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CONTENTS

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GIVING PARTICLES IN TRANSLATING UZBEK TEXTS INTO ENGLISH
(On the example of A. Kadyri's novel "Days Gone By")

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Annotatsiya. Maqolada o'zbek va ingliz tillarida yuklamalarning leksik-semantik hamda funksional-stilistik xususiyatlari, uning tarjimada aks etishi haqida so'z yuritilgan. O'zbek tilidagi matnlarni ingliz tiliga o'girishda yuklamalarning berilishi bilan bog`liq muammolar A.Qodiriyning "O'tkan kunlar" romani tarjimasi misolida o'rganilib, ayrim tavsiyalar ilgari surilgan.

Kalit so'zlar: yuklama, yordamchi so'zlar, bog`lovchi, ko'makchi, roman, Abdulla Qodiriy, "O'tkan kunlar", tarjima, adekvatlik, grammatika.

Аннотация: В статье рассматриваются лексико-семантические и функционально-стилистические особенности частиц в узбекском и английском языках, и их отражения при переводе. Проблемы, связанные с частицами при переводе узбекских текстов на английский язык, были изучены на примере перевода романа А. Кадыри "Минувшие дни", а также даны некоторые рекомендации.

Ключевые слова: частица, вспомогательные слова, связывающие, предлоги, роман, Абдулла Кадири, "Минувшие дни", перевод, адекватность, грамматика.

Abstract. The article discusses the lexical-semantic and functional-stylistic features of particles in Uzbek and English, its reflection in translation. Problems related to the translation of Uzbek texts into English studied on the example of the translation of A. Kadyri's novel "Days Gone By" and some recommendations have been made.

Keywords: particle, auxiliary words, connecting, auxiliary, novel, Abdullah Qadiri, "Days Gone By", translation, adequacy, grammar.

Introduction. It is known that the famous Uzbek writer Abdullah Qodiri's famous novel "O'tkan kunlar" has been translated into many languages. In 2018, American translator Carol Ermakova translated it into English once again through Russian under the name "Days Gone By".

In the creation of the text of this work, it can be observed that A. Kadyri used a number of lexical and grammatical devices, as well as particles. For example, the following passage from the first part of the work uses the defining particle "xuddi": "Men o'risning idora ishlarini ko'rib, o'z idoramizning **xudda** bir o'yinchiq bo'lg`anlig`ini iqror etishka majbur bo'ldim..." This passage has been translated into English as follows: "I was forced to admit that, in comparison to administrative order among the Russians, our principles seem naught but poultry playthings…"

Material and methods. In English, words such as *just, right, exactly, precisely* are called «Specifying particles» and in Uzbek, they correspond in meaning and function to the *xuddi, naq* defining particles. However, the *xuddi*particle in Uzbek above is not provided with any of the above particles available in English. However, in the text there is but - «Emphatic or intensifying particle». It is also noteworthy that the word "xuddi" is given in the form of "xudda" in the old Uzbek language. The following example confirms this idea:

In original: – Yuzicho'ziqroq, chakkasi siqiqroq choldir.

– **Xudda** o'zi. (1, 176).

In translation: "With the longish face, sunken temples?"

"The very same" (2, 166).

In the text of the given translation, the defining particle "xuddi" is given in English with a particle *very*.

In the next passage, it is noted that the particle "xudda" is used with the particle "ham": "Uzoq-yaqin xotinlarning "Hoy, O'zbek oyimning marg`ilonliq kelini ham kelibdur, xudda to'tining bolasi emish. Yuringlar, bir ko'raylik", degan so'zlari eshitilgandek bo'ldi". (1, 304).

Translation: "She fancied she already heard voices from **all** sides: "Have you heard?! The Margilan bride is visiting Uzbekayim! Such a beauty! As pretty as parrot's chick! Let's go and admire her!" (2, 279).

Apparently, **ham** the emphatic or intensifying particle that actually exists is not expressed in the translation. The word **Xudda** is given in translation by the conjunction *as… as* - *dek, kabi, singari.*The word *all* in the translation text is used here not as a particle because it comes from the phrase «*from all sides*», but as a form of adverb "har tomondan".

It is known that in Uzbek the word «go'yo» comes as a conjunction. If he connects more than one simple sentence to each other on the basis of a subordinate relation to each other by comparison, analogy, comparison, the following comes at the beginning of the sentence and the following is considered to be the connecting comparative connectors. It can also precede a word in an independent category in various senses, such as analogy, suspicion, conjecture, insecurity, in a simple sentence. Although it is sometimes replaced by the word *xuddi*, it is seen as a conjunction, not a particle. For example: "Uch-to'rt kun **go'yo** bu kun-erta Saodatka uylanaturg`an kabi hovliqib ham yurdim". (1, 198).

