron of sciences al-Ma'mun, who gathered here a large number of astronomers, mathematicians, historians and philosophers (many of these scientists were natives of Central Asia).

All the works of al-Khwarizmi that have come down to us were written in Baghdad. The most important of them relate to mathematics. Al-Khwarizmi's algebraic and arithmetical treatises played an exceptional role in the history of science.

The arithmetical treatise is called "The Book of Indian Counting". Its main purpose is to familiarize scientists using the Arabic language with the remarkable invention of Indian mathematicians - the bit-by-bit notation of numbers using nine characters, which are now generally accepted in science and practice and are called Arabic numerals. This name of these numbers is explained by the fact that the Europeans learned about them from the Arabs, but the Arabs themselves called these numbers Indian, and it was al-Khwarizmi who introduced them to these numbers for the first time in his arithmetic treatise.

At the beginning of this treatise it is said: "Al-Khwarizmi said: when I saw that the Indians made up any of their numbers from nine letters, thanks to the arrangement that they established, I wished to reveal what is obtained from these letters to facilitate the student" [1, p. . 9]. Nine "letters" are nine numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9. In addition to these "letters", al-Khwarizmi describes the zero sign. The Arabs do not write from left to right, as we do, but from right to left, therefore, in writing numbers, for example, 10, the Arabs have 0 before 1, which explains the words of al-Khwarizmi that the Indians

“they put a small circle in front of the unit, like o, so that they would know from it that the place of the unit is empty” [1, p. ten]. Al-Khwarizmi describes in detail how to write any whole number using nine digits and zero, how to use these numbers to perform the actions of “doubling”, i.e.



multiplying by 2, “doubling”, i.e. dividing by 2, addition, subtraction, multiplication, division and square root.

Al-Khorezmi's algebraic treatise played no less importance in the history of science. The full title of this treatise is "A Brief Book on the Calculus of Algebra and Almuqabala". This is the first scientific work where the word "algebra" appeared. In fact, some types of algebraic equations were used by the ancient Egyptians and Babylonians. Problems reduced to quadratic equations were able to be solved by geometric methods by the ancient Greeks; a large number of algebraic equations were written in the III century. n. e. "Arithmetic" by Diophantus. However, in al-Khwarizmi's book, for the first time, we meet the reduction of algebraic equations to one of several canonical forms and the formulation of algorithms for solving each of these canonical forms with geometric proofs of the correctness of these algorithms for the most important cases.

A small section of the book is devoted to problems on proportions, which are solved here with the help of the so-called triple rule, which is very popular among Indian mathematicians, and later in Western Europe. This section is called "The Chapter on Transactions" and at the beginning of it al-Khwarizmi explains that by transactions he means buying and selling, exchange and hiring. For example, in one of the tasks it was required to find out how much to pay for 6 days to an employee whose monthly salary is 10 dirhams. It should be noted that these tasks are characteristic of the rudimentary forms of a commodity society that existed in the era of al-Khwarizmi in the cities of the medieval East.

A special place in the treatise is occupied by the "Chapter on measurement". In fact, this is an independent geometric treatise. First, al-Khwarizmi explains what a square cubit is, according to his terminology - “elbow to cubit” (an Arabic cubit is 50 cm). The following are definitions of various geometric shapes, methods for calculating their areas.

The treatise of al-Khwarizmi contains a large number of tasks related to property relations. They make up two "books" - "The Book of Wills" and "Calculus of Circuits". “Circuits” meant circumstances not previously envisaged that change the position of the persons involved in the task, for example, the sudden death of an heir to whom a terminally ill relative had already made a will. Problems of this kind subsequently led to problems "on the division of the stake", which played a significant role in the emergence of probability theory.

The astronomical work of al-Khwarizmi "Zij al-Khwarizmi" played a very important role in the history of astronomy. Zij in the medieval East were called astronomical tables with a little theoretical introduction. The work of al-Khwarizmi was one of the first Arab zij. It is based on the work of the Indian astronomer Brah-Magupta and the pre-Islamic Persian Zij "Zik-i Shatroayar", written in the 7th century; in some places al-Khwarizmi refers to Ptolemy's Almagest. "Zij" begins with a description of the calendars. Along with the Indian calendar, it describes the solar calendar used by the Egyptians, Romans and Persians (the Roman calendar is known to us as the Julian calendar) and the Muslim lunar calendar.

Several chapters of Zij are devoted to trigonometry. One of them tells about the division of circles into degrees - minutes, seconds and smaller parts, "at least to infinity."

Al-Khwarizmi was the author of treatises on the astrolabe (a very popular astronomical instrument of that time), on the sundial, and on the calendar. He owns the "Book of History", containing information about many events that took place in the period from the 4th century. BC e. to 828, including eclipses and earthquakes. The “Book of al-Khwarizmi's introduction to astronomical art” has been preserved in Latin processing, in which there are chapters on arithmetic, geometry, and



classification of movements. Following Aristotle, al-Khwarizmi divided movements into transformations and movements in space.

Today, every educated person knows both the name of Muhammad al-Khwarizmi, immortalized in the term "algorithm", and the science of algebra founded by him. Before him, mathematics meant mostly geometry with some dose of number theory.

The work of the scientist "Kitab mukhtasar al-jabr wa-l-mukabala" ("A short book of replenishment and opposition") became, along with the book of Euclid's "Beginnings", the foundation on which the building of modern mathematics is based. It was rewritten many times in the original language and translated into Latin, as a result of which its name was reduced to the word "aljabra" - "algebra".

Al-Khwarizmi in his book focused on two operations - "aljabr" and "almuqabala", which, unlike arithmetic, allow you to perform four arithmetic operations on expressions containing an unknown. That was a really brilliant idea. Unfortunately, his immediate followers, who set themselves the goal of solving cubic equations, began to understand algebra as the science of equations. This was a deviation from the main idea of the scientist, who considered it the science of algebraic operations and algebraic calculus. This interpretation of the term continued until the middle of the 19th century.

At the beginning of that century, mathematicians were faced with the need to work with objects that are different not only from ordinary numbers, but also from numerical and literal expressions, and on which certain operations can be performed. For example, the Englishman George Boole described the algebra of judgments in logic, the Frenchman Evariste Galois worked with the "algebra" of permutations, which he called a group. Subsequently, the concepts of Clifford algebra, Grassmann algebra, etc. arose. As a result, the word itself acquired one more, this time, nominal meaning, which meant a system of objects of an arbitrary nature, on which one or several operations can be performed.

It involuntarily amazes how far-sighted Muhammad al-Khwarizmi was, putting in the title of his treatise not the concept of an equation, but the name of a pair of operations! In the future, more and more new types of algebras were introduced. It is pleasant to note that one of them, Boole's topological algebras, was developed in Tashkent by mathematicians of Uzbekistan headed by Academician Tashmukhamed Sarymsakov. The monograph, written by him together with his colleagues, was republished in the United States in English translation, and then awarded the Abu Rayhan Beruni State Prize.

At present, this direction of mathematics, founded by this great scientist, is intensively developing within the framework of the scientific school founded by T. Sarymsakov and now headed by Academician Shavkat Ayupov. The series of studies by Sh. Ayupov, K. Kudaibergenov, B. Omirov and U. Rozikov "Development of the theory of non-associative algebras, derivations and nonlinear dynamical systems" has been nominated for the State Prize of the Republic of Uzbekistan.

In order to give a wide range of readers an idea of the content of these works, it is desirable to make one more digression into history. In the algebra of Muhammad al-Khwarizmi, the main object of study was numbers and operations on them - addition and multiplication, as well as subtraction and division. The first two have the properties of displaceability and combination, which in mathematical language are called the laws of commutativity and associativity. As the field of studied objects expanded, those that did not obey these familiar laws arose. Such, for example, are vectors known to every student - their addition behaves "good" from this point of view, but multiplication no longer has either commutativity or associativity.



An important role in the knowledge of nature is played by the property of symmetry, which is reflected in mathematical models. To express the most general concept of symmetry of geometric objects, the Norwegian scientist Sophus Lie introduced the concept of a continuous group. Such objects turned out to be very difficult to study using the means that existed at that time. Then mathematicians turned to the idea, quite similar to the views of Muhammad al-Khwarizmi - to involve a special algebra. This is how the concept of Lie algebra arose. It turned out that in this case the law of associativity does not hold. Subsequently, other algebras of this kind were discovered, which necessitated their study in the most general form. At present, this problem is being successfully developed by Uzbek mathematicians.

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## Important Aspects of Chess Teaching in Preschool Children

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**Annotation:** in this article defines profiling tasks for young chess players of the age of 4-6 years. A survey of chess coaches was conducted in order to select the most effective means and methods for teaching children to play chess at the initial stage. The methodology for teaching chess in preschool education institutions has been developed. The basis of the methodology was the complexes of tasks for learning a game of chess taught in a non-standard game form. The technique was aimed at the formation of the ability to solve the simplest logical problems in the shortest possible time. The difficulties have been identified with which preschoolers had to face during classes. The analysis of the testing made it possible to determine the effectiveness of the developed methodology.

**Keywords:** chess, teaching technique, tasks, preschoolers.

The modern world has entered the era of information technology and in many areas of social life there are changes that make a person high demands on the physical and mental state. A special role is acquired by the ability to quickly understand the large stream of information, the ability to analyze it and draw logical conclusions. It is no accident that today, chess classes are gaining more and more popularity among children. According to a number of experts, this game forms the intellect, develops the ability to think logically, educates children with concentration and the ability to concentrate on the goal [1, 3]. Chess is a sports game and include a struggle that requires extreme will voltage. The infinite number of combinations that occur in the process of a chess party develops in playing orientational abilities, perseverance and accuracy of calculation, in addition, the game of chess gives aesthetic pleasure to the beauty and depth of suddenly detected plans [2, 3]. At the same time, in our opinion, the methods and content of chess classes for preschool children are presented in a rather complex form, which leads to a decrease in the interest of those involved and makes it difficult to teach the process of teaching. Consequently, the development and justification of the methodology for teaching preschool children to play chess is a priority area of the presented work. Purpose of the study: to develop a methodology for teaching chess in a preschool institution.

### RESEARCH METHODS AND ORGANIZATION

In the development of the method of teaching chess, the following research methods were used: analysis of scientific and methodological literature, pedagogical observation.

As part of the study, the level of preparedness of the 4-6 years of the first year of study was evaluated. To assess the level of preparedness, tests from the chess program were taken. A survey of trainers was carried out to select the most effective means and methods of teaching chess in preschool children. The features of our methodology were as follows:

- Using the reception of playing out educational situations (a game situation is created in which students can imagine themselves as various fairy-tale characters, you can also revive chess figures, etc.).



- Participation of young chess players in various chess competitions (solving problems, chess puzzles, chess competitions, etc.).
- show in the lessons of original chess fairy tales.
- Application in the classroom of non -standard tasks and games.
- The use of physical education to avoid overwork of children during classes.

## RESEARCH RESULTS AND THEIR DISCUSSION

During the survey, it was revealed that 50% of the surveyed coaches consider 5-year age optimal for starting chess training. At the same time, 25% of the coaches argued that earlier than 6 years to give a child to chess is inappropriate, since children in early preschool age lack perseverance. The remaining coaches believe that it is already possible to teach children to chess from two to three years, but in this case, for the greater effectiveness of the lesson, the lesson should be carried out individually. 80% of trainers believe that the duration of chess classes with preschool children should not exceed 30 minutes. The remaining coaches suggest that a chess lesson can last 45 minutes, but in this case it is worth introducing physical education, various interesting tasks, games in order to attract the attention of children. However, during pedagogical observation it was revealed that after conducting physical education, it is quite difficult to force children to concentrate on the proposed material again. Therefore, it is impractical to beginner trainers to conduct physical education in the process of class. Motor tasks should be used at the end of the lesson.

Absolutely all coaches put forward the point of view that in chess classes should be given as little attention to theory as possible, and more time to take practice, i.e. The game of chess, various tasks, games, cartoons, etc. This is due to the fact that children are not able to concentrate on the development of complex theoretical material for a long time. At the age of 4 to 6 years, figurative thinking prevails in children. The study showed that practical classes cause more interest and emotional upsurge in children than theoretical training. According to most respondents, the main tasks of the program of the first year of training are the development of chess history, acquaintance with the chessboard, the ability to find the right decision in a chess game, and knowledge of the value of figures. However, 60% of the coaches believe that in addition to the above students, you can give simple tasks for the mat into one move and testing for the “strength of figures”. From our observations, we determined the following: □ children quickly master the names of chess figures; □ the most difficult thing for children were given the names of such figures as: queen, rook. The children imagined that a rook was a tower or a castle, and a queen was a queen; □ children are far from the first time to remember the arrangement of chess figures. In our case, we devoted about six classes for the arrangement of figures; □ Children almost do not remember the names of the main chess lines on the board. Therefore, in each lesson we tried to mention the name of the lines in various tasks; □ children quickly master the moves of the figures individually; □ the most quickly children master the moves of the boat, elephant, king, pawns; □ the most difficult thing for children was to master the moves of the queen, horse; □ children do not immediately master tasks for the interaction of figures (boat against pawns, elephant against pawns, etc.), but these exercises are necessary for better mastering the material. The results of the test for the definition of “Figure Forces” showed that 20% of children coped with the task “Satisfactory”. The rating of "good" received 60% of the students. 20% of children coped with excellent. As practice has shown, children quickly master the theme of “strength of figures”. This topic is enough to devote one or two classes after young chess players will master the moves of all chess figures. In our observations, we were faced with the fact that during the game children forgot about the “strength” of figures and often changed the most valuable figures. The results of the “mat on one move” revealed that 20% of children coped with the task “satisfactory”. The rating of "good" received 60%



of the students. 20% of children coped with excellent. These results suggest that by the end of the year young chess players successfully coped with the initial course of studying the game of chess. Children were able to fully master the theme of Mat. Young players learned to see the threat of mat and defend themselves from him, set a mat, solve the problems of the mat into one move with different figures. Practice has shown that it is much more difficult for children to master the topic of mats than to determine the strength of the figures. To see the setting of the mat, the child needs to be as concentrated as possible. Children need not only to see their game, but also need to be able to evaluate the actions of the opponent.

## CONCLUSIONS

The initial course on teaching a game of chess is quite simple and affordable for preschool children. The peculiarity of the program in the first year of training is that the child only takes the first steps in an interesting and fascinating world of chess. Children get acquainted with the history of the chess game, with a chessboard, figures, learn to perform various tasks where there can be a limited number of figures, and children are also invited to consider game positions on separate fragments of the board so that the child to better learn the proposed material. According to a number of authors, chess can be practiced since 3 years old, but for this, teachers need to present material at an accessible level for children. 2. Based on the data of a survey of coaches, we came to the conclusion that it should start playing chess from five years. Chess classes should last no more than 30 minutes. The main attention should be paid to the practical game, because In children, this causes many positive emotions. About all the coaches listed the same means and methods for teaching the game of chess: riddles, poems, chess fairy tales, logical tasks, cartoons, feature films. The main task in the first year of training in the game of chess is to instill the interest of young chess players. In the first year, children get acquainted with the basics of an ancient game.

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## Recommendations for Improving the Quality of Preschool Education through an Assessment System

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**Annotation:** This article discusses recommendations for improving the quality of preschool education through an assessment system. The problem of improving the quality of preschool education is very relevant in modern conditions of modernization of the preschool education system and requires management decisions at various levels of the preschool education system.

**Keywords:** recommendation, quality improvement, preschool education, assessment.

The main task of the state educational policy of the Republic in the context of the modernization of the education system is to ensure the modern quality of education, including preschool. The system of preschool education is currently actively developing. Modern society makes new demands on preschool educational institutions, on the organization of the educational process in them, on the choice and justification of the content of basic and partial curricula, the results and effectiveness of their activities, the selection and training of teaching staff. One of the main goals of the Ilk Kadam program for preschool education is to provide state guarantees for the level and quality of education based on the unity of mandatory requirements for the conditions for the implementation of basic educational programs, their structure and the results of their development. The quality of preschool education is a characteristic of the system of preschool education, reflecting the degree of compliance of the actual educational results achieved with regulatory requirements, social and personal expectations. The problem of improving the quality of preschool education is very relevant in modern conditions of modernization of the preschool education system and requires management decisions at various levels of the preschool education system. An indispensable condition for the validity of these decisions is reliable information: - on the quality of preschool education; - about the main trends regarding the quality of educational services for children of preschool age in a preschool educational institution; - on the compliance of the education provided with modern ideas about the quality of preschool education.

In this regard, it can be stated that the strategic goal of improving the system for assessing the quality of preschool education is to optimize the quality management of preschool education. It follows from this that improving the quality of preschool education requires improving the system of its assessment, which should meaningfully (in accordance with modern ideas about the values of the development of a child of preschool age) and organizationally regulate the processes of ensuring and improving the quality of preschool education through procedures for assessing this quality. At the same time, the assessment of the quality of preschool education is considered in the interests of the individual, society, the state, and the system itself.

Quality management of preschool education required the identification of problems in the activities of public organizations that require increased attention:

- creation of appropriate conditions for organizational learning of preschoolers;



- organization of analytical activities and scientific and methodological support for assessing the quality of preschool education; -  
updating the managed and managing subsystems of the TOE;
- development of a new practice of preschool education through scientifically based support of experimental activities. The quality of education in our kindergarten is considered as the degree of compliance of the totality of properties and results of the education of preschool children with the predicted goals of the development of the educational institution based on the Ilk Kadam program, the needs and expectations of the participants in the educational process. From this point of view, the quality of education is considered as a combination of three components:
  - the quality of the educational process;
  - the quality of the conditions for the implementation of educational activities;
  - the quality of the results. One of the components of the quality of education in our PA is the educational process, which has its own specific control levers.

First of all, the educational process is carried out in the conditions of developing interaction between the participants in the educational process and the management of its quality and involves the impact on its components - target, content, activity, and effectiveness. This means that increasing the effectiveness of ongoing activities will depend on the quality of the educational work of adults (teachers and parents) and the child's own activities at each stage of the educational process.

To improve the quality of the conditions for the implementation of educational activities, we have identified the following areas:

- financing (involves the definition of flexible funding standards, the transition to equity financing, monitoring the spending of budget funds);
- staffing (involves the development of a system of staffing and improving the professional competence of teachers through the organization of a system of advanced training and self-education).

And, finally, solving the problem of managing the quality of the conditions of preschool education requires raising the level of managerial culture of leaders in the assessment of education: creating conditions for improving the quality of the educational process in assessing education, mastering the technology of managing the quality of work.