Translation: "For some time, I floated in the euphoria of my success, **and** I was as flustered **as if** I were to marry Saodat the very next day". (2, 185).

Indeed, even in the translation of the above sentence, the fact that the word **go'yo** is given by the conjunction **as if** (go'yoki) can confirm this. In the text, the particle is **ham ham** expressed by the conjunction **and**.

In Uzbek, the word *faqat* and the suffix *-gina* are delimiter particles. In the following passage from the novel "Days Gone By", it is observed that they are both used in the same text: "Eshitkandek bo'lg`an bo'lsang **ham** bu so'z chindir, – dedi qutidor, – nega desang, xatining mazmunidan **ham** onglashiladirkim, bu ikkinchi uylanishka Otabek butunlay qarshi bo'lib, **faqat** bu gap qudalaringning**gina** ishlaridir. (1, 145).

Translation: "Well, since you heard it yourself, then it is evidently the truth," said Kutidor. "And as such, it is clear that Atabek is not at all inclined to marry a second time, that is his parents have contrived the whole thing". (2, 136).

Apparently, the word *faqat* is used in the singular and alone meaning to distinguish and limit the combination of "bu gap" and the word "qudalar" in the sentence, in addition to its meaning, to distinguish it from other words. and the *«-gina»* suffix is not given in English by any of the ***«Limiting particles» – even, only, merely, barely, almost, nearly, scarcely, hardly, solely, just, but, alone.***The text of the translation contains only the particle **«all».** It can actually replace the "ham" particle. But in the text quoted, it formed the phrase in the form **«at all»** and used it as a form of speech. It usually serves to turn divisive sentences into negative sentences by adding a negative particle. In particular, in the part of the text «Atabek is not at all inclined to marry a second time», that is, "bu ikkinchi uylanishka Otabek butunlay qarshi bo'lib", the phrase **«at all»** has served a similar function. The *faqat* particle is omitted in the translation.

The next text contains two types of meanings of particles in Uzbek language at once. One is the *«-mi»* interrogative particle in the form of an suffix to words, and the other is the "*axir*" augmentative-accusative particle. Even the *«-mi»* particle is used in more than one place. For example: "Tag`in O'zbek oyimning rangi o'chkan, qoni qochqan: tovoqni kosaga, cho'michni piyolaga urib dodi faryod: "Siz ota**mi**siz, nimasiz **axir**, o'g`lingizni tiyib olish sira esingizga keladi**mi**? O'g`lingizning bu ishi bechiz emas: marg`ilonliq sihr qildi**mi**, jodu qildi**mi**, haytovur siz shu yo'sunda yuruy bersangiz, erta-indin o'g`uldan ajralasiz. Bu kalvak o'g`lingiz marg`ilonliqning eshigida qul bo'lib yotib oladir..." (1, 132).

Translation: "Uzbekayim's**very** blood boiled in her veins. She clattered the crockery in a rage, squalling throughout the house: "Who are you, husband? Are you your son's father or not?! You have **not** the slightest intention to bringing him to heel! Can you **not** see the Margilan wench has bewitched our son, so beguiled him that he – the fool! – shall soon be her slave and lie on her door steps! (2, 125).

Discussions. Like the Uzbek language, there is a special group of Emphatic or intensifying particles in English, which serves to reinforce the idea expressed in the sentence.*Very* like *even, yet, still, all, just, simply, never, but, only, quite, too* as one of such words, as *hatto, hattoki, nahotki, axir, ham*corresponds to the Uzbek Emphatic or intensifying particles used in gradation.However, the word very is not used here as an alternative to the word *axir*. The translation *axir*particle has been dropped. Also, the above text translation retains the feature of forming the interrogative sentence, which is specific to the function of the interrogative particle "*-mi*" in the Uzbek language, as well as the meaning of expressing assumptions and suspicions. The negative meaning of this particle is given by the particle of *not* - (Negative particle).

Sometimes the negative preposition *«not»* - (Negative particle) in the Uzbek language can express in translation the incomplete verb "*emas*" denoting negation and the accusative particle «-da» added to it: "– Kuyavingizning rizolig`i bo'lmasa xudo xayrini bersin, vassalom.

– Gap unda **emas-da**, – dedi kulib qutidor. (1, 145)

Translation: "Well, if he is opposed – and may Allah be praised – then what is there to talk about?"

"That is **not** the point," smirked Kutidor. (2,136)

It is known from the plot of « Days Gone By « that when Yusufbek Haji and his Uzbekoyim`s only son Otabek went to Margilan for business, he saw Kumush by chance and married her. Uzbekoyim, the mother of the groom, who intends to enjoy the service, is upset. It is observed that the writer used more Emphatic or intensifying particles in revealing this state of affairs. This can be seen in the following dialogue between mother and son:– Biz sani Marg`ilon andisiga bunchalik mukkadan ketishingni o'ylamag`an edik, adabsiz... o'zingga qolsa shu marg`ilonliqni xoting`a hisoblab ketaberar ekansan-**da**, uyatsiz!..