Our institution uses: technology of education management based on results Determining the main goals of the development of their preschool educational institution, each leader, together with the teaching staff, organizes the entire pedagogical process, which means that he constantly compares the results obtained with the planned ones. This requires making prompt decisions on the situation, i.e. for specific results. project management technology, which considers project management as the management of education assessment in the conditions of an innovative mode of functioning. Ultimately, regardless of the priority technology for managing the quality of education assessment, the main problem remains the creation of a model for assessing the quality of preschool education. This problem increases if we consider the evaluation of education in the mode of development, that is, assuming constant changes in the goal of each stage of development of the evaluation of education in accordance with the results of the pedagogical process. Assessment of the quality of the results of the educational process is the most discussed topic today.



The model for assessing the quality of preschool education includes: goals, content, organizational structure, pedagogical mechanisms for systemic correction of the educational process, which allow to realize the regulatory and marketing goals of education assessment in partnership interaction of all subjects. Improving the quality of preschool education is possible through the integrated use of the main methodological approaches to assessing the quality of education.

1. The axiological approach to assessment provides for an analysis of the values that are the basis for determining the structure and content of the system for assessing the quality of preschool education. The basis of the modern state policy of the Republic in the field of preschool education is based on the ideas of humanization, therefore, the main professional and pedagogical value in determining the indicators for assessing the quality of preschool education within the framework of this approach is the child.

2. The sociocultural approach to assessing the quality of education in the assessment of education is determined by the nature of the interaction of children with adults, with other children, with the object-spatial world. The level of independent behavior and its ability to solve everyday life situations are assessed; social competence in communicating with other children and adults.

3. The competency-based approach is promising, because in the context of modern ideas about the purpose of education, key competencies are relevant for preschoolers and fix the degree of their readiness to be included in a new school life.

When assessing the quality of education within the framework of this approach, the degree of mastery of competencies (intellectual, linguistic, social and physical) is identified, as well as ways of behavior (arbitrariness, independence, initiative, creativity, ability to choose) and its attitude towards oneself (image of oneself, level of self-esteem, the presence or absence of self-esteem). The complex application of the described approaches makes the problem of assessing and measuring the development of a child fundamentally solvable and allows parents (non-specialists) to be involved in assessing the quality of education as independent subjects of assessment.

The model for assessing the quality of preschool education in education assessment is a set of interconnected functions, an object, subjects and subject of assessment, indicators and criteria, procedures and results of assessment. Developing the problems of scientific and methodological assurance of the quality of preschool education, we pay attention to the compliance of the assessment of the quality of preschool education with the goals of the upbringing and development of preschool children, the educational standard, and the needs of consumers of educational services.

Functions for assessing the quality of preschool education:

1. Instructive - methodological function is to create regulations for the evaluation of institutions of various forms that implement programs of preschool education.

2. The control function includes carrying out evaluation procedures in individual educational institutions and organizations.

3. The analytical function includes the collection and analysis of data on the assessment of education, building on this basis a rating of institutions implementing preschool education programs in terms of the "quality of education" parameter.

4. The information function can solve three problems. Firstly, the information is addressed to the pedagogical community in order to form modern ideas about the quality of education in education assessment. Secondly, the information is addressed to parents, for whom it can become the basis for choosing the form and place of receiving preschool education for the child. Thirdly, one of the tasks



of informing about the results of the quality assessment may be the coordination of the efforts of the kindergarten and the school.

Objects, subjects and subject of assessment: When assessing the quality of education, it is necessary to clearly define what is being assessed (object), who evaluates (subject) and why evaluates (subject). In this regard, the assessment of the quality of education (the system of assessments) should be divided into assessments of the quality of education from the external environment (that is, assessments of consumers of educational services) and internal assessments of the quality in the education system itself. The whole set of approaches to the selection of evaluation parameters can be reduced to the following five clusters:

1. Educational activities. The level of quality of educational programs and their methodological support is assessed, the content of which allows teachers to build an educational process in accordance with modern requirements and the level of development of society and at the same time without undue burden for pupils.
2. Development environment. The degree of enrichment of the object-spatial environment is assessed, the filling of which provides the child with opportunities for self-development. The indicators are the quantitative ratio of "teacher-children", the education and professional experience of the teaching staff, the features of the room in which the children are.
3. Psychological comfort of the child. Only good, ie. meaningful, varied education, focused on child development, can give a positive quality of pedagogical work. The level of ensuring the psychological comfort of the child in an educational institution is assessed in order to preserve his physical and mental health. The most optimal characteristics of the behavior of an educator who provides quality support are: a responsible position, acceptance of the child, meaningful communication, and the ability to empathize.
4. Health saving activities. The good quality of the physical context of a child's life in an institution is determined not by the number of objects, but by their quality, diversity, clearly structured space, its stimulating influence. The quality of the use of health-saving educational technologies is being assessed, which allow organizing the process of education in assessing education in such a way that the child can participate in educational activities without excessive physical and mental stress that undermines health.
5. Satisfying the needs of the family and the child in the services of a preschool educational institution. Thus, we can distinguish the following integral criteria for assessing a preschool educational institution, which determine the quality of preschool education:
  - ensuring the well-being of the child, his comfortable stay in kindergarten;
  - the readiness of the kindergarten to preserve the health of the child, to ensure the necessary correction of developmental deficiencies;
  - focus of preschool education on the child's success at the next stage of education;
  - meeting the needs of the family and the child in the services of preschool educational institutions.

Solving the problems of improving the quality of preschool education in the evaluation of education requires a systematic approach to its evaluation. An important condition for objectivity is the systematic and regular procedures for collecting and examining data on the quality of the educational activities of a preschool institution. Assessment Methods The main assessment methods are as follows:



1. study of the presented materials of introspection, regulatory legal documentation;
2. analysis of software, educational, methodological and staffing of the declared focus of the educational program;
3. observation;
4. study of the subject-developing environment, as well as conditions that ensure maximum satisfaction of the needs of the parents of pupils;
5. analysis of planning, diagnostic results.

Stages of assessment The assessment of the quality of preschool education in the assessment of education includes several stages:

1. selection of quality indicators;
2. definition of evaluation criteria (reference, requirement or standard), based on
3. what this indicator will be assessed for;
4. formation of a scale of levels of achievement of the quality criterion;
5. development of tools;
6. organization of collection, processing, analysis, interpretation of the received data;
7. presentation and dissemination of generalized information for different categories of users;
8. organizing a wide public and professional discussion;
9. preparation of recommendations for improving the education system and management decision-making.

Evaluation results. A generalized assessment is made in several assessed areas:

1. the level of implementation of the educational program of the corresponding focus;
2. the level of organization of the subject-developing environment, the assessment of education, taking into account the declared focus of the educational program;
3. the nature of the interaction of teachers with children.
4. Prospective correlation of the results achieved in the assessment of education with a modeled portrait of a child aged 6.5–7 years, at the exit from preschool education.

Targeting of the evaluation results:

1. teaching staff of institutions implementing the main general educational program of preschool education and responsible for its successful (effective) implementation;
2. parents of a child mastering the basic general educational program of preschool education;
3. heads of institutions implementing the main general educational program of preschool education.

The proposed model improves the quality of education on the basis of maintaining its fundamentality and compliance with the current and future needs of the individual and society as a whole.



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## Forms and Methods of Teaching in the Modern Russian Language Class

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**Annotation:** the article deals with modern methods of teaching the Russian language. It emphasizes the need for an innovative approach both to the content of the language material and to the correct choice of technologies, effective teaching methods, control of knowledge of the Russian language in Uzbek groups.

**Keywords:** innovations, vocabulary, computer technologies, language learning, teaching methods, Uzbek language.

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In the methodology and practice of teaching the Russian language to students of a national school, the term "learning method" is used in various meanings. A method in a broad sense is understood as a set of specific teaching aids, a certain direction in the educational work of a teacher and students. In a narrower sense, a method is a certain way of teaching. For the purposes of the national school, the division of methods in a broad sense into direct, transferable and combined (mixed) has become widespread. This division was based on the attitude to the use of the native language in teaching non-native. The direct method involves the study of a non-native language directly and directly without connection with the native language of the students. The translation method is associated with the study of a non-native language with the help of a native one. This provides for the semantization of words mainly by translation into the native language and the study of the grammatical structure of a non-native language by comparison with the grammar of the native. The combined method is generally accepted in the national school, excluding the extremes of the above methods and combining their positive aspects. This method involves referring to the native language of students only when necessary, it must combine techniques and means that ensure the formation and development of students' Russian speech skills. Such techniques and means include conversational situations and conversations, reading, games, translation from one language to another, interlingual comparisons, etc.

An important component in the educational process is cognitive interest, which is the fundamental motivation for the active work of the student. Interest in the subject helps to better understand the material. Today, the main task of education is not only the transfer of certain knowledge and skills, but also the formation of personal and professionally significant qualities in the student. This problem is solved by innovative approaches in teaching, shifting the focus from the activity of the teacher to the activity of the students.

It is known that the difficulties of mastering a new language are associated with the student's adaptation to a different culture, customs, traditions, history, values of another people. Therefore, for the effective development of speech in a non-native language, methods are needed that contribute to the acquisition of skills and abilities of speaking, reading and translating [1].

We see the solution in the application of innovative approaches to the development of methods of teaching the Russian language for Uzbek students. To express thoughts in a non-native language, knowledge of the rules alone is not enough, it is necessary, first of all, to expand the vocabulary. To do this, even at the stage of acquaintance with new texts, we use exercises that consist in making



guesses about the content of the text in the context of keywords. We analyze syntactic constructions, identify characteristic Russian vocabulary, study the context of using keywords.

An important role in teaching the Russian language is played by work with a textbook, which continues at home. Working with a Russian language textbook in the conditions of a national school is especially useful. The student acquires the ability to work independently, understand and analyze the material, trains in the technique of reading in Russian. Information in Russian language textbooks is given in a ready-made form by an explanatory method. The textbook also reinforces the knowledge gained from the teacher. The problematic approach to the process of learning in school finds many supporters in the theory and practice of teaching. Independent "discoveries" of students in obtaining knowledge (search method) not only lead to the assimilation of information, but also activate the thinking and speech of schoolchildren and increase their interest in the learning process. However, the self-search method also has weaknesses: it takes a lot of time, and far from any information can be obtained independently. Using search or explanatory methods, it is important to take into account the specifics of the subject, the level of knowledge and development of speech in a given language, the cost of study time, the nature of the information, the ratio of Russian and native languages. Teaching the Russian language in a national school has an even greater practical focus than studying it as a native language. Therefore, the scope of application of the search method here is much narrower. In the lessons of the Russian language in the national school, cognitive tasks associated with the use of various language forms and structures are especially appropriate. Examples of such tasks: "explain why the words "often" and "long" cannot be used with perfective verbs ("write", "shout"); it is known that after prefixes that end in consonants, instead of AND at the beginning of the root, it is pronounced and written Y ("play", "play"), and in the word "Superinteresting" at the beginning of the root it is written And, why? Often the search method should be combined with other techniques. For example, to offer students to compare the signs of a given part of speech in Russian and their native languages, or, on the basis of an independent analysis, to identify the signs of this part of speech themselves. Both already contain elements of the search method. Often, in the process of analyzing the phenomena of language, the teacher uses various additional and leading questions that contribute to the independent search for students: "What do pronouns answering different questions have in common? How to explain the name "complex sentence?". Speech training methods serve to develop the skills and abilities of speech in a given language. The attitude to these skills is the basis for highlighting the imitative (imitative), operational and communicative methods used in speech practice. Skills involve involuntary actions that are usually not realized. The method of speech imitation is aimed at the formation of automated speech skills. When imitating, the student tries to accurately reproduce in oral or written form what he saw or heard. The following techniques are distinguished: repetition after the teacher or tape recorder, rewriting the text without any operations, solving language problems. The operational method is used to perform exercises in which the speech actions of students are associated with the solution of certain problems. In these exercises, you need to underline, highlight, insert, change, exclude, etc. The main significance of this method is the formation of the ability to recognize and use any element of a speech statement. Techniques corresponding to the operational method are instruction by the teacher and the performance of analytical or constructive tasks. 19 The communicative method is aimed at understanding and independently forming units of communication (sentences), as well as coherent messages and texts. The purpose of this method is to develop the ability to understand coherent speech and express one's thoughts. This method corresponds to the methods of conducting and performing works of a creative nature. The method of speech imitation is quite widely used in Russian language lessons at the national school. Imitation actions have little to do with the conscious activity of the student. It is usually limited to understanding the imitation mindset. This determines the advantages and



disadvantages of this method. The advantage of the simulation method is the relative ease, accessibility and simplicity of imitative actions. But mere imitation does not ensure the strength of acquired skills. Only in some cases, imitation actions retain an independent and independent character. The method of speech imitation is necessary when introducing into speech without the help of rules and instructions. There are many such phenomena in the field of pronunciation, orthoepy. The operative method has its own specifics. The operational actions of students are expressed in the conscious definition, selection, grouping or use of any forms, turns, phrases and other units that make up sentences. Performing operational actions on the instructions of the teacher, the student performs a certain exercise. In the methodology of teaching languages, various classifications of exercises are common: lexical, phonetic, grammatical, spelling, depending on what skills are formed during the exercise. More clear is the division of exercises into analytical and constructive. During the analytical task, students observe, identify, choose, classify, write out, emphasize something. In this case, the main text of the exercise does not change. Constructive exercises, on the contrary, involve some changes in the text. Something needs to be inserted, rebuilt, formed. In the conditions of teaching the Russian language in a national school, the information received, as a rule, has a certain speech orientation, and the formation of active speech is even more significant and necessary than in the lessons of the native language. Therefore, analytical tasks in the national school are less common. In the conditions of the national school, analytical exercises are useful: 1) when consolidating knowledge that is especially important for the formation of speech knowledge and skills (for example, to distribute nouns by gender); 2) when generalizing and repeating knowledge about the language. In this regard, language analysis (phonetic, lexical, grammatical) is important. 20 By their nature, constructive exercises are less related to the study of a particular topic. Most of the training exercises on speech models and patterns belong to this type of exercises. This is a verbal reminder of some grammatical scheme, or the replacement of one speech content with another. Training in speech models and patterns should take place on the basis of conscious assimilation of the appropriate forms and structures. All transformative actions should be carried out on the basis of fairly common models and forms. With such training, it is important to observe the principle of accessibility of educational material. The communicative method is of decisive importance for mastering the Russian language in the conditions of the national school. Speech communication begins with the formation of the smallest units of speech communication - sentences. Therefore, the formation of sentences according to speech models and samples is, as it were, a transitional form from the operational to the communicative activity of schoolchildren. It is possible to form the ability to express oneself orally and in writing in Russian by various means. The most effective of them are the preparation and conduct of oral and written works of a creative nature: making sentences, presentations, retellings, dialogues, etc. Carrying out such work in a national school is a very difficult task. The process of speech production for non-Russian schoolchildren is complicated by the interference of the native language, the limited number of language units in the student's memory, and the insufficient development of active speech skills among schoolchildren. We also need special means aimed at activating the process of educational creativity. Among such means, methods and tasks are distinguished that improve the content of creative works; tasks that activate the language form of creative work; affecting both the content and the form of educational creativity. The most common means that enhance the content of creative work include the formulation of a topic, drawing up a plan, a textual basis for presentation, etc. The use of visualization is one of the main didactic principles of teaching. The following types of visualization are widely used in the Russian language lessons at the national school: natural (showing objects), graphic (diagrams, tables), visual (illustrations, photographs, paintings, drawings). Along with these types, various technical means (tape recorder, player, filmscope, video recorder) have become widespread in the modern national school, allowing for visual and auditory perception. All this enriches the learning process, arouses in schoolchildren an interest in



learning the Russian language, develops active cognitive activity and independence of students. Visualization is also used as a technique for creating a speech situation. Depending on the goal set in the lesson, visual aids can be used at various stages of teaching Russian to schoolchildren: when repeating previously studied material, when explaining and consolidating new ones. Showing objects by the teacher facilitates the memorization of words, since the word is associated with schoolchildren with the visual perception of the object itself. The most common form of visualization in Russian language lessons are tables. They help to concretize abstract grammatical material, sentence constructions. Tables in the Russian language differ in their content (lexical, orthoepic, morphological, spelling, syntactic, punctuation), purpose (comparative, reference), form (static, mobile). Lexical tables serve to assimilate the meanings of words and enrich the vocabulary of students, to conduct exercises to activate the studied vocabulary. Phonetic and spelling tables improve the skills of pronunciation and spelling of Russian words. In grammar for the national school, it is important to present the essence of linguistic phenomena that facilitate the assimilation of difficult patterns of the Russian language, they are recommended when teaching, for example, the coordination of adjectives, pronouns, ordinal numbers, participles with nouns, changing parts of speech, types of verbs, prepositions, word order in a sentence. The tables used in Russian language lessons are mostly static. But along with static tables, there are also mobile (dynamic) ones, in which words or parts of words, individual letters appear or disappear. Such tables are convenient when studying the phenomena of word formation and shaping. Reference tables are lexical, orthoepic, spelling tables. They illustrate the use of words in speech, words that are difficult to pronounce, thematically combined words. Poster tables are used to illustrate grammatical material in the form of coherent text or separate sentences. Tables-albums can be compiled on a specific topic or on all topics for a particular class. Visual aids also include handout didactic material. Cards with words, sentences and connected text and tasks for them are widely distributed. The use of cards gives the teacher great opportunities to ensure individual and group work on teaching the Russian language in accordance with the level of knowledge, skills and habits of students. When teaching the Russian language, various schemes are widely used. A grammatical scheme is a graphic representation of the main features of linguistic phenomena. The schemes are distinguished by the brevity of the notation, the use of the main features of linguistic phenomena. They help students to clearly understand the mutual relations of words and parts within a complex sentence. Depending on the purpose and task of the lesson, when using diagrams, students are given various tasks: determining the topic that the diagram is devoted to; compiling your examples in accordance with the scheme; an image in the form of a diagram of the connection of words in a sentence or parts in a complex sentence. In the activation of the language material, in the formation of the speech skills of students in non-Russian schools, the role of educational and artistic visualization, which includes drawings, paintings, postcards, is great. They provide the learning process, develop attention, activity, observation, creative abilities of schoolchildren. Among the various types of visualization in teaching the Russian language in non-Russian schools, educational films and television play a special role. They create a natural speech situation. This is achieved by the mobility of the image, the connection of the image with speech, music. The methodology of working at Russian language lessons with the use of films usually consists of the following: an introductory conversation, in which the purpose of watching the film is reported, issues that should be paid special attention are highlighted; vocabulary work, watching a movie. The teacher can comment on certain parts of the film, explain the meaning of new words for students. When working on the content of the film, the teacher asks questions to find out the extent to which students understand the material being shown. Then, collectively or independently, a film plan is drawn up. The film is re-watched; fully, briefly or selectively, students retell the plot, write a summary. On the material of the films watched, various kinds of oral and written creative work can be carried out. Among the technical means of teaching, a special place is occupied by sound means



that reproduce speech, which makes it possible to perceive correctly sounding literary speech by ear. You can also record the speech and then listen to it. With the help of a tape recorder, various exercises can be carried out for the practical assimilation of the Russian language by students of non-Russian schools. Their peculiarity lies in the following points:

1. tape exercises help the teacher to ensure the development of such types of speech activity as listening and understanding, listening and speaking. They contribute to the development of the correct pronunciation, the development of intonation, the pace of speech, the improvement of skills in the use of grammatical forms and structures;
2. the student gets as close as possible to live speech, which allows him to perceive what is said in different voices, tempo, timbre;
3. the ability to listen and understand Russian speech without visual perception is developed;
4. Performing exercises using a tape recorder speeds up the pace of work in the lesson.

The possibilities of using visual and technical means in teaching the Russian language in the national school are exceptionally great. The teacher must clearly represent all the richness of these possibilities in order to consciously and purposefully apply them in the educational process. In general, it should be noted that much of teaching Russian in a national school coincides with teaching Russian as a mother tongue. For example, the development of competent oral and written speech, pronunciation, intonation; the formation of skills to correctly build a sentence, phrase, text and communicate fluently in Russian. Teaching methods also largely coincide: the use of visualization, the use of creative work, the implementation of various kinds of exercises, and much more.

Simultaneous translations from Russian into Uzbek and vice versa, building an associative array, graphic representation of a word, and the use of other mnemonics have become effective techniques in the Russian language classes. An effective approach in teaching methodology is working in groups in pairs, which allows you to create various speech situations. For the full implementation of communicative competence, native speakers of the Russian language are involved. At present, information computer technologies are widely used in the study of foreign languages. They contribute to the development of students' independence in the process of learning the language material. With the help of training programs and applications, you can expand the boundaries of knowledge, form new methods and ways of self-learning and self-realization. In addition, the implementation of computerized knowledge testing helps to implement the principle of individualization of education [2].

In the Russian language classes, we conduct media lessons. Such classes arouse the interest of students, allow them to focus on the right moments, stimulate activity, and reveal creative abilities. An interesting lesson contributes to a faster and easier assimilation of language material. Internet tests are also conducted both to test students' knowledge on specific topics, and to identify existing gaps in long-studied material, self-assessment of abilities. Summing up, we can conclude that the use of innovative technologies in the practical classes of the Russian language in groups with the Uzbek language of instruction helps to improve communication skills. In addition, the use of modern technologies motivates the teacher to introduce new methods into the educational process.

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## The Needs and Interests of Students with Weakened Health in the Field of Physical Education

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**Annotation:** The article discusses elements of the motivational mechanism for physical education among students with weakened health. The results of a sociological study are presented to study the attitude to health, motivation for physical education, and the use of physical culture in the daily life of student youth.

**Keywords:** students, health, physical education, needs, interests, values, motivation.

Physical culture is an organic part of universal culture, its special independent area. At the same time, this is a specific process and the result of human activity, the means and way of physical improvement of the personality. Physical culture affects the vital aspects of the individual obtained in the form of inclinations, which are transmitted genetically and develop in the process of life under the influence of education, activity and the environment. Physical culture satisfies the social needs for communication, game, entertainment, in some forms of self-expression of personality through socially active useful activity. Basically, physical education has appropriate motor activity in the form of physical exercises that allow you to effectively form the necessary skills, physical abilities, optimize the state of health and performance. Physical culture is represented by a combination of material and spiritual values. The first includes sports facilities, inventory, special equipment, sports equipment, medical support. The second includes information, works of art, various types of sports, games, complexes of physical exercises, ethical norms governing human behavior in the process of physical education and sports activities, etc. In developed forms, physical culture produces aesthetic values (physical education parades, sports and space performances, etc.).

Possessing and actively using a variety of physical exercises, a person improves his physical condition and preparedness, and is physically improved. Physical perfection reflects such a degree of physical capabilities of the personality, its plastic freedom, which allow it to most fully realize its essential forces, successfully take part in the types of socio-labor activity necessary for society, and strengthen its adaptive capabilities and growth on this basis of social returns. The degree of physical perfection is determined by how strong the basis it represents for further development, to which it "openly" it "openly" new qualitative changes and creates the conditions for the transfer of personality into another, more perfect quality. Physical improvement is legitimate to consider as a dynamic state that characterizes the desire of a person to holistic development through a chosen sport or physical education and sports activity. This ensures the choice of means that is most fully consistent with its morphofunctional and socio-psychological features, the disclosure and development of its individuality. That is why physical perfection is not just the desired quality of the future specialist, but a necessary element of his personal structure. Physical and sports activity, which includes students-one of their effective mechanisms for the merger of public and personal interests, the formation of socially necessary individual needs. Its specific core is relations that develop the physical and spiritual sphere of personality, enriching it with norms, ideals, and value orientations. In this case, the transformation of social experience into the properties of the



individual and the transformation of its essential forces into an external result. The holistic nature of such an activity makes it a powerful means of increasing the social activity of the individual. The physical culture of the individual manifests itself in three main directions.

Firstly, it determines the ability to self-development, reflects the orientation of the personality “on itself”, which is due to its social and spiritual experience, ensures its desire for creative “self-building”, self-improvement.

Secondly, physical culture is the basis of an amateur, initiative self-expression of a future specialist, the manifestation of creativity in the use of physical culture means aimed at the subject and process of his professional work.

Thirdly, it reflects the work of a person aimed at relationships arising in the process of physical education, sports, social and professional activities, i.e. "on others". The richer and wider the circle of personality relations in this activity, the richer the space of its subjective manifestations becomes richer.

The main means of physical culture is physical exercises. There is a physiological classification of exercises in which all diverse muscle activity is combined into separate groups of exercises on physiological characteristics. The body's stability to adverse factors depends on congenital and acquired properties. It is very mobile and lends itself to training both by means of muscle loads and various external influences (temperature fluctuations, a lack or excess of oxygen, carbon dioxide). It is noted, for example, that physical training by improving physiological mechanisms increases resistance to overheating, hypothermia, hypoxia, the action of some toxic substances, reduces the incidence and increases performance. Trained skiers when cooling their body up to 35 ° C retain high performance. If untrained people are not able to perform work when lifting their temperatures up to 37–38 ° C, then the trained successfully cope with the load even when the temperature of their body reaches 39 ° C or more. In people who systematically and actively engage in physical exercises, mental, mental and emotional stability increases in the implementation of intense mental or physical activity. Among the main physical (or motor) qualities that provide a high level of physical performance of a person include strength, speed and endurance, which are manifested in certain ratios, depending on the conditions of the performance of a particular motor activity, its character, specificity, duration, power and intensity . To these physical qualities should be added flexibility and dexterity, which largely determine the success of some types of physical exercises. The variety and specificity of the effects of exercises on the human body can be understood by familiarizing themselves with the physiological classification of physical exercises (from the point of view of sports physiologists). It is based on certain physiological classification features that are inherent in all types of muscle activity, included in a specific group. So, by the nature of muscle contractions, muscle work can be static or dynamic. The activity of muscles in the conditions of maintaining the motionless position of the body or its links, as well as the exercise of the muscles when holding any cargo without its movement is characterized as static work (static effort). Statical efforts are characterized by the maintenance of various poses of the body, and the efforts of the muscles during dynamic work are associated with the movements of the body or its links in space. A significant group of physical exercises is performed in strictly constant (standard) conditions both in training and in competitions; At the same time, motor acts are produced in a certain sequence. Within the framework of a certain standard of movements and conditions for their implementation, the implementation of specific movements with the manifestation of strength, speed, endurance, high coordination during their implementation is improved. There is also a large group of physical exercises, the peculiarity of which in non -standard, inconsistency of the conditions for their implementation, in a changing situation requiring an instant motor reaction (martial arts, sports games). Two large groups of physical exercises associated with the standard or non -standard



movements are divided into exercises (movements) of a cyclical nature (walking, running, swimming, rowing, skating, skiing, bicycle, etc.) and acyclical exercises nature (exercises without mandatory mandatory repeatability of certain cycles that have a clearly expressed beginning and completion of movement: jumping, throwing, gymnastic and acrobatic elements, lifting weights. The common for moving a cyclic character is that they all represent the work of constant and variable power from various Duration. The diverse nature of the movements does not always allow you to accurately determine the power of the completed, work (i.e. the amount of work per unit of time associated with the strength of muscle contractions, their frequency and amplitude), in such cases the term "intensity" is used.

The marginal duration of work depends on its power, intensity and volume, and the nature of the work is associated with the process of fatigue in the body. If the capacity of the work is great, then its duration is small due to rapidly advancing fatigue, and vice versa. During the operation of a cyclic character, sports physiologists distinguish the maximum power zone (the duration of work does not exceed 20-30 s, and the fatigue and reduction of performance for the most part occurs after 10-15 s); submaximal (from 20-30 to 3-5 s); Large (from 3-5 to 30-50 min) and moderate (duration of 50 minutes or more). Features of the functional shifts of the body when performing various types of cyclic work in various zones of power are determined by the sporting result.

So, for example, the main characteristic feature of the work in the maximum power zone is that the activity of the muscles proceeds in obscene (anaerobic) conditions. The capacity of the work is so great that the body is not able to ensure its completion at the expense of oxygen 66 (aerobic) processes. If such power were achieved due to oxygen reactions, then the circulatory and breathing organs should have ensured the delivery of more than 40 liters of oxygen in 1 min. But even in a highly qualified athlete with a complete increase in respiratory function and blood circulation, oxygen consumption can only approach the indicated figure.

During the first 10-20 with work, oxygen consumption in terms of 1 min reaches only 1-2 liters. Therefore, the work of maximum power is performed "in debt", which is eliminated after the end of muscle activity. The processes of respiration and blood circulation during the work of maximum power do not have time to intensify to the level that provides the right amount of oxygen to give energy to working muscles.

During a sprint run, only a few superficial breaths are made, and sometimes such a run is performed with a complete holding of breathing. At the same time, the afferent and efferent departments of the nervous system function with maximum stress, causing a fairly rapid fatigue of cells of the central nervous system. The reason for the fatigue of the muscles themselves is associated with the significant accumulation of anaerobic metabolism and the exhaustion of energy substances in them. The main mass of energy that is released during the operation of maximum power is formed due to the energy of decay.

Oxygen debt that is liquidated during the recovery after the work performed is used for oxidative resintez (restoration) of these substances. Reducing power and increasing the duration of work is due to the fact that in addition to anaerobic reactions of energy supply of muscle activity, the processes of aerobic energy formation are also unfolded. This increases (up to the complete satisfaction of the need) the flow of oxygen to the working muscles. So, when performing work in the zone relatively moderate power (running for long and super-long distances)- the level of oxygen consumption can reach about 85% of the maximum possible.

With a long (sometimes many hours) work of moderate power, the carbohydrate reserves of the body (glycogen) are significantly reduced, which leads to a decrease in the content of glucose in the blood, negatively affecting the activity of nerve centers, muscles and other working organs. In order





to make up for the spent carbohydrate reserves of the body during long-term races and swims, special nutrition is provided with solutions of sugar, glucose, juices. Acyclic movements do not have the mere repeatability of the cycles and are stereotypically the following phases of movements with a clear completion. To fulfill them, it is necessary to show strength, speed, high coordination of movements (movement of a power and speed-power nature).

The success of these exercises is associated with the manifestation of either maximum strength, or speed, or combination of both and depends on the necessary level of functional readiness of the body's systems as a whole. The means of physical culture include not only physical exercises, but also the healing forces of nature (sun, air and water), hygienic factors (labor, sleep, food, sanitary and hygienic conditions). The use of healthy forces of nature helps to strengthen and activate the body's defenses, stimulates the metabolism and the activities of physiological systems and individual organs. To increase the level of physical and mental performance, it is necessary to be in the fresh air, abandon bad habits, show motor activity, engage in hardening. Systematic exercises in conditions of intense educational activity remove neuropsychic stresses, and systematic muscle activity increases the mental, mental and emotional stability of the body with intense educational work.

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## Actual Problems of Teaching Physical Education at School

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**Annotation:** The article is devoted to identifying urgent problems of modern sports and physical health of schoolchildren. This article reflects the causes and global problems of sports in students. She dispels myths that sport is not for everyone and is involved in attracting the attention of adolescents and students to physical activity. The article also speaks of the role of physical culture for the young younger generation.

**Keywords:** modern, sports, physical education, health of schoolchildren.

Today, society, and especially the school, is faced with a very important task - not only to prepare a child for an independent life, to educate him morally and physically healthy, but also to teach him to be healthy, to contribute to the formation of a conscious need for health, as the guarantee of future well-being and success in life. This is one of the most important areas of the introduced new state.

In the last decade in modern society, the main idea is to preserve the health of the younger generation, as a fundamental factor in the future well-being of the state.

Analysis of the state of health of the children's population indicates an increase in the incidence of children. Such a dynamics of health status is the result of a long impact of adverse socio-economic and environmental factors.

In a comprehensive school, physical education is a basic field of education. This is confirmed by the analysis of the curriculum of domestic and foreign schools, where physical education has one of the priority places.

This position of this area of culture is due to the fact that it lays the foundations of physical and spiritual health, on the basis of which only the most versatile development of the personality is possible. This manifests the value of physical culture for the individual and society, its educational, educational and general cultural significance.

The most important element of physical culture is a motor culture that includes the main methods of moving in space, overcoming obstacles, performing motor actions with objects. No less important is the totality of funds developed in society to promote the development of motor abilities and educate the individual as a whole.

The teaching of physical culture at the school is organically included in the general system of education and education and is valid according to the laws of education and education. At the same time, this is the only subject that forms a competent attitude towards himself, to his body, promotes the education of new strong-willed and moral qualities, the need to strengthen health and self-improvement.

In accordance with the socio-economic needs of society and on the basis of the essence of general and secondary education, it is clear that the purpose of the subject "Physical Culture" is to promote the formation of a versatile personality. The means of achieving this goal for the teacher is the



mastery of schoolchildren of the foundations of physical education. In general, this means a set of needs, motives, knowledge, optimal level of health and development of motor abilities, normal physical development, the ability to carry out motor, physical health and sports activities.

When conducting physical education lessons, I rely on modern psychological, pedagogical and physiological and pedagogical theories of teaching, education and development of personality, use active methods of teaching and education, taking into account the personal characteristics of each child. The principles of activity and personal approaches are that the student masters the methods of using the wealth accumulated by mankind in the field of bodily and spiritual perfection.

Democratization and humanization of the educational process are possible on the basis of the idea of joint developing activities of children and adults, during which they are connected by mutual understanding and penetration into each other's spiritual world, a joint desire to achieve high results in training and education.

The education of a culture of health, a healthy lifestyle, teaching students to techniques for mobilization and relaxation, bodily and spiritual self -improvement led to the need to revise the current content of physical education in educational institutions. In the light of what was said, the subject "Physical Culture" in a comprehensive school is understood as the unity of two components - orienting children and adolescents in the field of physical education and creatively active.

The first component is designed to create a holistic idea of physical culture and health culture as elements of general culture in children.

The second component directs the process of physical education to the creative assimilation of the methods of actually the actual, as well as not the ability to use them in solving health, educational and educational problems.

Changes in the system of general secondary education lead to the development of a new concept of physical education. For this, it is necessary, in addition to the complex of pedagogical, biomedical, psychological and sociological studies in the field of physical culture, to clearly define and legitimize the role and place of physical education in the educational process, its relationship and interaction with other educational disciplines, while maintaining the integrity of the learning process, and Which each item contributes to the harmonious development of the personality of the child.

Currently, an extensive increase in the volume of the studied material in all disciplines is continuing, it is oversaturated with new, not always necessary, knowledge. This leads to the breakdown of intersubject relationships: each subject solves its problems on their own, and schoolchildren experience passivity and indifference to everything related to learning.

Thus, a new concept for physical education is impossible without objective analysis and critical rethinking of the processes taking place in education as a whole.

It is difficult for students to remember everything that is given to them in the lessons. The compilers of scientific concepts and training programs often "forget" about the psychophysiological capabilities of children to accept and process information, about the age-sexual characteristics of their development, and natural social needs. Intensive training loads on the fragile children's body adversely affect the health of schoolchildren. The lack of motor activity and excessive training loads often lead to a breakdown of basic biological functions. All this indicates that the education system in its current form has turned into a powerful pathogenic factor of various diseases of schoolchildren who violate the normal course of important psychophysiological processes (thinking, mental performance, attention, memory). Naturally, this state of affairs should disturb



those who are entrusted with the health of children, on whom the training of school graduates for adulthood depends.

It is obvious that physical education is an effective means of solving many problems.

However, as practice confirms, for 3 physical education lessons per week, all problems cannot be resolved enough. Moreover, as a result of scientific and technological progress, the motor activity of children has sharply decreased. Now the guys have television and computer games. The negative consequences of this on the face, because the growth, development and health of a person directly depends on its motor activity. Folk wisdom says: "Movement is health!"

I.P. Pavlov and other outstanding scientists have shown that in a holistic organism the bone - muscular system is a leading system, all other systems and organs are "equal" to it. Therefore, optimal motor activity allows you to most fully implement a human hereditary program and plays an important role in preserving and strengthening his health.

Currently, in the system of physical education, three main directions of the modern lesson in the subject "Physical Culture" are distinguished - wellness, training and educational.

Not so long ago, the training direction of the lesson was considered leading. The lessons of health and educational orientation practically did not pay due attention. The purpose of these lessons is that the child acquires such special knowledge that he will be able to transfer to everyday life and use it with benefit in other activities. Such a lesson should solve the following problems:

1. In elementary school - the formation of general ideas about physical culture, its significance in human life; the development of mental processes of creativity, independence, consciousness, tolerance; Education elementary methods of self -control over physical development and physical fitness.
2. In basic and high school - deepening the basics of knowledge about physical culture; the education of positive individual mental features and features in communication and collective interaction, tolerance; the creation of ideas about individual psychosomatic and psychosocial features, the adaptive properties of the body and ways to improve them in order to strengthen health; development of self -control skills, responsibility for their health; studying the cultural and historical foundations of physical culture.

The system of educational lessons from work experience gives a number of positive results, developing mental processes (thinking, memory, attention, self -control skills), having an educational effect in the formation of a healthy lifestyle among students.