Otabek **ham** qizishdi:

– Xotin bo'lmasanima, **axir**?! (1, 135)

Translation: "…How could we ever imagine you would hitch yourself to some Margilan wench, you shameless wastrel!"

Atabek flared **too**:

–"Well, who is she to me, if not wife?"

In English, *too* particle belonging to the group of Connecting particles can be an alternative to Emphatic or intensifying particles in Uzbek. Therefore, in the translation of the above passage, the phrase "Otabek **ham** qizishdi" is given as «Atabek flared **too**». Otabek's "Xotin bo'lmasa nima, **axir**?!" Sentences given as "Well, who is she to me, if not wife?" it is obvious that the word "axir" is replaced by the word «well».

Results. Most of the particles as additives in the Uzbek language belong to the Emphatic or intensifying particles. One of them is the particle «-ku», which often serves to confirm the correctness and authenticity of the event expressed in the sentence, to reinforce the idea, and to emphasize the word to which it is added. For example: "Nihoyat, miyam shishib Saodatning uyi yaqinida bo'lg`an bir yong`oqning soyasida o'lturg`an edim, sovchim chiqib qoldi-**ku**: yuragim orqamg`a tortib ketdi". (1, 201)

In fact, the **"-ku"** Emphatic or intensifying particle was used to emphasize a sudden, unexpected reality. But there is no lexical or grammatical unit in the translation that fits this particle:"At long last, as I stood there skulking in the shade of walnut tree, my matchmaker appeared. My heart stopped". (2, 186).

However, the above situation is not fixed, and it is observed that the Emphatic or intensifying particle*»-ku»* used in the original is given in the translation with essentially alternative *«even, but»* particles. For example:

Original: "Bu chiqg`uchilar garchi qutidorning iti haqida bo'lsa-da, bir ma'lumot beralar-**ku**, deb o'yladi va ularga etib olish uchun adimlarini kengaytirdi". (1, 219-220).

Translation: "These two men were in the house, maybe they will say something, *even* if it is *but* a word about Kutidor's dog!" thought he, and quickened his steps to catch up with them". (2, 206).

The fact is that the amount of particles used in the original and the translation may not match. Let's say the original text of the following dialogue involved five different types of downloads in six places. These are:

-mi – as suffix of augmentative-accusativeparticle;

-ku – as suffix of emphatic or intensifying particle;

-da – as suffix of emphatic or intensifying particle;

ham – as word of emphatic or intensifying particle(used twice);

axir – as word of emphatic or intensifying particle.

Original text: " – Nima, juvonga **ham** to'y boshqa, nikoh boshqa bo'lar**mi**di? Bordi-keldi bitta juvon qizi bor-**ku**, munga to'yni boshqa, nikohni boshqa qilamiz deganiga hayronman.

– **Axir** qutidor **ham** boobro' odam-**da**, — dedi birinchi kishi". (1, 220).

Translation of this abstract: "Well, why celebrate them separately? After ***all***, she is no maiden. It's ***only*** young girls who celebrate the nikokh and the wedding feast. She has already been wed. indeed, it is a wonder her father demanded we mark the nikokh and the wedding separately".

"Do not forget, Kutidor is a respected citizen here," continued the first". (2, 206).

It can be seen that in translation, the meaning and tone of the *"-mi"* augmentative-accusative particle is expressed using the "why" interrogative pronoun. However, in Uzbek, either interrogative pronouns or interrogative particles are used to form interrogative sentences.

The original meaning of the five downloads is expressed by the English *«all»* and *«only»* particles.

It can also be said that although some type of loading is not used in the original of some texts, it is observed that no particle is given in the translation. For example:"Uncha-muncha narsani ayamag`anim uchun bo'lsa kerak, tez zamonda **go'yo** Saodatlar oilasining boshlig`i holini olib qoldim". (1, 198).

Translation: "Before long, I found myself in the role of head of the household: I took care of them and nothing was ***too*** much trouble for me". (2, 185).

Although the word does not actually exist in accordance with the ***"too"***particle used in the text of this translation, it does have a emphatic or intensifying meaning and tone specific to that part of the content.

Or another example: "Men bo'lsa **go'yo** atlas emas, quchoqlang`uchi o'zim bo'lg`andek kayflanar edim". (1, 197).

Translation: "I was in a state of bliss, as though it were not the atlas **but** me she was holding to her chest. (2, 184).