In our school, the "Sports is the key to health" in our school. The activities of teachers are aimed both at achieving the optimal level of training, the education of students, and to ensure the conditions for the preservation and development of health. The most significant components in physical education are:

- determination of loads in physical education lessons and their differentiation, taking into account physical development and the state of health of children;
- filling of generally accepted sanitary and hygienic measures (ventilation, wet cleaning, compliance with thermal and light regime);
- introduction to the educational plan of health lessons, preventive conversations, introduction to the working hours of the school of physical education during lessons; -ure of a system of physical education and sports measures;
- systematic conduct of educational measures in a healthy lifestyle, personal hygiene;



- regulatory medical examination of students on the basis of the district clinic;
- person of monitoring physical fitness and level of health.

Of course, each educational institution independently draws up the structure of health blocks, depending on the material and technical capabilities, goals and objectives of students' improvement programs. Our school has a weak sports base, but students go with great pleasure to sports sections, extracurricular activities of a sports and fitness.

The question is very relevant - how to form a desire to engage in physical education in school children? The answer, in my opinion, includes four elements.

The first is a description of the goal that must be achieved.

The second is the motivation of the action. You need to rely on a motive significant for the student.

The third is the practical implementation of the leading motive.

The fourth is the result that should be achieved after completing the training.

In the same way, you can form a positive attitude and interest in the implementation of almost any activity by the student.

Experts say that today it is a guarantee of victory in the sports arena that is not only a high level of technical skill of the athlete, but also the creation of an artistic image.

It is experimentally verified that in the educational process of a modern school it is possible to integrate knowledge, skills in different fields. For example, physical education + music + dance.

Integration is possible with mathematics, and with biology, and with physics. Options can play a significant role in the development of the humane qualities of the personality of students.

The key structural element is music. Depending on the selected music, the image is created and the motor potential of the child is realized.

Music determines the nature of the movement, its development, creates the emotional basis of action, thereby contributing to the implementation of health -saving technologies.

Improvisation can be an effective tool. For improvisation, children can be offered exercises that transmit animal movements, images of plants, and work.

For the development of children's speech, it is advisable to supplement the exercises with rhymed texts or recitatives in physical education lessons.

Dance movements, of course, are able to very much affect a person, his psychophysical healing. In addition to individual dance movements, you can use in lesson forms of dance and expression training.

You cannot ignore the effect of color on our life, on our health. Positive emotions are manifested with the sensitivity of the eye to the red-yellow part of the spectrum, and negative to blue-green colors. Knowledge of color effects on the human body can be used by choosing the color when painting the hall, choosing a sports form, sports equipment. So, the yellow color is considered a stimulant of the brain, it does not tire and has a stimulating effect on vision and nervous system, lilac color - has a calming effect, reduces anxiety, green - raises vitality, relieves stress, irritability.

A comprehensive combination of music, art, dance in the system of physical education education of schoolchildren can be used in theatrical mass performances, in sports holidays, and at every lesson in the role-playing games.



Thus, the main rule of using forms and methods of art in a physical education is not to be afraid to improvise, combining the motor component (physical culture) with spiritual (art), to show creativity and imagination, to teach children, because it is so necessary in modern life.

The pedagogical experience of using musical rhythmic outdoor games shows that in addition to physical, children, in addition to physical, develop aesthetic and moral qualities, mental and musical abilities, as well as speech, logical and imaginative thinking. The merger of music and physical culture complementing each other contributes to the improvement of the educational process.

The role of the family (parents) in maintaining the health of children and their physical development is very high. First you need to determine the main thing: to communicate more with your own children, to engage in physical culture as often as possible - to play and gambling fun, compete, push it to records, and thereby save children from diseases, stress, improper nutrition, smoking and alcohol [1 ].

Performing various physical exercises, you need to know that the child makes everyone smile, but not everyone to think. The problems of the future of any family, and the future of the country, directly depend on the main thing - who will build. And the family and the country. People are free, beautiful and strong or uncertain, painful, illiterate and spineless. It depends largely on parents, on how carefully, carefully, meaningfully and inventively they reveal the capabilities and talents of their children. It is necessary to play sports with children, to be interested in their successes, to set a positive example.

All upbringing and all education are strung on one core - hard work. Everything else - curiosity, attention, memory, abilities - has everyone, though in different proportions. And from this it follows that with a child who is difficult to remember, it is necessary to work differently.

Unscrewing in all ways, you should try to support, educate self -esteem. Such a system of work would help to solve many children's problems. And family problems are also related to children and their free time.

To correct the situation with a "sick generation", the effective work of school specialists of physical education is needed, and the competent actions of the parents of schoolchildren should be the necessary help in their activities.

In my opinion, you need to start with the basis: develop regulatory requirements for the development of motor qualities for children entering the 1st class; introduce parents of future first - graders to regulatory requirements; test future students upon admission to school; Organize seminars and consultations for parents to develop the motor qualities of children. Fully working television, propaganda, and the press should also make their contribution.

The lessons of physical culture from 1 to 11th grade should conduct specialists; Indeed, it is in elementary school that the main physical education, skills and skills are laid, most importantly, motivation for further physical self -improvement.

It is well known that regular physical exercises give multifaceted positive effects, the physiological basis of which is used in medicine for the treatment, rehabilitation and prevention of various diseases.

The optimal motor activity, as it were, includes recovery mechanisms and holds them in working condition, which increases the body's resistance to various pathogenic factors and promotes rapid recovery in the disease. The lack of movements creates the conditions for the manifestation of hereditary predisposition to diseases and, therefore, limits the suitability of some professions, overshadows the prospect of future motherhood and paternity.



The body seeks to maintain an individual norm of motor activity, which allows us to talk about the innate need for it.

Why did the problem of children's health come first? Yes, only because it continues to deteriorate, and the “physical culture” is the only subject in school that can effectively solve the problem of healing students - stubbornly pushes back to the “second roles”. It is gratifying to note that at present the government of our country is given great attention to the development of physical education and sports. Confirmation of this is the introduction of the third hour of physical education into the curriculum.

What can be done to optimize the healing, developing and educational components in the framework of a new, multifaceted role of physical culture?

The implementation of the healing component requires the development of specific requirements for the level of health of schoolchildren, as the unity of physical and intellectual factors. All this allows us to argue that the role of physical culture in the formation of the personality of students, their interests and creative abilities, in improving motor and psychophysiological qualities, in strengthening health and preventing diseases of schoolchildren is extremely important. Therefore, in the structure of general secondary education, the subject should be applied in nature, take one of the leading places in the system of interdisciplinary relations and contribute to the solution of important general pedagogical tasks.

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## Innovative Technologies Are Part of the Growing Global Sports and Leisure Industry

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**Annotation:** Today, innovative technologies are an integral part of any human activity. Physical culture and sports are no exception. In modern conditions, innovative technologies help improve physical results, create convenience for sports, and also increase the effectiveness of physical exercises. Human life is in constant motion, everything is changing, in this regard, innovations have not bypassed physical culture and sports. A few years ago, it was difficult to imagine the relationship between smartphones and sports, but now they go hand in hand with each other. Innovations help organize classes at a higher level, provide better assimilation of the material, and also make learning more interesting. In this regard, the article defines the importance of introducing innovative technologies in the process of physical culture and sports.

**Keywords:** Innovations, sports, physical culture, innovative technologies, innovations, health, motivation.

In human life, there is not a single area left without the introduction of innovations. Innovations are present absolutely everywhere, and since almost all spheres of life are somehow connected with physical culture and sports, the changes also affect them. The sphere of education is now being reformed in the Republic and in many other countries by changing the educational process and changing the education system, organizing joint activities of teachers and wards. As mentioned above, innovations are everywhere, so they are characteristic of any professional activity. But you need to understand that innovation does not appear on its own, it is not spontaneous, but, on the contrary, innovation is the result of controlled scientific progress. Innovative technologies are part of the growing global sports and leisure industry. In the world of sports, famous sports stars and coaches are increasingly using various innovative technologies to improve performance in various types of sports training. For example, the use of innovative technologies can help you gain expert knowledge about a sport in a fun way. Smartphones can already be used to view images of players in a particular movement, such as a triangle attack in basketball or a goal kick in football. The recorded images are then synced for playback on a split-screen gadget, along with an image of a famous player. Learning players can easily compare their style with their favorite players and make any adjustments to improve their game.

The main indicators of innovation are scientific novelty and its reproduction in practice. At the present time, a lot of modern technologies of education in the field of physical culture have been accumulated. However, in order to meet the current needs of society, physical culture teaching technologies must include modern achievements in the fields of theory and methodology of physical education and sports training. The educational process of teaching physical culture is divided into two parts: practical and theoretical. While most educational institutions are equipped with tools for teaching the practical part, which takes up most of the learning process, the number of classroom hours for the theoretical part is sometimes not enough to fully consecrate the material.



However, thanks to ICT, this problem can be effectively solved. An example of such use of information and communication technologies (hereinafter referred to as ICT) by teachers is electronic presentations, which, being lesson notes, are quite easily absorbed by students and schoolchildren, which can later serve as a means of self-learning. Also, thanks to inventions in the field of slow motion, with the help of training and demonstration videos, teachers have the opportunity to visualize complex technical elements performed by professionals. Due to the specifics of the students' personalities, everyone perceives information differently, however, thanks to the use of ICT, the information is provided understandable to the vast majority, which reduces the time for explanations to everyone. Innovation is innovation, novelty, change. If we consider this term in relation to the pedagogical process, then here innovation is the higher goals of education and training, new methods and ways of teaching, updated teaching aids. New learning is able to develop the personality of both the student and the teacher, it implies a readiness for joint action in completely atypical situations. Let's start with health-saving technologies. Their goal is to provide an opportunity to maintain health during the period of study, to form the necessary knowledge, skills and abilities for a healthy lifestyle, to teach how to use the acquired knowledge in everyday life. Health-saving technologies have a number of other advantages: they are based on the age characteristics of a person, they show a balance of dynamic and static loads, and use different forms of information. Based on the resources used, I can give examples of health-saving technologies.

1. Alternation of activities. As I wrote above, many people have no desire to engage in physical education. The cause of this problem may be the monotony and monotony of work. A person simply loses interest from performing the same actions over and over again.
2. Favorable atmosphere in the group and friendly relations. This point is understood as the great importance of an interesting lesson, friendly and respectful relations between the teacher and students, as well as an individual approach.
3. Individual approach. Everyone understands that it is very difficult to pay attention to everyone in the group, all people are different, but, nevertheless, the teacher must be able to conduct the lesson in such a way as to interest everyone.
4. The correct dosage of classes. Students should not be overloaded with exercises, this can lead to oppression of the body. This, of course, is not the whole list of health-saving technologies. Every day there are more and more of them, so I propose to start with a personality-oriented technology. So, in order to teach physical skills, so that students strive to actively participate in the lessons, you need to use a student-centered approach aimed at self-determination and creativity. This learning technology develops the individual abilities of the individual, helps to realize why physical activity is needed. Using this approach, the teacher creates an educational environment in which his ward will be comfortable developing independently. This environment takes into account the individual body type, physical fitness, health status, mental development. When this innovation is included in the learning process, the student himself chooses what to do, groups are formed on the basis of personal characteristics and physical fitness, motivations and interests of each member.

Training activities are also organized and physical activity becomes optimal. Person-centered technology has a number of tasks:

- formation of knowledge on physical culture (educational activity);
- formation of skills (improving activity);
- formation of motional readiness (developing activity);
- formation of cultural aspirations (educational activity);



➤ formation of socially significant personality traits.

It is noticeable that person-centered technologies are similar to other technologies, which is certainly a good thing, since several methods can be combined together. Next, I propose to move on to information and communication technologies. It is hard to deny that information and communication technologies play a huge role in our life. ICTs help to organize classes at a higher level, provide better assimilation of the material, and also make learning more interesting.

Let us dwell on those innovative technologies that are not currently used everywhere, but will be widely used in the classroom in the future.

Due to the COVID-19 pandemic, many schools and universities in the country were forced to switch to distance learning. Physical culture as a discipline suffered the most from these restrictions.

Teachers could not remotely control the passing of mandatory standards for students. For certification, schoolchildren, of course, took online testing for knowledge of theory, but this is still not enough. The best solution in this situation would be to conduct online classes remotely. We believe that physical education teachers can use this technology to encourage students to improve their physical skills by watching video lessons. Thanks to the extensive information available on the Internet, physical education teachers can easily find training videos that suit the needs of each student. An even better option is teachers' own video lessons on upcoming topics, this can motivate students much more than the usual video sequence, which has long been available to everyone on the Internet. In addition, the use of fitness trackers during physical education can significantly increase the effectiveness of physical education. Scientific and technological progress does not stand still, the development of technology contributes to the expansion of interactive capabilities, that is, in the future, such interactive devices will be of a mass character. In addition, their functionality is rapidly increasing every year. For example, ten years ago it was impossible to imagine that a digital watch would be able to instantly calculate the number of human heartbeats. We believe that this technology is indispensable, since the teacher needs to assess the state of the child's physical condition in order to choose the optimal load regimen for each student, as well as to detect deviations in physical health indicators (heart rate, blood pressure, body temperature, frequency) at an early stage. respiration, blood oxygen levels). Fitness trackers collect physical activity data (load time, type of load, calories burned, number of steps taken), systematize and keep records of incoming data.

The use of these data allows the teacher to choose the optimal load mode for each student and evaluate its effectiveness. And also at an early stage to detect dangerous violations in terms of physical health and prevent the development of possible diseases (asthma, arrhythmia, hypertension). A comprehensive study of the student, a comparison of various data makes it possible to identify the reasons for the lagging behind of children and to carry out pedagogical influence based on the method of differentiated learning.

As a result of using the above technologies to improve the efficiency and quality of a physical education lesson in modern conditions, it will be possible to: reveal the individual abilities of students; to increase the interest of students and to form a passion for the subject; create a favorable psychological climate in the classroom; to teach students to use the acquired knowledge in various situations; improve the quality of knowledge and skills of students; improve the efficiency of the teacher.

The use of ICT has its advantages.

For example,



1. Save time. Teachers are preparing for classes, everyone knows this. In my opinion, it is much easier to find information on the Internet, rather than reread thousands of books, trying to find relevant and understandable information. We also know that in physical culture there is a theory, the knowledge of which needs to be tested. ICT will also help with this: you can create a test on the network that will be automatically checked, or you can find a ready-made test and invite students to solve it, rather than compose it yourself, again wasting precious time.

2. ICT makes it possible to find more visual and easy-to-understand information. Many books, posters available in educational institutions are already outdated and cannot provide reliable information. Using ICT, the teacher can find the latest information on the desired topic, you can find both theory and visual representation, that is, training videos or pictures.

3. The teacher will be able to improve their professional skills by reading scientific articles, papers and studying other educational materials in order to effectively apply new knowledge and skills in practice. But you need to understand that you should not neglect traditional teaching methods. Sometimes it is better to hear and see the performance of one or another element from the teacher or hear a clear explanation from his lips than just watch the video or read the downloaded and not always clear material.

In conclusion, I would like to note that when using innovative means in physical education classes, the work to achieve the goals set by the teacher and the education system is significantly simplified. The interest of students in relation to their own health, the level of functional readiness, the development of physical qualities is noticeably increasing. The cognitive field of students is increasing in the prevention of possible diseases associated with the future profession through the values of physical culture. Undoubtedly, the use of innovative means contributes to the formation of the physical culture of the students' personality, which is confirmed by the ongoing research at our university and numerous scientific papers and a number of dissertations published on their basis.

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## Methods of Determining the Effect of Temperature and Pressure on the Composition of Rocks

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**Annotation:** In a natural condition, temperature variations and phase transition of pore water are the two most effective factors on the mechanical properties of rocks. Instabilities occurred as a result of climate changes, highlight the importance of rock characteristics. This paper conducted a laboratory investigation to study the temperature-dependent mechanical behavior of rocks and to examine the quantity and quality of this relationship. In order to perform laboratory tests, a temperature-controlling apparatus was developed. Studies were conducted on 152 specimens of concrete and three types of rocks, including granite, red travertine, and walnut travertine. Then, the effect of temperature variations, from -30 to +30°C with 10°C intervals on the mechanical properties of the rocks, was studied. The results showed that temperature reduction, caused by pore water phase transition, improved the mechanical properties of the rocks. The maximum variation of the mean uniaxial compressive strength from +50°C to -50°C belonged to granite (40.1%), while the concrete specimen showed the minimum variation on the test results (30.7%). Red travertine (38.7%) and walnut travertine (40.2%) exhibited lower variations compared to granite. Also, the maximum variation in the mechanical behavior of rocks occurred between -10 and 0 °C. Additionally, variations in the mechanical properties of cracked rock samples were more than the rocks with spherical pore and the same porosity percent.

**Keywords:** Temperature, Mechanical behavior, Travertine, Granite, Concrete.

### Introduction

In recent years, the effect of temperature on the mechanical properties of rocks has attracted the attention of many researchers in the field of rock mechanics. Geological disasters and rock engineering phenomena that involve freezing, thawing, and permeating frequently occur all over the world in many structures, such as rock slopes, sliding, landslides, tunnels, and so on. The physical and mechanical properties of rocks, mineral composition, and microstructure of materials change with temperature variations. Those changes may cause irreparable loss if there are no good remedial measures. The mechanical properties of rocks are influenced by temperature, among other factors, and the results of research on this factor can be valuable for improving the safety of some rock engineering projects. Physical and chemical processes can change rock engineering parameters. The physical processes that cause disintegration in the rocks are salt bursting, wetting-drying, heating-cooling, and freezing-thawing. In cold regions, pore and fissure waters existing in the rock mass usually cause the freeze-thaw cycle effect, as the temperature changes. This effect is one of the main factors influencing the deterioration of the mechanical properties of rocks in cold regions,



affecting the selection of rock mass parameters. When the phase transition of water occurs in rocks, it affects the mechanical properties of the rock mass in two important ways. First, by fully or partially filling pores and cracks with ice, the average of the initial porosity is reduced, and the cracks are immobilized by bridging the side walls. Second, ice in the pores increases the fracture strength of the rock showed that with the freezing of water, which happens in the porosities, the strength of building stones is increased. This strengthening may be attributed to an increase in the effective coefficient of static friction for sliding on the cracks. Thus, due to the presence of ice, the frozen rock can adopt different behaviors, as compared with the unfrozen one. Currently, studies on the effects of the freeze-thaw cycle on the rock mass are mainly focused on laboratory tests. The effect of the freeze-thaw cycle on the deterioration degree has been proved to be connected with the moisture content. Ruedrich and Siegesmund emphasized the importance of saturation in the damage caused by the freeze-thaw cycle for porous sandstones. studied the effect of saturation on the freeze-thaw damage of highly porous welded tuff samples, finding that the porosity and rock damage were increased significantly when the initial degree of saturation exceeded 70 %. Although laboratory research studies have had many valuable achievements, it is still unknown how these results can be used to select rock mass parameters in cold regions for engineering projects. This paper investigates the effect of temperature variations on the mechanical properties of rocks and their behavior. Investigations were performed on more than 150 specimens of concrete and three rock types, including granite, red travertine, and walnut travertine; then, the mechanical properties were obtained at the laboratory scale. Based on the laboratory tests, the mechanical characteristics were measured at different temperatures ranging from -50 to +50 °C with an increment of 10°C. Also, the stress-strain curves of the samples were analyzed at three temperatures (-50, 0, and +50°C). The rock properties that were selected included: the uniaxial compressive strength (UCS), which is the most important rock property used in rock mechanics; P-wave velocity test that provides an accurate estimation of the pore water phase transition; and finally, the stress-strain curves of rocks that can perfectly show the temperature dependency of the rock behavior under uniaxial loading. In this research, after introducing the rock samples and their characteristics, the experimental methods and their results were studied.

### **Test procedure**

Thermal balance takes a long period of time to happen in rocks, which are materials with low conductivity, insofar at least 2 hours is proposed for a small rock lab specimen. To control the temperature during the loading process, a temperature-controlling apparatus with a sensibility of  $\pm 3^\circ \text{C}$  was produced to control and decrease the temperature down to  $-35^\circ \text{C}$ .

### **Temperature-controlling apparatus**

The temperature-controlling apparatus had two containers, the electric container, which surrounded the refrigerator engine, and the cooling system with an outer dimension of 45×50×50 cm and an inner dimension of 20×20×50 cm. The outer dimension of the freezing container was 30×30×60 cm, which could be easily fitted into the loading apparatus with 35 cm width and 40 cm height. In order to place in and remove the samples easily during the tests, there was a gate of 10×15 cm in front of the container. In order to the load samples into the apparatus, two circular holes of 6.5 cm in diameter were devised at the upper and lower surfaces (Fig.1 (a)). To apply load to the samples, two hard steel fixtures were produced as well. These fixtures had two parts with different diameters. One had a diameter of 10 cm and a length of 2.5 cm, and it was in contact with the loading apparatus. The other one had a diameter of 6.4 cm (less than two times the diameter of samples) and a length of 12.5 cm, which was placed into the apparatus to apply a definite load. The sample would be placed between these two parts during the tests. There was a 1 mm difference between the diameter of the fixture and the hole of the freezing containers in order to move them freely and to



reduce heat loss within the two parts. When the apparatus stabilized the samples' temperature, a plastic cover would be used to decrease the temperature between the upper jaw and the refrigerator hole (Fig 1 (b)).

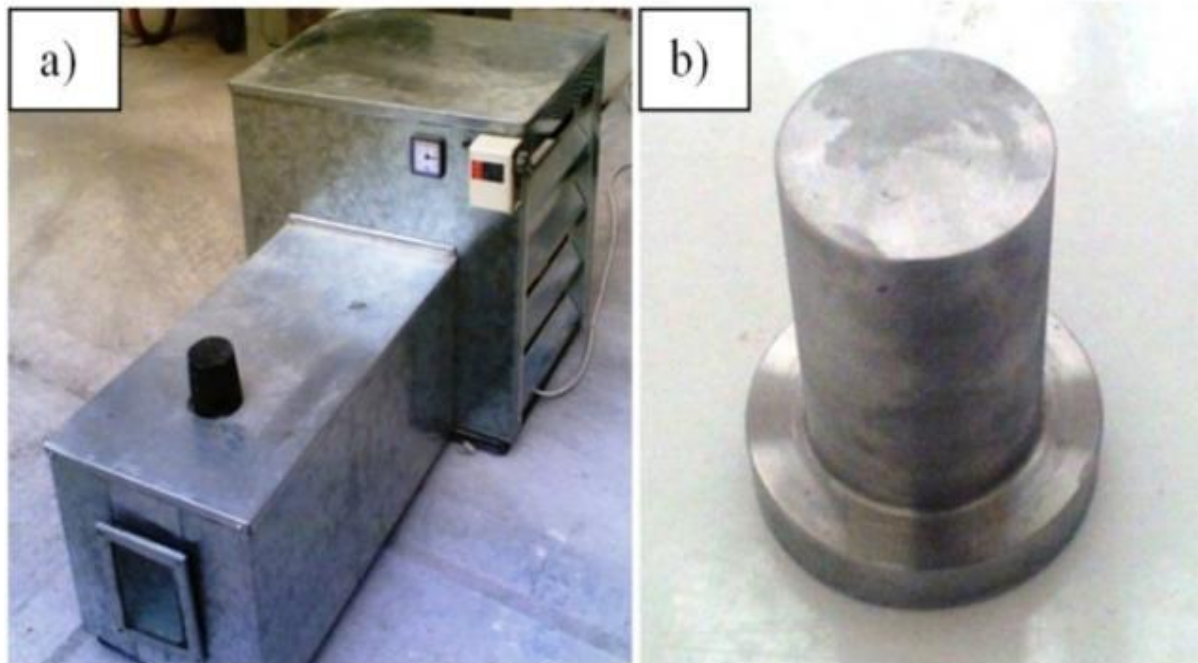


Fig. 1. a) Temperature adjusting apparatus, and b) Loading fixture

#### Preparation of specimens

This study was performed on four different types of specimens: concrete (artificial rock), granite, and two types of travertine (see Fig. 152 cylindrical specimens were prepared by coring large blocks of rocks in the same directions. In the samples, no artificial crack or joint was created, and the rocks were intact. The description of the samples is given in Table 1.

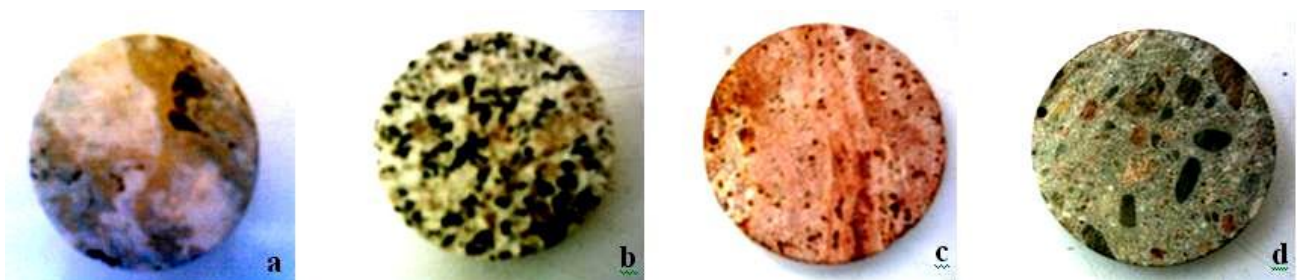


Fig. 2. Sections of rock samples: a) walnut travertine, b) granite, c) red travertine, and d) concrete.

**Table 1.** Description of the samples.

Rock class	Rock type	Rock name	Location	Number of specimens
Sedimentary	Travertine I	Red Travertine	Ahar	40
Sedimentary	Travertine II	Walnut Travertine	Azarshahr	38
Igneous	Granite	Ahar Granite	Ahar	38
Artificial	Concrete	Concrete	-	36



The ordinary Iran Portland Cement (corresponding to ASTM type 1) was used for the production of the concrete samples. In this study, the compressive specimens of concrete were cast in 150×150×150 mm cubic steel molds, so they had no cracks or flaws. During the first day after casting, the cubes were stored in the molds at a temperature of 30(±5) 0C. They were prevented from drying by being covered with a plastic sheet. Freshly cast specimens were kept in the mold for 24 hours during which they were demolded. Then, all of the specimens were stored in the standard curing conditions of the room (30(±5) 0C). When the cubes were 28 days old, they were removed, and the cylindrical samples were prepared by coring these concrete blocks. The largest grain size of the composition, W/C, and slump were 9.5 mm, 0.46, and 16 mm, respectively. The ingredient composition of the concrete used in the laboratory studies is given in Table 2.

**Table 2.** The ingredient composition of the concrete samples.

Material	Weight (kg)	Mixing ratio (kg/m <sup>3</sup> )
Gravel	28.5	840
Sand	32.5	957
Cement	14.1	415
Water	6.5	191
Plasticizer	0.212	6.25

### Petrographic studies

Petrographic studies of the rock samples consisted of routine observations and measurements on thin-section slides under the polarized microscope. The petrographic characteristics that are known to affect the mechanical properties of rocks include grain size, packing density, packing proximity, degree of grain interlocking, void space, and mineral composition. The petrographic characteristics such as mineral composition and microstructures are the important parameters affecting the rock strength. Thin-section slides were prepared in different directions perpendicular, parallel, and a 45-degree angle, relative to the vertical axis of the specimens. The photomicrographs of the samples are shown in Fig. 3. A comparison of two types of travertine specimens showed that the grain size in the red travertine was finer than that of the walnut one. The voids in the walnut travertine were interconnected, perpendicular to the core axis, but not parallel to it. The pores in the red travertine were larger and scattered in all directions and disjointed. In the walnut travertine, dolomitization was observed. The concrete specimen contained calcium carbonate, which showed the proper congruence with cement. The specimens contained two types of voids: the 1st type between cement and the grains, especially those with a different chemical compound. The 2nd type of pores in cement was due to the presence of air or gas escape. The granite specimens contained high values of the acidic compound with high values of plagioclase, orthoclase, and quartz; other compounds were amphiboles, which were chloritic and weathered. The alteration degree of the specimen was medium. In some crystals, microcracks had been filled with calcite. Microscopic studies verified the presence of structural defects and secondary porosities in granite specimens.

### Mechanical properties of the samples

This section briefly describes measurement techniques that were used to investigate the mechanical properties of the rock specimens.



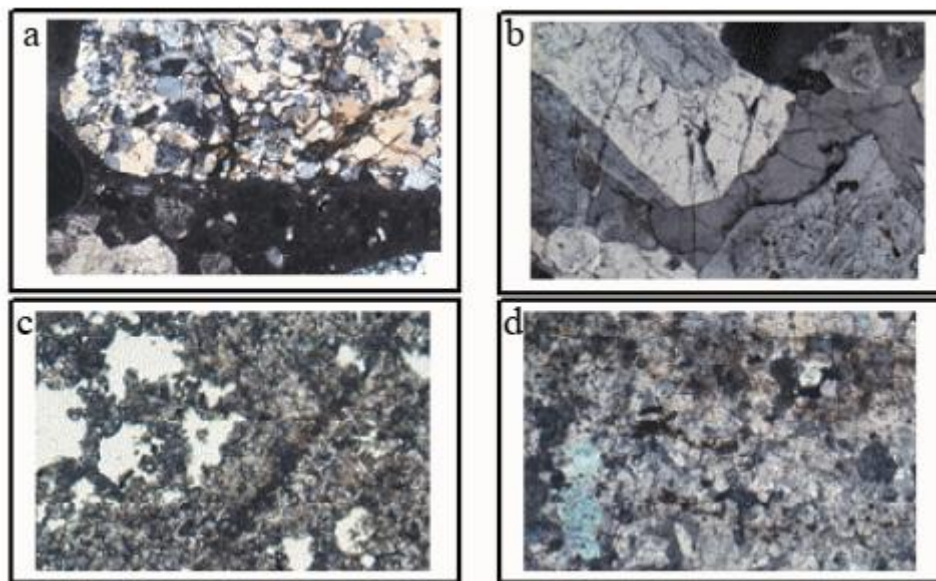


Fig. 3. Photomicrographs of the rock samples: a. concrete b. granite c. red travertine, and d. walnut travertine.

### Uniaxial compressive strength

The uniaxial loading apparatus was used to calculate the uniaxial strength of the specimens. The apparatus applied a maximum force of 2000 KN and elastic energy of 2100 J. The surface area of its loading plate was equal to 400 cm<sup>2</sup>. In this study, the uniaxial compression tests were carried out on 152 cylindrical specimens with a diameter of 46 mm and a length of 100 mm. They were prepared by coring and cutting from larger blocks. The bottom of the specimens was flatted about 0.02 mm. The load was applied to the specimens at a constant stress rate of 0.5-1.0 MPa/s. Before starting to test, all of the rock samples were saturated in water because the tests were aimed to investigate the influence of temperature on saturated rocks. For each type of rock, at least three specimens were used at each temperature. The specimens stayed inside the temperature-controlling apparatus with the temperature fluctuation of  $\pm 3^{\circ}\text{C}$  for at least 2 hours, depending on the experiment temperature.

### P-wave velocity

In practice, the compressional wave velocity is a prominent geophysical parameter for the differentiation of frozen and unfrozen underground spaces. The PUNDIT instruments with a frequency of 54 kHz were used to measure the velocity of the P-wave. The direct transmission method, which is more sensitive than the other methods, was preferred for the measurement of the P-wave velocities of rocks. The faces of the samples were trimmed perpendicular to the axis of the specimens to provide the tight contact of transducers with the face of the specimen. Constant pressure was applied systematically to ensure the tight contact between the rock specimen and the transducers. After fixing the sample temperature in the provided apparatus for 2 hours, the velocity was calculated from the ratio of the travel distance to the travel time of the P-wave through the rock sample. The P-wave velocity was measured at 30 °C. The study was done on both dry and saturated states. In the saturated state, the specimens were saturated by submerging in distilled water; as for the dry case, the specimens were dried in the oven at 105°C for a period of at least 24 hours.

### Deformation characteristics (axial stress-strain curves)

UTM apparatus, which is a hydraulic servo-controlling machine, was used to obtain the displacement-load data in this study. The maximum load that could be applied by this apparatus was



50ton. The loading rate was 0.005m/s, and it was controlled by displacement. The test specimens were prepared in the same procedure applied for the specimens used in the UCS tests.

### Experiment test results and discussion

Many researchers have studied the effects of temperature on the mechanical properties of rocks. These studies have revealed that the phase transition of pore water is the most important factor in this case. Here, the results of the study on the samples discussed in the previous section are presented:

#### P-wave velocity

The values of P-wave velocity were determined by applying the ultrasonic compression wave pulses to the specimens. The average Pwave velocity and the standard deviation of the dry and saturated specimens at +30 °C and -30 °C, as well as their comparison, are given in Table 3.

**Table 3.** P-wave velocity (m/s) for the dry and saturated rock samples at +30°C & -30°C.

Rock type	$V_{p(dry)} +30^{\circ}C$		$V_{p(dry)} -30^{\circ}C$		Increase (~%)	$V_{p(sat)} +30^{\circ}C$		$V_{p(sat)} -30^{\circ}C$		Increase (~%)
	mean	S.D	mean	S.D		mean	S.D	mean	S.D	
R-Travertine	3901	133	4073	165	4.4	4856	87	5672	104	16.8
W-Travertine	3911	140	4159	171	6.3	4959	102	5563	56	12.3
Granite	4054	177	4190	128	4.6	4984	170	5701	109	14.4
Concrete	4386	55	4486	33	2.3	4541	88	4966	35	9.3

The effect of temperature on the deterioration degree was proved to be connected with the moisture content. The laboratory studies in this research showed that, for the dry cases, the variation of the P-wave velocity at the minimum and maximum temperatures in the walnut travertine (6.3%) was higher than that of the red one (4.4%). However, for the saturated mode, the variation of velocity in the red travertine (16.8%) was higher than that of the walnut travertine (12.3%), which could be because of the size distribution of pores, as seen in the photomicrographs of the rock samples. The pores in the red travertine were larger, which were distributed almost uniformly in the specimens; therefore, it can be concluded that in saturated rocks, variations of the P-wave velocity due to freezing can be a function of porosity. The results obtained for granite and concrete indicate that the differences in the rock type, grain size, and mineralogical components can affect the temperature dependency of the rocks. Variation of the P-wave velocity in granite with low porosity revealed the differences in the mineralogical composition and texture. Hence, porosity, rock-forming components, grain size, and alteration were effective on the freeze-thaw resistance.