Conclusion. The particle *but* was also used in this text, but in fact the original text does not contain a corresponding word. In general, such a scene can be observed a lot. The ***"as though"*** conjunction is used in the translation to express the word **go'yo**. After all, in English, too, there are conjunctions with analogous adverbs, in which the preposition and adverbs are connected by conjunctions *as if/ as though – xuddiki, go'yoki.*

In conclusion, giving particles in the translation of Uzbek texts into English has its own peculiarities. At the same time, this peculiarity is observed in the process of translating English texts into Uzbek.

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SPECIFIC FEATURES IN THE INTERPRETATION OF THUNDER IN FRENCH AND UZBEK LANGUAGE AND LITERATURE

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Annotasiya: Maqolada fransuz hamda o'zbek tili va adabiyotida momaqaldiroq, chaqmoq, chaqin, yashin singari tabiat hodisalarining badiiy talqiniga xos xususiyatlar haqida so'z yuritilgan. Ular yonish harakatli tabiat hodisalaridan biri ekani, lug`atlarda yaqin va farqli xususiyatlari izohlab berilgani, nutqda sinonimlik, uyadoshlik, omonimlik kasb etishi, denotativ va konotativ ma'nolarda talqin qilinishi ko'rsatilgan. Bu hodisalar bilan bog`liqlikda kelib chiqqan so'z va so'z birikmalari alohida tizimni tashkil qilishi, har biri o'ziga xos semantik, morfologik va stilistik xususiyatlarda namoyon bo'lishi yoritilgan.

Kalit so'zlar: tabiat, tabiiy hodisalar, momaqaldiroq, chaqmoq, chaqin, yashin, she'r, shoir, sinonim, omonim.

Аннотация. В статье рассматриваются особенности художественной интерпретации таких природных явлений, как гром, молния, гроза, грохот во французской и узбекской литературе. Они показывают, что горение является одним из явлений природы, что его близкие и отличительные черты объясняются в словарях, что оно приобретает синонимию, гипонимию, омонимию в речи, а так интерпретируется в денотативном и коннотативном смыслах. Объясняется, что слова и словосочетания, возникающие в связи с этими явлениями, образуют отдельную систему, каждая из которых проявляется в своих смысловых, морфологических и стилистических особенностях.

Ключевые слова: природа, природные явления, гром, молния, гроза, грохот, поэзия, поэт, синоним, омоним.

Abstract. The article deals with the peculiarities of the literary interpretation of natural phenomena such as thunder, lightning, thunderbolt, thunderstorm in French and Uzbek languages and literature. They show that combustion is one of the phenomena of acting nature, that its similarities and differences are explained in dictionaries, that speech acquires synonymy, one-layerness, homonymy, and that it is interpreted in denotative and connotative senses. It is explained that the words and phrases that occur in connection with these phenomena form a separate system, each of which manifests itself in its own semantic, morphological and stylistic features.

Keywords: nature, natural phenomena, thunder, lightning, thunderbolt, thunderstorm, poetry, poet, synonym, homonym.

Introduction: Thunder is one of the natural phenomena that occurs in the sky under the influence of the collision of thick black clouds and is manifested by the action of combustion in Uzbek, its other names are "chaqmoq, chaqin, yashin, momoguldurak, guldurak, guldurmomo".

All nations have their own mythological notions about thunder. In particular, the mythological views of thunder have a special place in the system of mythological views of the Uzbek people related to natural phenomena and disasters. Such views were first interpreted in relation to the female and then to the male image. For example, the name "Guldurmomo" is used among our people to describe thunder. In particular, the spring thunder is called so. Its origins go back to the mythical views of our people about the events of spring and autumn. "Guldurmomo" is interpreted as a servant of "Bahoroy". She is an old woman dressed in a white cloth and is said to live above the clouds in the sky. [1] When "Guldurmomo", "Bahoroy" wakes up, the sound made when he knocks on his bed and carpets is a thunderstorm, which explains the formation of mushroom (fungus) on the ground.

In the mythology of the Turkic peoples, the thunder is also interpreted in connection with the name of the son-in-law of our Prophet, Hazrat Ali, who is considered to be the owner of the forces of nature. It is said that the sound coming from the wheels of the chariot that joined them as he rode with his racehorses in the sky is said to create thunder.

Interestingly, the mythical interpretations of the phenomena of thunder, lightning, and flash are separate. For example, in world mythology, lightning is

interpreted as the pursuit of evil spirits. It is believed that it is formed by the heavenly god chasing evil spirits on earth and sending fire to the trees where they are hidden. Lightning, on the other hand, was thought to be God's arrows fired at the devils.

In the celestial myths of the Turkic peoples of Central Asia, when a little angel, the ruler of the clouds in the thunder and lightning sky, was about to experience a drought, it is said to come from the trail and sound of the whip in his hand as he strikes to gather the clouds together, again from his loud shouts at the devils who are obstructing the path of the clouds, from the sound and fire from the arrows he fires.