#### Mechanical behavior of rock samples under the uniaxial compression tests

Landmark, in his studies on concrete, considered the shape of pores in porous materials and pointed out the importance of the pore radius and connectivity in determining the freezing point. Water-ice transition is defined by the critical radius, which is a function of temperature and energy balance and is dependent on the pore radius. By reducing the pore radius, the freezing point of pure water is decreased. also stated that when water in the cracks of a crystalline rock is frozen, it affects the mechanical properties of the rock mass in two ways. First, by immobilizing some cracks and bridging others, it reduces the average size and density of the initial cracks. Second, ice in the cracks increases the fracture strength of the rock. The results of UCS at -50 and 50°C are given in Table 4. The results show that the maximum variation of UCS belonged to granite (40.1%), while concrete (33.7%) showed the minimum variation on the test results. Travertine showed lower



variations than granite; the reasons could be the shape of pores or the effect of dimension on this phenomenon. As for the travertine rocks, the variation in the compression strength of red travertine (38.7%) was more than that of walnut travertine (34.2 %). This, as mentioned for the P-wave velocity from photomicrographs, can be attributed to the distribution and size of pores

**Table 4.** UCS of the dry rock samples at +30°C & -30°C and the increase rate

No	rock type	$\sigma$ at +30°C (MPa)		$\sigma$ at -30°C (MPa)		Increase (~%)
		mean	S.D	mean	S.D	
1	Red Travertine	38.31	2.32	53.13	3.54	38.7
2	Walnut Travertine	41.52	2.35	55.71	3.45	34.2
3	Granite	66.16	4.95	92.67	6.61	40.1
4	Concrete	28.81	2.51	38.53	3.67	33.7

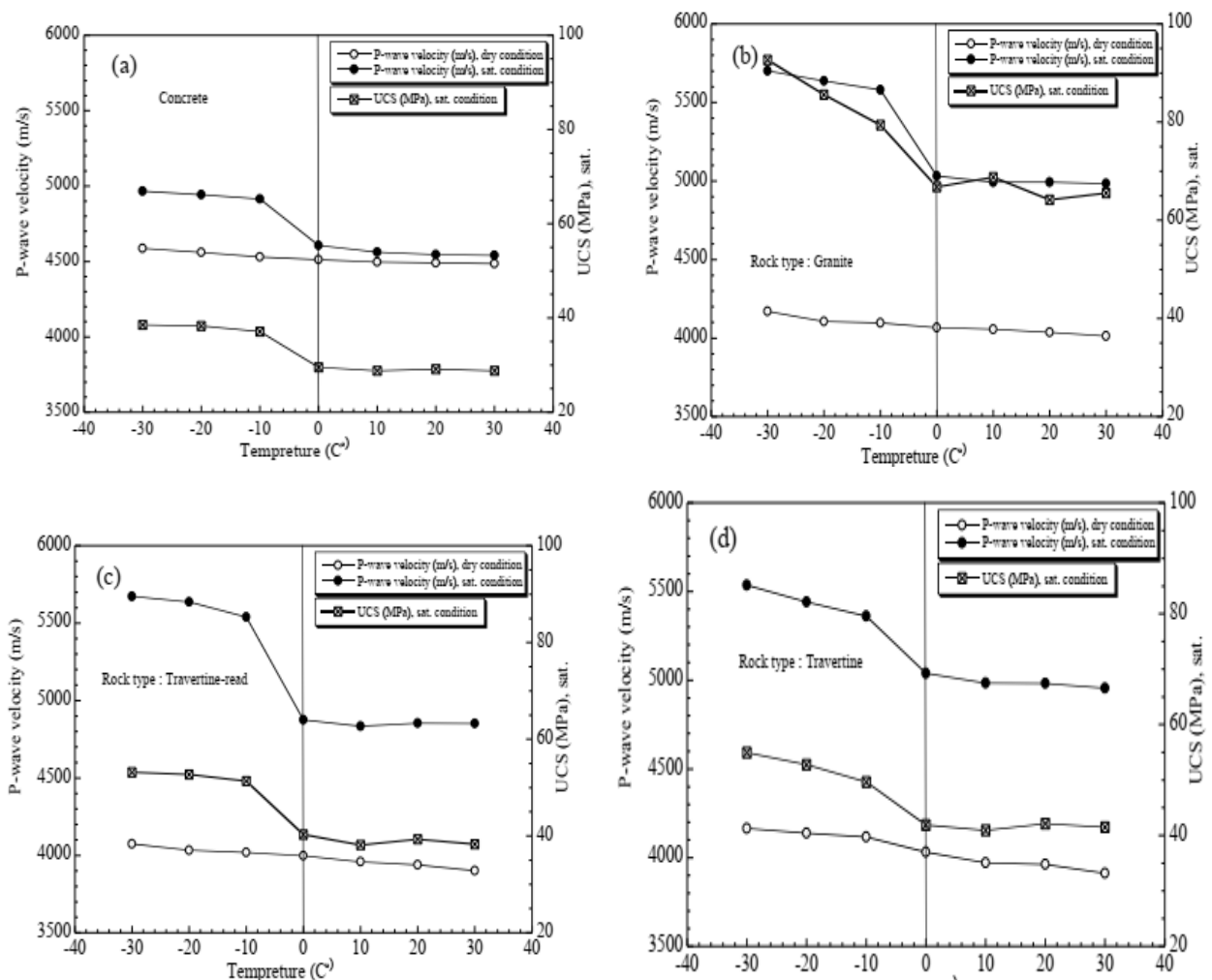


Fig. 4. The effects of temperature on the P-wave velocity and UCS; (a) concrete, (b) granite, (c) red travertine, and (d) walnut travertine.



A significant amount of information about the material can be obtained based on the analysis of the processes and parameters coupled with the propagation of the elastic wave inside the rock. Fig. 4 illustrates the effects of temperature on the P-wave velocity and UCS. The interconnection of the P-wave velocity and UCS is generally a positive relationship, although there have been many exceptions. Laboratory studies in this research also proved this positive relationship. Increasing the temperature and the formation of new cracks, as well as the expansion of existing cracks, decreased the P-wave velocity and UCS. Numerous researchers have studied the deformation and fracture characteristics of the rocks. defined these stages as follows: crack closure, linear elastic deformation, crack initiation, and stable crack growth, critical energy release, and unstable crack growth, failure, and post-peak behavior. This division is applicable to all rocks. The stress-strain curves of the uniaxial compressive tests at  $-30$  and  $+30^{\circ}\text{C}$  are shown in Fig. 5. Granite samples had a low initial strength, which extremely varied during water pore freezing. On the other hand, travertine, with almost high porosity and low strength, showed more strength variations during freezing. Generally, axial stress-strain curves show that the temperature drop below  $0^{\circ}\text{C}$  would lead to an increase in strength and elasticity modulus. Comparing the curves indicated that at  $-30^{\circ}\text{C}$ , the section with the elastic behavior was increased, and there was no meaningful difference between the curves between  $0$  and  $30^{\circ}\text{C}$ .

## Discussions

In this study, the mechanical properties of different rocks were studied by developing a temperature-adjusting apparatus. The tests were performed on granite, travertine, and concrete samples at  $[-30, 30]^{\circ}\text{C}$  with  $10^{\circ}\text{C}$  intervals. The conducted laboratory studies on the mechanical properties of saturated samples showed that the P-wave velocity would increase by decreasing the temperature from  $+30$  to  $-30^{\circ}\text{C}$  (about 10% to 20%), and UCS would be enhanced (about 30% to 40%), in the same condition. The temperature reduction improved rock properties, but the amount of the effect depended on the initial cracks existing in the rock. In this case, one of the most important initial properties was porosity. Since the two types of travertine used in this research had the same genesis, a comparison of their behavior is valuable. The results showed different magnitudes of porosity, and the behavior of these rocks could be improved by freezing the water pore, with a direct dependency on their porosity percentage. However, in granite and concrete samples, with different genesis, other factors such as mineralogy and pores' shape could become more meaningful. The granitic samples used in this investigation showed the maximum dependency on temperature against its minimum porosity. The most significant property discussed as the reason for this phenomenon is the pores' shape and the relationship between the joints and microfractures that could reduce the rocks' strength more than the spherical pores. showed that the presence or absence of rock defects alone could not control the deterioration mode; rather, it was the relationship among these flaws, rock strength, and textural properties, which exerted the greatest influence. So, when water freezes in these joints, a new intact body of rock will be produced, and the probable sliding faces will be prevented; then, the fracturing occurs inside the new body rock, while spherical pores need to be cracked before the formation of the slide surface, in which ice acts as a new mineral.

Besides, the nucleation and growth of ice, as well as water migration, can be easier in the cracks than the spherical pores. The mechanism for the rock freeze-thaw damage is as follows. Water in micropores expands about 9% of the original volume; when the rock is frozen at low temperatures, this expansion induces a tensile stress concentration and damages the micropores; when the rock is thawed, water flows through the fractured micropores, which increases the damage.



## Conclusions

In this research, the dependency of dry and saturated rocks on the temperature was studied using a temperature-adjusting apparatus. Laboratory studies were carried out on 152 specimens of concrete and three rock types, with temperature variations from -30 to +30°C, and 10°C intervals. Also, the P-wave velocity and the uniaxial compression strength of different rock specimens were determined. The laboratory studies on the mechanical behavior of the rock samples showed that the maximum variation of the uniaxial compressive strength from +30°C to -30°C belonged to granite (40.1%). The concrete sample, however, showed the minimum variation on the test results (33.7%). The uniaxial compressive strength of the red travertine (38.7%) and the walnut travertine (34.2%) exhibited lower variations compared to granite. Also, in the dry specimens, the variations of the P-wave velocity at the maximum and minimum temperature in the walnut travertine (6.3%) were higher than those in the red travertine (4.4%). Variations of the P-wave velocity in granite (3.4%) with low porosity showed the differences in the mineralogical composition and texture. Finally, the concrete specimens exhibited lower variations (2.3%). Experimental results also revealed that the dependency of the mechanical properties of rocks on the porosity magnitude was not absolute, and other factors such as the shape and form of pores were important as well. Also, the changes in the rock properties were negligible above 0°C, and considerable below 0°C. Most of the pore water phase transition occurred in [-10, 0] °C. Below -10°C, as the temperature dropped, the property changes decreased, meaning the reduction in the phase transition.

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## Features of Development of the Economy of the Countries of South-Eastern Asia

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**Annotation:** This article presents information on four countries with mixed economies, a public sector, a developing cooperative sector, small-scale artisanal production, and the preservation of patriarchal agriculture. Industrialization is of decisive importance in the development of the economy of countries, and fundamental changes took place in the structure of production and export during this period. In Singapore, the economy has acquired a post-industrial character.

**Keywords:** agriculture, in the valleys of large rivers, culture, the largest producers of rice, Southeast Asia, Indochina, Malay Archipelago, New Guinea.

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### Introduction

The countries of Southeast Asia differ significantly in terms of the level and type of socio-economic development. Having inherited more or less the same type of economic structures from the colonial period, during the years of independence they developed in different ways and rates, which is due to many factors, including human and resource potential, historical and cultural features, domestic and foreign political situation. Among the poorest, with GDP per capita indicators not only below the world average, but also below the "poverty line", are Vietnam, which has existed since 1975 as a single socialist state, Laos, Cambodia, Myanmar, and the young state of East Timor. Civil wars, external aggression, and political instability have had and continue to have a negative impact on the economies of these countries.

The four countries of Indochina have a mixed economy with a large role for the public sector, a developing cooperative sector, while maintaining small-scale handicraft production and a patriarchal way of agriculture. Since the end of the 1980s, political conditions have arisen for overcoming the closed economy of these countries and their integration into the world economy. More than half of employment and from 1/3 to 1/2 of GDP in them comes from agriculture. In Vietnam, its share fell to 1/4. The industrial structure is dominated by primary industries, the processing of agricultural raw materials and the production of consumer goods for the local market. The development of the rest of the countries of the region, which form the core of ASEAN, is characterized by the spread of capitalist relations in all spheres of the economy, the transformation of their role in the international division of labor (IDL) from "clean" suppliers of raw materials into a source of cheap and competent labor, and, unlike most developing countries, there is not an outflow of workers, but an influx of investments into the region that create jobs for them. Industrialization was decisive in the development of the economies of these countries, during which there were fundamental changes in the structure of production and exports. In Singapore, the economy has acquired a post-industrial character. In terms of the level of development, this country is included in the group of world leaders (GDP per capita in 2004 was \$21,000). The growth of the national bourgeoisie is observed, which, under the protection of state protectionism, pressed the huaqiao. At the same time, pre-capitalist structures persist in most countries.



## Main part

The most significant shift in the structure of the economy of these countries was the reduction in the share of agriculture while the share of industry, primarily manufacturing, increased.

The countries of Southeast Asia vary considerably in terms of the level and type of socio-economic development. Having inherited more or less the same type of economic structures from the colonial period, during the years of independence they developed in different ways and rates, which is due to many factors, including human and resource potential, historical and cultural features, domestic and foreign political situation. Among the poorest, with GDP per capita indicators not only below the world average, but also below the "poverty line", are Vietnam, which has existed since 1975 as a single socialist state, Laos, Cambodia, Myanmar, and the young state of East Timor. Civil wars, external aggression, and political instability have had and continue to have a negative impact on the economies of these countries.

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The most significant shift in the structure of the economy of these countries was the reduction in the share of agriculture while the share of industry, primarily manufacturing, increased. The growth of the service sector is also characteristic, which traditionally absorbs part of the surplus labor force. Qualitative changes consist in the emergence, along with the typical for the countries of the East, the sphere of personal services, peddling, a modern, technically equipped industry of financial, credit and banking, information, communication, and tourism services. At the same time, the structure of employment is not changing so drastically.

Structural adjustment and practically all export-oriented development takes place with the active participation of foreign capital. In the initial period of independent development, the countries of the region maintained ties mainly with the former metropolises, the main influx of capital went into the traditional sectors of colonial specialization: mining and agriculture. Subsequently, there was a redistribution of foreign capital flows in the direction of labor-intensive manufacturing industries, and the United States and Japan became the absolute leaders in terms of investment and the number of projects.



A significant part of the production produced with the participation of foreign capital is consumed in the potentially capacious domestic markets of the region, part of it goes to third countries; products of the most advanced industries (as a rule, highly specialized) through the channels of intra-company trade are returned to the investor countries or to the assembly plants of TNCs in other countries. In the first decades of independent development in these countries, the economic role of the state was great, and the public sector was formed in key sectors (energy, mining, transport). In recent years, liberalization of the activities of the private sector, foreign investment, strengthening of financial and market methods of managing the economy has been observed everywhere. The private sector in the manufacturing industry is developing especially rapidly. The state plays an active role in the development of economic policy, the development of flexible investment and tax legislation, taking over the implementation of infrastructure projects, and the implementation of regional policy. In the era of modern industrialization, Singapore was the first to enter the era of modern industrialization, realizing the benefits of the economic and geographical position in the region and the potential of the re-export port. The influx of huaqiao capital, especially increased since the formation of an independent state, stimulated the first steps towards modernization.

Singapore was the first in the region to capitalize on the benefits of a cheap and disciplined labor force, first in the labor-intensive textile and clothing industries, then in the electronics, radio and electrical assembly industries. The status of a free port attracted foreign capital and goods. Oil refining and chemistry were developed, the tin-smelting industry and rubber processing of a regional scale retained their importance.

In the 1980s, Singapore became a pioneer among the countries of the region in attracting capital to knowledge-intensive industries, specializing in advanced technologies not only in manufacturing (the upper floor of mechanical engineering), but also in the field of intellectual services (information, financial, technological, medical).

The "new industrialization" was carried out with the leading role of the state in developing a development strategy and monitoring the implementation of indicative plans. The trend of recent years is the liberalization of the economy, which is manifested, in particular, in high rates of privatization. In Malaysia, the seed of future industrial growth was invested in huaqiao capital. This country, which has both significant reserves of industrial raw materials (oil, gas, tin, bauxite, timber) and a productive plantation economy, previously focused on Singapore as the main base for the manufacturing industry and foreign economic relations. After the separation of Singapore, the main efforts were concentrated on the development of national entrepreneurship and the creation of its own manufacturing industry.

Malaysia has acquired a relatively narrow industrial specialization in certain types of electronics products. There is a noticeable diversification of production for local and regional markets. The manufacturing industry is concentrated in the relatively densely populated western strip of the peninsular part (metropolitan area, Penang, Johor Bahru). The export value of the primary industries is preserved.

## Conclusion

Plant growing is the main branch of agriculture. Cultivated lands are located on the plains, in the valleys of large rivers, on the coastal lowlands, as well as on the terraced slopes of the mountains. In the mountainous regions, slash-and-burn hoe farming predominates. The main food crop is rice. Under it, more than half of the area in Thailand, Myanmar, Indonesia, and the Philippines is occupied. The largest rice producers in Southeast Asia are Indonesia, Vietnam, Thailand, Myanmar.





Glutinous varieties are traditionally grown for local consumption, the expansion of hard rice crops is associated with the production of marketable products. Both irrigated and dry rice are grown. Irrigated rice cultivation is one of the most labour-intensive processes in local agriculture. All work is carried out manually. Important food crops are legumes, corn, sweet potato, cassava. The main industrial crop is hevea (over 2/3 of world production). Despite the competition of synthetic rubber, the demand for natural rubber remains, as does the region's leading position in the world trade in rubber.

The leading producers are Thailand (31%), Indonesia (25%), Malaysia (16% of world production). The rest of the countries in the region produce and sell much smaller amounts of rubber on world markets, but for many of them it is an important, if not the main, export crop (Cambodia, Vietnam). Hevea, which in the colonial period was almost exclusively a plantation culture, penetrated into peasant farms, increasing their marketability and displacing food crops. The oil palm, the region's second most important industrial plantation crop, has become the main plantation crop in the Philippines and Malaysia, and has supplanted hevea in Indonesia. Its main ranges are located in the lowlands of West Malaysia, the Philippines, and Indonesia. Malaysia and the Philippines are major producers of palm oil. Cotton is an important crop in the seasonally wet plains and plateaus of Thailand and Myanmar.

The production of fiber crop - abaca, in which the Philippines has a monopoly position, is declining. Sugar cane is grown in all countries of the region. The Philippines, which specialized in the production of this crop during the colonial period, after the abolition of quotas for sugar supplies to the United States, lost its leadership to Thailand and Indonesia, which entered the top ten world producers of cane sugar. Other important export crops of the region are coconut palm, pineapples, tropical fruits, tea, coffee, and tobacco. The region remains a major supplier of spices to world markets, although their share in the country's agricultural exports is small.

Animal husbandry in most countries is of secondary importance; only in certain mountainous regions of Indochina, on the islands of Madura and Timor, is it the leading branch of agriculture. The main sources of animal protein in the diet of the local population are fish, crustaceans and mollusks. Marine fishing and the extraction of various seafood are carried out in all coastal waters and the open sea. The largest catches are in Indonesia, Thailand, which is a major exporter of fresh, frozen and canned fish, the Philippines. Freshwater fish farming is an important industry in Cambodia, Vietnam, Thailand in areas of irrigated rice farming, where fish are grown in flooded fields. Forestry plays an important role in almost all countries of the region, providing additional employment for the rural population and significant foreign exchange earnings. Many peasants are engaged in logging as an auxiliary trade.

Indonesia, Malaysia are major suppliers of timber to the world markets. Until the end of the 1980s, they included the Philippines, but uncontrolled logging led the industry to a crisis; logging is currently prohibited. Myanmar and Thailand are known as monopoly suppliers of teak hardwood, as well as important producers of natural shellac and benzoy resins. Indonesia is the largest exporter of cinchona bark.

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## The Importance of Politeness in Intercultural Community

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**Annotation:** This article analyzes the opinions about the important theoretical and practical importance of correctly defining the role of culture in the formation and development of human society in communities. To look at history from a materialistic point of view, to consider social existence as primary compared to social consciousness, to put the production of material goods at the basis of social existence, to claim that work is the basis of culture, to correctly determine the place and role of social development of culture came showing trouble.

**Keywords:** In communities culture, human society, important theoretical and practical importance, materialistic point of view, social existence, social development of culture.

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### Introduction

It was mentioned above that the concept of culture is inextricably linked with the concepts of man and society. According to the great French thinker Emile Durkheim, culture does not depend on the human mind and will, and it has a binding effect on a person. In other words, each individual is born in the cultural world, assimilates it, acquires human qualities (socializes) and makes a certain contribution to its development.

Culture, first of all, is manifested as a sum of centuries-old knowledge and experience of mankind. Man, as an intelligent being, absorbs the knowledge, experience, skills, norms of behavior created by society for many centuries, i.e. culture. Unlike all living creatures, he tries to implement the sociogenetic program throughout his life.

Sociogenetic program, unlike biogenetic program, is behavioral norms and cultural examples that are not passed from generation to generation through heredity, but are learned through upbringing and education in the process of social life. The whole content of moral education consists in regulating the behavior, behavior and activities of the young generation and forming its cultural skills.