Material and methods. In general, it is understood that the view of thunder and lightning as arrows fired at the devil, the wicked, in speech sometimes connects hatred with the word lightning, such as "the lightning of hatred in the eyes", giving rise to the use of figurative expressions.

If we look at the "Explanatory Dictionary of the Uzbek language", we can see that they have a similarity in the interpretation of the words *momoqaldiroq, yashin, chaqmoq, chaqin*. Including:

momoqaldiroq – chaqmoq chaqib, elektr razryadi – yashin bilan kuzatiladigan, qisqa vaqt davom etadadigan atmosfera hodisasi, portlash to'lqini; [2]

yashin – atmosferada bulutlararo yokii bulutlar bilan yer sirti orasida paydo bo'ladigan juda kuchli oniy elektr uchquni; chaqmoq;

chaqmoq – atmosferaviy elektr razryadi, chaqin;

chaqin – **o't, o't uchquni.**

Based on the presented explanations, the reasons for the inclusion of words that denote the phenomena of *momaqaldiroq, yashin, chaqmoq, chaqin* in a slot can be seen as follows: a) that all are phenomena of a short duration of time; B) possession of an electric charge; C) possession of a fire spark.

It is known that when a thunderstorm occurs, a very loud rumbling sound is heard. For this reason, the phenomenon of thunder is also called "guldurmomo" or "guldurak" in the vernacular. "Thunder" is the name given to the sound of a thunderbolt, which means that it is named after a synecdoche (part of a whole).

The fact that the thunder is also mentioned in the above comment as a "blast wave" is an indication of its soundness. It is on the basis of the words that describe the events of *yashin, chaqmoq, chaqin* that they create one-layerness. But the reason they are called by different names, in our opinion, is that they are sometimes observed with or without sound. For example, *momaqaldiroq, chaqmoq, chaqin* are with sound, and flashing and *yashin* occur without sound, only flashing. That's why it's called a flash of lightning. *Momaqaldiroq, chaqmoq, chaqin* comesfirst as a flash, and then the sound is heard.

Lightning and flash phenomena occur very quickly, unexpectedly, in the people's language, adaptive compounds such as "*yashin tezlikda*", "*chaqmoq tezligida*" are formed, and they express the sign of movement of a fast-moving person and things, serve as a case.

Discussions. The combination of "night lightning" is often used in speech because of the fact that lightning in the night sky is both frightening, attractive, and bright. The French poet Pierre Reverdy (1889-1960) 's poem "Naissance a l'orage" – "The Birth of a Storm" – also speaks of "night lightning":

Toute la face ronde
Au coin sombre du cielL'epee
La mappemonde
Sous les rideaux de l'air
Des paupieres plus longues
Dans la chambre a l'envers
Un nuage s'effondre
La nuit sort d'un éclair.

This poem was translated from French into Uzbek by Azam Obidov as follows:

Zim-ziyo samoning burchi ham
Bori yuz aylanar dam-badam
Bir qilich
Yarim shar kartasi
Ostida Havoning pardasin
Juda ham soliqdir qabog`i
Yorishar xonaning u yog`i
Bir bulut qulaydi nogahon
Chaqmoqdan tun chiqar shu zamon.

In the poem, the sky the "qovog'i soliq" air curtain, the cloud, the word lightning, in the sense of closeness and one-layerness, created the art of tanosib. Lightning flashes at night and illuminates the surroundings for a while, but as it goes out, the night becomes more dark. In the poem, the poet says that "chaqmoqdan tun chiqar" and refers to this reality, as well as contradicts the concepts of light and darkness, life and death on the basis of internal logic.

It is known that the word "чақмоқ" in the Uzbek language is a homonymous word in terms of form and meaning. It creates homonymy within three word groups:

chaqmoq – noun, the name of a natural phenomenon;

chaqmoq – noun, a fire starting;

chaqmoq – noun, the name of the type of sugar: **chaqmoq qand** (the rectangular shape of each piece);

chaqmoq – verb, name of action: a) biting or beating the seeds of pistachios, almonds, walnuts and similar hard-shelled fruits or some wet fruits; b) to break a solid object, to break it into pieces; to crumble; c) hitting, rubbing and firing on each other; to burn;g) biting, stabbing, stabbing or poisoning (about insects such as snakes, scorpions, bees, ants, fleas, mosquitoes); d) insulting, slandering, gossiping, gossiping about someone;

chaqmoq – adjective, item type feature: *chaqmoq telpak* (precious telpak, sewn from felt-tip velvet, piping of fox fur, otter or beaver fur), *chaqmoq mo'ylov (qop-qora, xushbichim mo'ylov).*

When the word *"chaqmoq"* is used as a verb (action name), it can also have a figurative meaning. For example, *"maqolning mag`zini chaqmoq"* is to understand the essence of what is being said; finding a solution is understood. Also, "pulga ch*aqmoq*" means to measure, the value of something or work done with money, *"gap bilan chaqmoq"* means to say bitter things.

The word "ch*aqmoq*" was also the basis for word formation. For example, this can be illustrated by the following examples:

Simple word-building:

a) adjective word-building: *chaqmoq + -day, -dek / chaqmoqday qiz, chaqmoqdek gap; chaqmoq + i / chaqmoqi telpak;*

b) simple verb word-building: *chaqmoq + la / tarvuzni chaqmoqlamoq, toshni chaqmoqlamoq.*

2. Complex word-building:

noun+noun word-building: **chaqmoqtosh (***bir-biriga yoki temir parchasiga urganda o't chiqaradigan qattiq tosh).*

In the Uzbek language, the word "*chaqin"* is formed by adding the verb-building suffix -a ("chaqin+a) to the formation of many phrases and expressions with the participation of the verb "chaqna" and their use in their own and figurative meanings. For example:

a) on its own meaning: *osmonda chaqmoq chaqnadi;*

b) on its figurative meaning: *ko'zlari chaqnamoq* (to rejoice, to marvel); *xona chaqnab ketdi (room lighting, gives light to the room); ko'zida nafrat chaqnamoq* (reflection, manifestation, perception of hatred); *chaqnab yurmoq* (to flourish, to bloom, to look young and beautiful); yu*ragida o't chaqnamoq (*to be excited); *o****yog`idan yoki tuyog`idan o't* chaqnamoq (to be agile, brisk,daredevil).**

Results. In written poetry, too, words such as "momaqaldiroq, chaqmoq, yashin, chaqin, guldurak" can be seen in various poetic meanings in the poems created by the poets. For example, Ulugbek Hamdam, a well-known representative of modern Uzbek literature, quoted the following lines in his collection of poems "The Old World and the New Me":

"lablaridan simirarkan jim

baxtsizligim yodimga tushdi

chaqmoq urgan daraxtdek yondim".

Here:*"chaqmoq urgan daraxtdek yongan"* – it is a symbol of a lover in constant love. Through this expression, it is understood that the lyrical hero is burning to ashes from the inside, that he is suffering from the pain of love.

Eugène Guillevic's (1907-1997) poem "Lightning", which is part of the collection "French Poets" published in Uzbek in 1984, uses the image of lightning in its original and figurative meaning. This poem was translated into Uzbek by Miraziz Azam.

In original meaning:

Bir sira-bir sira kunlarimizda

Chaqmoq chaqib qolardi ba'zan.

Osmon qiyqimida yilt etar edi

In figurative meaning:

Kelgusida bo'lajak ishlar.

Asta qo'l tekkizib ko'rar edik biz

Istiqbolning quroqlariga.

Qat'iylashib qolardi qittay

Shunda bizning odimlarimiz.

Qulashimiz lozim bo'lgan joy

Orqaroqqa surilardi sal.

Faqat siyrak edi chaqmoqlar, afsus.

The poet has created a unique metaphor, like a flash of dreams about the future, which is suddenly flashing in the brain. Rare lightning is weak, and the example of rapid extinction emphasizes that if the desire is also weak, the beiz will go away. The poet was able to raise the art of parallelism to the level of the artistic compositional basis of the poem by logically linking the human mental state with a natural phenomenon.

In his poems, the French poet Eluard Paul (Paul Éluard; real name Eugene Emile Paul Grendel, 1895-1952), who sang more ideas of brotherhood, hard work, patriotism, peace and freedom, portrayed a man who died in a thunderstorm. This poem was translated into Uzbek by M. Salih.

U endi yo'q bunda

Deraza raxida o'tirib

Momaqaldiroqni qo'riqlar etak bog`lab olgan bir ayol

Bulutlar shoshadi chalib yiqitmoqda biri-birini...

Unutolmayman ammo

U shu yerda yashagan edi

Bog`ni sayrga olib chiqardi shunda,

U kulganda kulguning qori

Loy uzra harirday yoyilar edi.

The poem depicts the mental torture of a lonely woman sitting on a window sill, longing for her late husband, at a time when lightning and thunder are occurring. The woman is saddened by the early fading of the light of life of her lightning-fast wound. In creative life, people who have often lived a short life, but who have left a great mark, an immortal name, are like lightning. The term "so'nmas chaqmoqlar" based on oxymoron is also applied to them.

The poem "Drops" from the lyrical collection "Nilufar" by Uzbek poetess Saida Zunnunova talks about the spring thunder and its power:

Bahor kezidagi momaqaldiroq

Erning qa'rigacha yoritgan chaqmoq.