Culture is a qualitative sign that distinguishes a person from an animal, and society from nature, it is a set of knowledge, experiences, skills, and norms that are unique to a person and society, manifested in his actions, activities, and labor products.

### Material and methods

Culture is a necessary condition and basis of social existence. It affects the newly born person as an external, foreign and foreign force.

In the process of upbringing, the child learns the moral norms and cultural examples followed by his ancestors, first by blind imitation, and later by words and concepts. The biogenetic program is an important tool for an organism to live and satisfy its needs (food, protection, procreation, etc.) serves as a natural weapon. As a necessary condition for the life of an intelligent being, cultural examples are instilled into the behavior and behavior of a newly born baby through persuasion or coercion in the process of continuous education. Man is essentially a being who carries culture and



creates culture. Cultural patterns play an important role in understanding and expressing the identity of a person, society and nation.

Personal culture, community culture, national culture are manifestations of universal culture at different levels.

The great German philosophers Immanuel Kant and Sigmund Freud in their studies are decisive in the regulation of sexual life, the emergence of the family (that is, the emergence of culture), the separation of man from the animal world, and the emergence of human society they showed that it was important. In other words, as stated in cultural studies, man did not create culture only because of work, but, on the contrary, because of culture, man had the ability to regulate his behavior, live as a family and community, and work.

The formation of human qualities and qualities is a moral culture development, and the social crisis is inextricably linked with the general decline of culture.

The development of culture and the improvement of social relations are interrelated processes. At this point, it is appropriate to briefly reflect on the specific features of cultural and social development.

As it was mentioned before, cultural examples are not created mechanically by the mass of the people, but by the most advanced people, intellectuals, and scientists working in various spheres of social life, and the majority of the society is an advanced culture are involved in the process of assimilation and socialization of examples.

### **Result and discussion**

The general crisis in culture occurs in connection with the difference and conflict between the spiritual potential of the elite and the general public, who create advanced examples of culture. Increasing individual freedom in socio-political life, scientific and artistic creativity is a cultural development is the criterion.

In the structure of personal freedom, political freedom is undoubtedly very important takes place. In the course of its cultural development, humanity has gained certain experience and knowledge in improving political management, creating a system of state and non-state organizations. The state and its historical forms emerged as a legal result of the cultural and spiritual development of humanity, the tendency of increasing the level of individual freedom. The type of political governance (monarchy, aristocracy, democracy) in society directly depends on the culture of the advanced layers of society. "Education of the population is important in enjoying the democratic values of the world," life itself is believable proving in a way.

Both exaggerating the importance of culture in the life of society and underestimating its importance are both mistakes. As early as the 18th century, the famous French thinker Jean-Jacques Rousseau put forward the idea of the moral superiority of the natural person against the excessive exaggeration of the importance of culture and the slogan of returning to nature.

At the beginning of the 20th century, the famous German philosopher Friedrich Nietzsche culture he sharply criticized the fact that science and technology occupy a leading position in the structure and do not allow the development of life. According to Sigmund Freud, culture with its moral standards, demands and values first played a certain positive role in the emergence of individual society, then with its prohibitive requirements and strict norms, individual society began to interfere with the development.

It develops on the basis of cooperation and mutual influence. Each nation, nation, and social group has its own culture in accordance with its lifestyle, living conditions, and way of thinking. Natural



and geographical conditions, climate, methods of labor organization play an important role in the emergence of different cultures among different peoples. An overemphasis on individuality and uniqueness in national culture can eventually lead to national limitation, disconnection from world civilization, and finally, conflicts between different national cultures.

Every national culture cannot develop in isolation from human culture. National cultures influence each other, enrich each other and serve as an important factor in the further improvement of social and political relations. Each nation with its unique, unique and unique national culture has a worthy place in the structure of human culture.

The deepening of democratic changes in our country and the creation of the foundations of a civil society, the integration of Uzbekistan into the world civilization, require a rational solution to the problems that have arisen in the way of the cultural development of our society, and an in-depth study of the achievements of the culture of advanced peoples on Earth. is enough. Mutual cooperation of Uzbekistan with a number of European countries in the fields of economy, politics, culture, the study of our talented young people in higher educational institutions abroad, and cultural dialogue with advanced nations are, without a doubt, an important support for the reforms being implemented in our country.

### Conclusion

So, researching the interaction and relationship between culture and society on a scientific basis is an extremely urgent issue in contemporary cultural studies. The concept of culture is inextricably linked with development, striving for innovation, spiritual renewal, creation, preservation and support of goodness and goodness, and the society life without culture, and the development of culture cannot be imagined without a system of healthy social relations.

As culture, in its essence, is manifested as an integral unity of nationality and universality, it is necessary to allow each new generation to enjoy the knowledge, experience, values, skills and abilities of our distant ancestors, to connect peoples with each other. rapprochement, social harmony and ensuring stability is a great humanitarian task. Looking at society and man as a cultural phenomenon helps to understand more deeply the importance of culture in the life of an individual and society.

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## The System of Exercises for the Formation of Orthoepic Competence of Cadets of Military Universities

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**Annotation:** The article actualizes the problems of the formation of orthoepic competence of cadets within the framework of improving the level of speech culture. The author considers this problem in the framework of the formation of the orthoepic competence of future military personnel. The article substantiates the growing importance of the formation of orthoepic competence, lists the main reasons indicating the need to improve professionally oriented oral speech. The article also presents the methodological means of forming the orthoepic competence of cadets, provides examples of their use.

**Keywords:** Personal mobile devices, speech culture, orthoepic competence, cadets, professional-contextual speech activity.

### Introduction

The tasks of forming the orthoepic competence of cadets of military universities, aimed at the effective use of study time in the process of mastering the relevant language disciplines, should be addressed in the context of innovative technologies, methods and approaches that are becoming available today. These approaches should be based on the development of appropriate educational resources and their content, which are based on technologically modern IT tools and on the basis of which an innovative system of exercises is created.

Also, special attention in the process of forming the orthoepic competence of cadets should be paid to innovative methods and approaches, which currently include contextual and task linguistic approaches, accompanied by the development of specific professional contextual speech situations. Such situations, as a rule, actualize knowledge, skills and cultural and speech skills with the depth of Russian-speaking speech, speech culture and imply a close relationship between orthoepy and phonation of the language with non-verbal behavior.

As part of attracting innovative methods of teaching the pronunciation norms of the Russian language and working on emerging speech difficulties, the effectiveness of the formation of orthoepic competence of cadets of Uzbek military universities in modern conditions is based on the use of electronic devices (computers, personal mobile devices, SMART devices) in the educational process.

### Material and methods

The effectiveness of teaching orthoepy in this case is determined by the capabilities of information and communication technologies to implement integrated learning technologies in the course of mastering the discipline "Russian Language".

So, for example, this role can be played by information resources for constructing educational and methodological support for the discipline, as well as automated systems that can be transformed



into intelligent learning systems, software tools, virtual training systems, etc., which serve to develop and improve the pronunciation skills of the Russian language. .

In this regard, theoretical knowledge in the field of orthoepy should be as quick as possible for cadets to access when mastering any educational module or topic.

The preparation of such exercises on the basis of an innovative component in training should be based on modern achievements in the field of information and communication technologies (this is currently required by both the education sector and the field of military professional activity, the conditions of communication in which are becoming more complicated and require from a military specialist carefully developed skills in pronunciation (for example, the correct stress, the elimination of voicing in pronunciation of such deaf consonant sounds as [t], [k] at the beginning of words or the voicing of the consonant sound [h] at the end of a word, etc.).

However, the environment used, which is the basis for creating a system of orthoepy exercises, should be simple, understandable to cadets and teachers, accessible and allow you to quickly adjust the course of learning activities, for example, update the content of a topic or part of it, distribute the content with examples, audio materials, etc., vary the functions of students, etc.

Thus, the training information in the process of using innovative teaching methods should be structured in the form of complete semantic fragments, which, for example, must be provided with cross-references to the object (quick access to a rule, figure, for example, table, dictionary, link, web attachment and etc.).

For example: Topic: - "Hard and soft consonants in Russian. Hard and soft pronunciation of consonants before "E".

The text of the theoretical (reference) material ... According to the norms of Russian orthoepy, all consonants, with the exception of zh, sh and ts, are pronounced softly before the vowel - e. However, many foreign words (proper names, special terminology) do not obey this rule ... Text ...

### **Terminological dictionary:**

Consonant sounds are speech sounds that consist of noise or voice and noise formed in the oral cavity when a jet of air is exhaled from the lungs, which meets various obstacles (for example, teeth, tongue, etc.).

Vowel sounds are a type of speech sounds, during the articulation of which there are no significant obstacles to air, as well as air pressure above the larynx (see Table "Description of the articulation of sounds of the Russian language").

### **Result and discussion**

Thus, supplying the content of an innovative electronic manual (an electronic educational module, an electronic system of exercises, etc.) on orthoepy with quick access tools significantly reduces the time for cadets to search for any reference information. Cadets all at once have "at hand": a dictionary (accessible via a hyperlink), reference material (via a hyperlink), audio material on pronunciation (via a web attachment), etc. It also provides the formation of the necessary skills for systematizing educational material, memorizing and storing the necessary information in the memory of students.

Also, in order to achieve greater efficiency in teaching pronunciation skills based on an innovative component, educational resources, from our point of view, should include audio and video material on orthoepy, a selection of online lessons on the formation of speech skills, online resources for identifying pronunciation errors in speech (moreover, when a native speaker of Russian speaks, and



when a native speaker of the Uzbek language speaks Russian; you can also use resources when representatives of various nationalities speak Russian in order to form the skill of perceiving oral colloquial speech and identify errors in it), which can be used in the educational process for various types of creative activities.

Such electronic resources include both podcasts and short voice segments for pronunciation, which can, for example, be distributed according to topics, genres, pronunciation options (in isolation, as part of a syllable, word, sentence, text cut, etc.). The choice of such training units can be carried out from the "checkbox" list and have the possibility of single and multiple selection.

When mastering the correct pronunciation of the sounds of Russian speech in isolation and in composition, as well as their correct use (in isolation and in composition), cadets have the opportunity to independently choose the options necessary for mastering the correct pronunciation, topics and genres of podcasts, etc. During the entire period of study, the Russian language teacher provides free access to the choice of various options. And at the control stage, knowing the characteristics of the speech of each particular cadet, the teacher can determine for students clearly established options for testing exercises in different genres.

Exercise options for different learning tasks can also be different: for example, the exercise can be used in the genre of oral colloquial speech (learning tasks: listening to mistakes and correcting them and correct pronunciation) or in the "reading the message" genre (learning tasks: familiarize yourself with text and read spelling correctly), and the last learning task may include "hints" in the form of marking letters at the initial stages of training so that cadets learn to focus on those places where a mistake can be made and where you need to be more careful when pronouncing.

The system of teaching correct pronunciation as part of the use of innovative methods and techniques in the process of forming orthoepic competence must necessarily be accompanied by the possibilities of educational resources (namely electronic resources) of "loading" the service of reference information about the variants of a particular pronunciation, orthoepic dictionaries, etc. The teacher should also be able to effectively and quickly correct this information, determine the need to use a particular dictionary for certain educational tasks.

## Conclusion

Thus, it should be noted that as part of the innovative component of the educational environment for the formation of orthoepic competence, online access to such resources was implemented as:

- An online orthoepic dictionary of the Russian language containing such web attachments as "Avanesov's Orthoepic Dictionary", "Reznichenko's Orthoepic Dictionary", "Zarva's Dictionary of Russian Word Stress", "Dictionary of Russian Language Difficulties (Rosenthal, Telenkova)", "Phonetics Handbook", as well as explanatory dictionaries and "Instant spelling test online";
- Online orthoepic dictionary "Phonetics" with a search function for the necessary lexeme with simultaneous phonetic, sound-letter parsing of the word, transcription, rules and examples of pronunciation;
- Pronouncing dictionary. Correct word stress. "Orthoepic", containing more than 130,000 words, as well as a mobile version that provides comfortable access from any device and supports any browser;
- online version T46 of the Orthoepic Dictionary of the Modern Russian Language, equipped with stress, stylistic, and pronunciation marks;





- Orthoepic dictionaries reflecting the rules of literary pronunciation "Literacy", including such web attachments as the audio dictionary "Russian oral", the audio dictionary "We speak correctly", the dictionary of Russian slang, etc.;
- Basic orthoepic dictionaries by S. Ozhegov and N. Shvedova with the online service "Stress Check" and Russian word stress, etc.

These resources, investments and theoretical educational modules, developed within the framework of the discipline "Russian language", formed a search-reference and theoretical block of an innovative training system integrated into the emerging language educational environment, within which cadets of a military university could have stable and quick access to information, search for it locally:

**For example:** Performing the exercise "... An order came to evacuate the population. Be on duty in half an hour. Report to the authorities every hour ...", cadets, before pronouncing each word, can instantly "refresh" the necessary information in their memory using the corresponding online orthoepy service.

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## Practical Study of Foreign Languages in the Process of Distance Learning

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**Annotation:** A computer is a simple and convenient way to access information. The person working with the data should be able to access the data, no matter where it is located, whether in the city or anywhere else in the world. These and other similar problems are now being solved with the help of computers. Computers are rapidly entering every aspect of human life, and their number and range of applications are expanding worldwide.

**Keywords:** communication, distance learning, manual, computer technology, purpose, time zone, potential of teachers, students' ability.

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### Introduction

All of this is having an impact on the education system. Nowadays, it is necessary to change information technologies in order to have a thorough knowledge, because the education system must always be up to date. The modern requirement is a new learning environment, with the help of new information technologies, to be able to study anywhere, to communicate with voluntary educational institutions, and to receive information from anywhere in the world. The Internet can help us with this. Significant changes are taking place in the education system of our country. It is gratifying that distance learning is widely used, especially among various forms of education. It is well known that this method has many advantages. A number of measures are being taken in all universities to implement distance learning techniques and technologies. The development of information technology requires a new approach to the organization of distance learning. Modern models of distance learning are based on communication and network technologies. While these technologies provide users with a wide range of information, they also pose a challenge to their protection.

### Method and materials

Practical study of foreign languages in the process of distance learning is the process of studying and learning on an individual basis, from anywhere, anytime. The main goal of distance education is to create opportunities for students to study in a voluntary educational institution around the world, regardless of where they live, to improve the quality of education, using the potential of professors and teachers in educational institutions, ensuring that they receive education and bringing different forms of education closer together. We all know that the number of students studying distance education is growing all over the world. Distance education and distance learning are similar.

Today, distance learning is developing as a common and convenient form of education in many developed countries of the world. For example, distance learning technology is widely used at the University of Oulu in Finland, the Metropolitan University of London in the United Kingdom, Fontis University in the Netherlands, and the Republic of Korea, where it is effectively used to improve the skills of students and other professionals. It is obvious that this type of education is not



a long-term future for Uzbekistan, which is facing the world. Therefore, it is time to implement some reforms in the educational institutions of Uzbekistan.

Practical study of foreign languages in the process of distance learning is a new type of pedagogical technology that has many advantages. In particular, the high level of mastery as a result of learning without separation from production, the speed of knowledge, the freedom of the student in the learning process, the economic efficiency of education, teaching in the learning process on the basis of audio-video, animation, graphics the ability to objectively assess knowledge, to compare theory with practice, to use the lectures of the world's leading professors and teachers.

### **Result and discussion**

At present, a lot of positive work is being done in our country to educate, train, educate the younger generation, to approach modern information technologies and to teach them to work with new techniques and technologies. The main ones are distance learning techniques and technologies. In this regard, the steps to prepare the younger generation for distance learning can be implemented in the following ways:

In today's world of information technology, distance learning is becoming increasingly important. Because this type of education differs from the existing ones in some creative ways. Distance learning differs from full-time and other forms of education in that it can reach a wide range of people. Distance learning combines the creative features of full-time and part-time education. In this regard, distance learning is one of the most promising forms of education today. In distance learning, the teacher sends the study material to the student via the Internet. Students wishing to take this course can access the website, gain theoretical knowledge, complete practical assignments, and send a response to the teacher via e-mail.

The teacher checks the student's assignment and emails the answer to the student. Gives the necessary instructions if necessary. Students use textbooks, e-libraries, e-textbooks, and video conferencing. Distance learning is independent learning. During the period of independent study, the student develops the ability to think independently, self-control and control. In distance learning, the faster a student masters a given program, the faster he or she will graduate and receive a certificate of completion.

Accordingly, Practical study of foreign languages in the process of distance learning should be based on new technical means of communication and information processing and basic methods of distance learning. This, in turn, allows us to talk about the organization of distance education. Distance education system is a complex complex of hardware, software and methodological tools, including servers and workstations, personal computers, communication tools, general system and network software, management systems of local and centralized knowledge and information banks, training programs and audio and video equipment with the tools to create these programs.

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## Pedagogical Possibilities of Improving Student Learning (In the Example of English)

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**Annotation:** This article analyzes pedagogical possibilities of improving learning activity in students on the example of the English language. Pedagogical technology of the previously designed education-training process includes a system of methods and methods, methodical methods of education, opportunities and means of joint activity of teachers and students, the goal of developing positive personal qualities of students, and guarantees the achievement of final results.

**Keywords:** Pedagogical opportunities, methods of teaching, independence and creative activity, youth characteristics of students, level of preparation, effective methods.

### Introduction:

How to use the methods and methods of traditional education and training in the creation of new pedagogical technologies.

Direct contact with students in the traditional teaching method, oral questioning, taking written assignments, essays, independent work, painting, drawing, making practical works from paper, wood, wool, metal, plastic materials, reciting poems, monologues, etc. We use educational technology in combination with methods and methods. Because any interactive method ("*Discussion*", "*Cluster*", "*Jigsaw*" or "*Working in small groups*"), all require the use of traditional educational methods and methods. You will see the proof of this idea in the third part of the tutorial.

We will briefly touch on the traditional methods and methods that have been used by our teachers and pedagogues and are still used by most teachers in the classroom:

Pedagogical opportunities for improving students' learning activities depend on many factors, among which teaching methods and methods are of crucial importance. Methods and methods help students to consciously and deeply absorb knowledge, develop their independence and creative activity. When choosing teaching methods and methods, the nature of the taught subject, the youth characteristics of children and students, the level of preparation, etc. are taken into account.

The choice of educational methods and methods depends on the problem that the teacher intends to solve in the lesson. That is, if the same method and method is used to describe new material, a different method is used to strengthen it, and different methods are used to generalize the topic. It is very important to choose well-thought-out and effective methods and techniques at different stages of the lesson.

### Material and methods:

Thus, the teaching method is a way of theoretical and practical cognitive activities of teachers and students aimed at fulfilling educational tasks.