In fact, the phenomenon of thunder (to lighten) is named through such adjoining word combinations as the season, that is, *the spring thunder, the autumn thunder, the summer thunder,* **depending on its association with the seasons.**

Thunder or lightning is also characterized by time names such as day (*tungi chaqmoq, tonggi chaqmoq*), power (*qattiq momaqaldiroq, kuchli momaqaldiroq, qo'rqinchli momaqaldiroq*), appearance (*yalt-yult chaqmoq*), sound (*gumburlagan momaqaldiroq, gumbur-gumbur momaqaldiroq*), depending on the color (*zarhal chaqmoq, ko'k chaqmoq*). For example, Arthur Rambo's poem "From a Drunk Ship" translated by Gulbahor Sattorova expresses many features of lightning. It looks like a *"taram-taram bir parda"* its power is stronger than alcohol, its voice resonates with music, the sky, whirlwinds and hurricanes chatter, the evening lightning pierces the night sky and makes room for the early morning lightning, that is, its duration. Including:

Chaqmoqning chaqinida, taram-taram bir parda,

Ichkilikdan kuchli, musiqadan jarangdor bu

Orzu, achchiq va qizil, ko'pirar dengizlarda!

Ko'rdim chaqmoq zarbidan chatnagan osmonlarni,

Girdoblar, quyunlarni mendan so'rang oqshomni,

Kaptar galasi kabi to'zg`igan erta tongni.

The following verses from the poem "The Black Woman" by the poet and politician Leopold Sédar Senghor draw attention to the color of lightning:

Va sening go'zalliging olov chaqin yanglig` yaralaydi

mening naq ko'ksimni.

O, yalang`och ayol, qo'l etmas vujud!

Ko'ktirg`oqlar uning moviy nigohlariga shavq-la

sho'ng`ir, ko'k chaqmoq yanglig`.

This poem was translated into Uzbek by Mirpolat Mirzo through Russian.

Conclusion. In the French and Uzbek languages, words and phrases formed in connection with the phenomena of thunder, lightning, thunderbolt, thunderstorm, which are a kind of combustible natural phenomena, form a separate system. Each of them is distinguished by its own semantic, morphological and stylistic features.

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SOME COMMENTS ON PROVERBS IN UZBEK AND KARAKALPAK PEOPLES

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Annotatsiya. Ushbu maqolada tez aytish va maqollarning janrlararo munosabati, ularda diffuzion va transformatsion jarayonlarning ro'y berishi masalalari tadqiq etilgan. Jumladan, o'zbek, qoraqalpoq, qozoq va qirg'iz xalq tez aytishlari va maqollari, xususan, tez aytishlarning maqollarga, maqollarning tez aytishlarga o'xshash namunalari haqida so'z yuritilgan.

Kalit so'zlar: tez aytish, maqol, janr, diffuziya, transformatsiya.

Аннотация. В статье исследуются взаимоотношения прозы и прозы, а также происходящие в них диффузионные и трансформационные процессы. В частности, узбекские, каракалпакские, казахские и киргизские народные поговорки и пословицы, в частности, примеры быстрых высказываний типа пословиц, пословиц типа постных поговорок.

Ключевые слова: произношение, пословица, жанр, распространение, трансформация.

Abstract: This article examines the interrelationships between prose and prose, as well as the diffusion and transformational processes that take place in them. In particular, the uzbek, karakalpak, kazakh and kyrgyz folk sayings and proverbs, in particular, examples of quick sayings like proverbs, proverbs like fast sayings.

Keywords: pronunciation, proverb, genre, diffusion, transformation.

Introduction. Uzbek folklore is a unique artistic system consisting of a variety of genres, in which the genres differ in many respects, but have much in common. Because folklore lives with the people and goes through all the stages of development with it. Naturally, in this process, various changes take place in the socio-cultural life of mankind, and it has an impact on oral creativity. Such changes leave their mark in folklore, especially in its genres, in some form, form and content. This is why folklore genres evolve, polish, as they relate to each other, as well as become intertwined or close over time.

Literature review: In this regard, the following opinion of the folklorist B. Sarimsakov in his article "Diffusion of epic genres" is as follows: becomes a product" [1]. Indeed, if we look at it in the example of fast sayings, in ancient times fast sayings were present in the repertoire of adults, and their primary function was based on humour, cheerfulness.

After he moved to the children's repertoire, "new products" began to appear, close to riddles, proverbs and counts, based on the wishes and needs of children.

Research methodology: In small genres of folklore, the process of diffusion, mutual transformation is more pronounced than in large-volume genres. This is because they are small in size and compact, and similarities or differences in small

works can be quickly identified in the listening, performance processes. Determining this process in large-volume works takes a long time. To do this, you must first listen, understand and comprehend them from beginning to end.