Each teaching method has its own task. It fulfills the general pedagogic tasks of stimulating (motivated), educational, educational and perfecting teaching methods. From the methods of



teaching we count teaching methods. We are talking about the method of imparting new knowledge. This method is a collection of methods such as explanation, story, practical training at the university according to its task.

Explanation is a verbal interpretation of certain concepts, events, principles of action. In order to use this method, the teacher must first have a deep knowledge of the scientific content of the subject he teaches, be able to choose the necessary material for the lesson, and determine the effectiveness of the explanation. It is necessary to make foreign language practical classes interesting and meaningful, to know well the psychological characteristics of pupils and students, to be able to attract attention when explaining, and the teacher's speech should be clear and understandable.

The next method of oral narration is a story in a foreign language. A story is a method of covering new material in the form of a message, and it can be used in all classes. When using the story method, it is necessary to ensure its ideological direction, provide a sufficient number of bright and convincing examples, evidence, correct, verified information, state the main idea and important aspects, tell the story in an understandable, simple language, and clearly express the educational material.

University analytical courses are mainly used in upper grades. Because they last longer than the story. A course is one of the methods of expressing knowledge verbally, and it differs from a story by the size of its size, logical construction, and the complexity of figurative proof and generalization.

Pedagogical methods such as oral presentation of the knowledge given during the practical session, holding the attention of students for a long time and activating their thinking, proving, proving, classifying, giving definitions, systematizing, summarizing are used.

It is necessary to think clearly about the training plan and make it technological. There should be a logical coherence in all the paragraphs of the plan, in a coherent statement of the purpose, conclusion and conclusions of each of them. The lesson is read at such a pace that the student can combine all the exercises in the lesson. Therefore, the teacher should distinguish unfamiliar words clearly, and if necessary, repeat them to make it easier to write them down. In order to make the lesson not boring, creating problem situations during the lesson in order to activate the students' thinking has a good pedagogical effect.

Problem-based learning can be organized at different levels according to the complexity of students' learning activities. This is chosen depending on the level of preparation of students and the level of development of thinking ability.

According to Lingvostatistics data, if a teacher knows 2000 lexical items, if he knows 70-80% of the words in the text, he can read the text for familiarization.

Since the teaching of reading is based on texts, the success of education depends on the character of the texts. The linguistic complexity of the text depends on the lexical and grammatical materials in the text. When determining lexical difficulties, it is necessary to take into account words that are unfamiliar to students in the process of reading the text, newly learned lexical units. When determining grammar difficulties, it is necessary to take into account the relationship between compound and simple sentences, the structure of sentences that do not exist in the mother tongue, homonyms and newly learned grammatical materials.

At university, students acquire the basic skills and competencies needed for all types of study. Skills and abilities related to understanding language material.



Language exercises serve to develop such skills and competencies. Also remember language material. Anticipation develops the ability to mentally predict the meaning of language material.

The first level of problem-based learning is self-created problems that arise chronically in different types of lessons and in different situations and await their solution.

At the second level of problem-based education, a problem is created by the teacher and solved by the students. In this case, students observe the method of solving the problem and are in a passive state. They learn problem solving skills.

At the third level of problem-based learning - a problem situation is created by the student and the problem is presented. The solution is found independently by the students. Students take an active part in this and develop independent and creative thinking reflexes.

At the fourth level of the problem-based learning technology, students organize both the problem situation and the solution of the problem themselves. They learn to see the existing problem in the subject and find its solution independently. This is the highest level of problem-based learning. Because students learn to think creatively. In this case, students are very active. The teacher acts as an observer and sometimes as a guide.

### Conclusion:

In general, the effectiveness of education can be achieved when using educational technologies together with traditional methods of teaching interactive methods.

Many factors affect the organization of problematic educational technology. Therefore, the teacher will not be able to organize it whenever he wants. Special conditions are required for the organization of problem-based education, especially for the application of the third and fourth levels.

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## Sentence Grammar

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**Annotation:** This article will focus on the grammar of the word, in particular its syntax. In World linguistics, the grammatical nature of linguistic units was divided not by the immanent state, but by the recognition that the speech situation in which these units were applied, the possibility of reaching new conclusions by studying within the framework of a particular text. In this sense, the study of both a sentence and its types within the framework of a particular text, the identification of communicative-pragmatic and linguopoietic features, the disclosure of the linguopoietic possibilities of other sentences, the establishment of the place of an extract sentence in the system of joint sentences by the example of national languages is one of the urgent issues in linguistics.

**Keywords:** grammar of the word besides, grammatical nature of linguistic units, types of speech besides, an extract sentence, an extract sentence without its own, an adverb sentence.

In World linguistics, interest in the linguistic nature of extraneous speech grammar (syntax), an extract from other types of speech, assimilation and an extract that is not his own has never faded away. Recently, there has been an increasing number of studies on other types of speech, the problem of its placement in the structure of the text has been coming from the focus of researchers for a long time. In the study of language, great attention is paid in general linguistics to determining the structural structure of the text and its specific types of speech in the anthropocentric plan, to revealing the pragmatic and linguopoietic features of other statements.

Although a number of advances have been made in the study of different levels of linguistics, there are still many tasks that should be carried out flawlessly. One of these is the question of studying the syntax and linguopoetics of another sentence in the Uzbek language, and some work has been done on this issue in linguistics. But in them, the methods of bringing other sentences into the literary text, the communicative-syntactic and linguopoietic possibilities of the manifestations of speech are not sufficiently defined. These processes were studied separately in Russian linguistics. It is clear that it is difficult to imagine the development of education without a more in-depth study of the specific Teran laws of the language, without impartial interpretations of aspects inherent in its immediate nature. Therefore, all manifestations of the expression of a sentence and their peculiarities require special study as a separate object of study and, of course, within the framework of the text.

It is known that language forms the basis of the formation of a personality society. As the great thinker Alisher Navoi found and said, "the man who spoke to you is a loser, know that there is no guarantor of ondin". Linguist N. Mahmudov the following thoughts of in this regard are noteworthy: "language is a bemisl tool that stands at the base of the folk way of thinking, allows you to understand the SYNO of the universe and mean it to future generations, and keeps the unrivaled power in the depths of the soul of the people healthy. The national identity of each nation is manifested, first of all, in its language. In the nature and logic of the Uzbek language, the sage, level, reserve of perception and thinking style of our people have found their embodiment... In fact,





the sign that made a person a person, brought him to the throne of culture is also a factor, first of all, a fact that is recognized as a language.”

After this statement of his thoughts, N. Mahmudov became a prominent linguist A. Rustamov said of the language thanks to the following: "every child who comes into the world needs to know a lot in order to become a real person. He learns by seeing and hearing and reading the knowledge he needs. Learning to hear and read takes place through language and its possibilities are endless. If, without language, the liveliness of each person was based on his own experience, man would have lived this way, how the animal lives to this day, and would not have achieved today's material and spiritual progress. The first educational importance of language is that thanks to language, the knowledge generated in each of the members of society becomes popular, allowing it to be developed by the majority. Thanks to the language beyond IT, knowledge is left orally or in writing from generation to generation, as a result of which the new generation continues the work of the past generation, without starting anew. With this, progress is ensured again.” huge connoisseur of the science of language. In these reflections of A. Rustamov, the role of language in the development of mankind, received knowledge among people, the participation of language in ensuring the succession of knowledge, in particular, the natural cooperation of one's own and other knowledge in the means of language, found its clear expression.

Of course, as a member of any society, each individual forms, creates and develops his knowledge, relying on the knowledge of those before him, he naturally turns to the knowledge of others. Knowledge is a product of experience, the effect of research on the way to know the world is manifested in the form of texts in oral or written form. Already, prof. Sh. Rahmatullaev paid special attention to, the process of using existing phenomena and rules for their use in the speech – brain, in the memory of the language, the derivative of this process, the derivative of the speech process is referred to as tekst – text.

It means that only the author himself is involved in the text, as well as a speech or a speech fragment that does not belong to him, that is, the cooperation of one's own sentence with another occurs. This is especially widely observed in scientific text. N. Mahmudov noted separately and correctly, “there can be not only a scientific text consisting of the author's own speech, as it means, his own opinion, but also inevitably and compulsorily another's statement is involved in the scientific text. Naturally, in the text “his own”, “his speech” and “his own”, “his speech” cooperate in different forms and manifestations, in different ways, of course, in this “his own”, “his speech” appear as primary, leading, basis, while “his own”, “his speech” are in secondary, auxiliary status. In the interpretations of intertextuality, in the main cases, such concepts as “own”, “self's speech”, “self's speech”, “voice of oneself” and such concepts as “own”, “speech of another”, “speech of another”, “voice of another” contradict each other, and this phenomenon is explained in the manner of dialogue, cooperation between these two types of concepts”. Naturally, the relationship between one's own speech and another is observed in any text, except for the scientific one. But, without a doubt, in accordance with the main goal of the scientific text, that is, the purpose of creating, accumulating and generalizing knowledge, there will be a significantly greater need for what another is saying in it.

Of course, one's own statement belongs to the author of the text, and another does not belong to the author of the text, in this respect they contradict each other. But they collaborate in the objective, complete and clear, clear and objective expression of the text. It should be noted in this place that the mutual contradiction of one's own and another sentence, at the same time their cooperation, will be specific according to the types of text, differ.



In the science of philology, the need to distinguish between non-literary and artistic types of texts, first of all, is recognized, since they differ from each other in essence. He seriously studied the linguopoetics of the literary text M. Yuldashev reasonably notes that "it is necessary to distinguish between two opposite types of texts, based on which of the two most important tasks of the language in the purpose-essence of the text – communicative task or aesthetic task – leadership, i.e. 1) literary text and 2) non-literary text. The main goal is to say that a text that is led by a communicative task in its essence is a non-literary text, and a text that is led by an aesthetic task in its essence is a literary text."

There are, naturally, different manifestations of the introduction of another's sentence into the composition of one's sentence, that is, into one's own text, which belongs to another, accordingly, in linguistics a number of types of another sentence are distinguished. Of course, text type also plays a decisive role in this, which means that the type of text naturally decides which of these views to choose. There is no need to sit, for example, proving that both the status and the purpose-task of another sentence in a scientific text, which is one of the typical manifestations of a non-literary text, are different from those in a literary text. If we take a quote (citation), which is considered one of the manifestations of the inclusion of a sentence in a text, it can be seen that citation is, above all, a phenomenon characteristic of a scientific text. N. Mahmudov argues that "in any text there are different forms of bringing previous or old knowledge-experiences into the text", that "knowledge-experiences acquired by others before the text-maker participate in certain forms", that "recognition and recording of this is one of the principles of morality", that "among these forms, the citation occupies an extraordinary special place." At the same time, he again notes the following points: "today it is impossible to imagine the content of a scientific text without quotes. As the researchers noted, the quote is a direct organizer of the language of modern science, an equal element of modern scientific text composition. It is also true that citations have become a characteristic indicator of scientific texts, especially today. But since a scientific text is created, it is appropriate to give in to an inappropriate, Huda-vain "quotation" is also not correct, since the quote is not just a view, but an important essence. Finding one's own necessary place in the structure of the scientific text of the quote, in accordance with the scientific goal, is one of the prerequisites for its application in a state that serves the content of new knowledge." In a literary text, however, the citation is applied with artistic purposes and is not as common as in a scientific text. It should also be said that, for example, an extract from oneself, which is counted from the methods of bringing another sentence into the text, is characteristic only of a literary text, and such a type of speech is practically not used in a scientific or official text.

It is also worth mentioning that it is not advisable to interpret a statement as a grammatical phenomenon alone. The concept of a sentence cannot be assessed only from a grammatical point of view, in fact it is a text-specific concept, which means that it cannot be studied only within the framework of a sentence.

It should be noted that the meaning expressed by the word speech in the concepts of "one's own speech" and "another sentence" does not have a direct grammatical essence, in these expressions one's own speech and another's speech are meant. The meaning of the word sentence in them is completely different from that in terms such as "Darak gap", "interrogative sentence", "exclamation sentence", "simple sentence", "joint sentence". The basis of the difference between one's own and another sentence is in the subjects to which they belong. On top of that, what we say is not just a grammatical sentence, they can also contain several sentences, already in Russian linguistics the terms "Чужая речь", "своя (собственная) речь" are used for these concepts.

At the moment, especially in a work of art, the text belongs in its integrity to a specific author, which means that the statement of another, expressed in various manifestations, is also actually the



creator author himself. N.L. Baydikova separately noted, the concept of "speech to oneself" is absolutely conditional, since the work is essentially the author's speech in its integrity. But in the work of art, the author draws the characteristic of his tissue characters, including speech ones. In this place, another speech is understood as the speech of the heroes given by the author".

The text, naturally, is entered in accordance with the various communicative, expressive, emotional, poetic and other goals of the speaker. Researchers of the Russian language note in the text the following tasks of extraterrestrial constructions: communicative, appellative, poetic, emotive (expressive), phatic, metatit.

That is why the opposite relationship between one's own and another sentence cannot be studied only in the grammatical aspect. But it should not be forgotten that grammar cannot be completely abandoned in the study of language phenomena. Russian linguist I.I. Popova reasonably noted, "in the work of recent years, the approach to speech from a grammatical point of view has noticeably weakened, the purely linguistic signs of a statement are overlooked," which, of course, are not expedient. The study of speech and its types in cognitive, pragmatic, communicative and linguopoietic aspects, as well as as the organizer of a holistic text, provides an opportunity to fully reveal the essence of this phenomenon. It would seem that it is not very expedient to connect "speech to oneself" (speech to oneself) only with a "communicative strategy", communicative intention, purpose, to completely remove from attention a very large stylistic and linguopoietic potential in it.

The speaker is not limited to one's own speech, that is, storytelling, in the process of expressing thought. It also uses what others say with its place, based on its communicative purpose, speech process, topic of conversation, the possibility of existing artistic or non-verbal expression. Understood under the term speech is a new, semantic-structurally formed, stylistic or linguopoietic value, which is included in the speech of the speaker or writer of the speech of others. In our language, the specificity of devices with the participation of another sentence depends on their composition, structure, what task they are characterized to perform in the process of communication, linguopoietic value, and even prosody, on the form of speech. The possibilities of expression of thoughts of the speaker and writer in oral and written speech are endless. Depending on the communicative purpose of the speaker or writer, the speech situation, non-linguistic factors, the ways of giving his own speech also vary. Depending on what the communicative purpose of the speaker is, different manifestations of the sentence occur.

The problem of speech has been studied in different linguistics since different times.

The first edition of Fitrat was carried out in 1924 "an experiment on the regulation of the Uzbek language. The second book: Haxb explains one of the punctuation marks ("signs of standing") – quotation marks ("quotes"), and gives the rule that "if a writer is considered important by a writer, the writer tells the words of another person among himself, if there are nouns and terms that are not easy to understand, these are quotes." As it turned out, when the scientist said "the writer tells the story of another person among themselves," he meant another sentence, in particular, the type of his extract sentence.

Different approaches to naming other types of speech and determining what manifestations they are characteristic of speech, as well as about the verbs used in them, are also prominent in these studies on Turkic languages.

In Uzbek linguistics, a special scientific study of this topic began in the first half of the last century, when the works created during this period initially focused more on the relationship of excerpt



sentences and compound sentences, and it was noted that there are two types of statements – an extract and an appropriation sentence.

One of the relatively detailed scientific considerations about the sentence and its types is prof. M. Askarova to. In the textbook “modern Uzbek language”, published in 1961 in collaboration with prof. A. Gulomov, such information is given under the heading “extract and mastering sentences”: “the Speaker does not always describe in his opinion, he sometimes uses what he says in his speech. Other words come in different ways the main types of these are three types: 1) an extract sentence, 2) an extract sentence that is not your own, 3) an appropriation sentence”. But in the revised and supplemented third edition of this textbook, for some reason, only 1) an extract and 2) an adverb are noted as the main types of a sentence.

It is also impossible to agree with the opinions of this researcher about the interpretation of the “interjection sentence”, this type of non-statement view is more close to quoting an other sentence or bringing it into the text in a non-citation way. For example, this can be seen in the following examples: huv wise barefoot, as he said, “I came from this path, let me go this way!”(Free Member. "Paradise is where it is“) the air is gentle, gentle, as the poet said, ”he will no longer burn, the glitter is only”.(Free Member ."Writer") in addition, as one of our teachers wrote, Love beautifies a person. (Khurshid Dostmuhammad” I – without you, you – without me”) as the Old Ones say, would we be apricots with apples. (Sh. Khalmirzaev. "Arosat”) at the same time, the expression "interjection sentence" is also not suitable for the same situation, since, as can be seen from these examples, the relationship of similarity, conformity is clearly expressed, and not interjection between a sentence and a construction that brings it into the text. Nevertheless, the bold and original reflections of the scientist on these issues testify to the great importance of a consistent study of this topic.

The problem of a statement and its expression in the structure of the text has not come out of the attention of researchers since many times in various linguistics around the world. For example, M, which has a special place in World philology. Researchers refer a lot to M. Bakhtin's thoughts on this matter. His in 1929 In his book, published under the name V.N. Voloshinov, the problem of speech and text is covered in a fairly wide range. The outstanding scientist notes: "a sentence is a speech within a speech, a sentence within a sentence, but it is also a speech about a speech, a sentence about a sentence.” He says that learning them is flawlessly effective, as long as he emphasizes the existence of syntactic templates such as an extract of another sentence, an adverb, an extract that is not his own, as well as their different manifestations. M.M. Bakhtin himself notes that previous researchers have studied another sentence by completely separating it from his sentence, which is their main mistake. It should be noted that extract sentences that do not contain their own appear as a composite Berk view, which can be divided by maintaining the structure of the text and the integrity of the meaning. In this case it is possible to speak of a complex syntactic whole, on the other hand, non-self-explanatory statements appear as a compositionally non-closed view of the text that caused us not to apply the term above.

Researchers note that extracts and mastering sentences from the main manifestations of a sentence apply in all task styles, but serve different purposes. They emphasize that at the same time, citation is observed in a direct scientific style as a way to bring another's speech into the author's text with a scientific purpose, literally, accurately and with a clear indication of its source.

Reflecting on the different manifestations of the “introduction” of one's own and another sentence, some researchers note that citation is within these manifestations, but they also do not bypass the differences between them, they argue: “although it is not always possible to clearly define the border between citation and other ways of expressing another sentence, there are certain differences



between them. These differences relate to grammatical, functional, semantic and pragmatic aspects.” Therefore, since the question of the expression of a sentence in a literary text is studied, it is advisable not to dwell on the problem of citation in detail in this place, this issue can be the subject of a separate study.

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