The main purpose of the above points is that we have witnessed the occurrence of diffusion and transformational processes in fast utterances as well as in the study of fast utterance patterns. More specifically, in the process of studying the Turkic peoples, especially the uzbek and karakalpak, they came across proverbs, riddles, and counts similar to rhetoric, as well as examples of proverbs, riddles, and counts close to rhetoric.

Researcher A.T. Akjolova also noted that in modern Kazakh children's poetry there are more and more types of fast rhyming, such as singing, counting, mockery, numbers, proverbs, fairy tales, lying fast [2].

Analysis and results: In the Uzbek people, in addition to the elements of fast speech, there are examples of fast speech, which reflect the characteristics of proverbs: *Oltin olmay olqish olgan odam – odam*[3].

These Uzbek folk sayings reflect the semantic and didactic features of proverbs. Therefore, proverbs like this can be called proverbial sayings. At the same time, the existence of a proverb similar in content to this quick statement once again confirms our opinion:

Oltin olmay, odob ol, Odob oltin emasmi[4].

Zolimga zorlanma zinhor[5] in the example there is also an element of the article - exhortation. The same can be said of the following quick statements:

Hunarli xurmatlimi,
Xurmatli hunarlimi?[6]
and:
Yaxshiga yaqinlashganning yuzi yorug' [7].

The following is a quick quote from Hasan Ata, a 72-year-old resident of the Marhamat district of Andijan region, the wisdom of the people that the end of this path leads to happy days is reflected:

Kichik kalta yo'ldan yurgandan,
Katta uzun yo'ldan yurgan yaxshi[8].

So, in the treasury of Uzbek folk sayings there are also proverb sayings, which differ from others by their moral-educational and didactic significance, instructive features.

CHumchuq chug'urchiqni cho'qimasa, chug'urchuq chumchuqni cho'qimaydi [9], *Oq choynakka oq qopqoq, ko'k choynakka ko'k qopqoq.*[10] The existence of such proverbial utterances, which differ from traditional utterances such as not only to beautify our pronunciation, but also to instruct and educate the next generation, no doubt he also sought to perform responsible duties such as warning.

The following Karakalpak folk sayings, as in proverbs, draw conclusions based on the life experiences of our ancestors:

Айыр атанды жүк қартайтар,
Семиз қойды май қартайтар,
Үй қартайтар, бүй қартайтар[11].

The Kazakh people also have such quick sayings as proverbs. For example,

Түсінетін кісі, құс үнін де түсінеді[12] a person who understands in his quick utterance immediately understands the sentence, the intention, which has been said or is about to be said. To the one who does not understand, however, there is an exemplary idea that no matter how hard you try, it is useless.

In the following proverb about glorifying friendship, do a lot of good to a friend, he will not look back, one day he will return your kindness, and the wisdom of the people in the spirit of exhortation is reflected in his content.

Досқа босқа қарама,

Дос та босқа қала ма?[13]

We have already quoted A.T.Akjolova's views on the types of expressive speech created by the creators of modern Kazakh children's poetry. The following is a quick statement created by the poet E.Elubaev, which also has the characteristics of proverbs:

Кісінің ісі кісіде,

Кісінің күші ісінде[14].

The Kyrgyz people can be added to the list of nations where proverbs are also found in the treasury of quick sayings. An example of this is the following Kyrgyz proverb:

Ишти жаз башынан

Башташыбыз керек.

Жаз башынан ишти баштабасак,

Ал ишти таптакыр ташташыбыз керек[15].

 "*Erta ekkan butun olar, Kechga qolgan – o'tin*"[16] This quick utterance, which is in harmony with the folk proverb, was created in direct connection with the process of labour. According to Professor B. Sarimsakov, "... in all nations the four seasons are recognized directly, but depending on the process of labour, these four seasons are divided into two parts in some nations, and they are considered as two polar seasons, summer and winter" [17]. At the same time, the scientist noted that in ancient times the Uzbeks had two different years of farming and animal husbandry, which consisted of the year of the farmer and the shepherd, the year of the farmer begins on March 22 and the year of the shepherd on March 16. So, this ancient saying is related to the ancient seasons of the Turkic peoples, in which the work, especially farming, should begin in early spring, the work done after a certain time, that is, after the sowing time has passed, is of no use, but it is harmful. the content is understood.

Proverbs can be called proverbs, which we have mentioned above, which are distinguished by their didactic character, the content of proverbs. Another noteworthy aspect is that we have witnessed the existence of some folk proverbs that can be used instead of quick sayings, based on our observations of quick sayings and proverbs. There are good reasons for us to say so, of course. In particular, such articles use a number of features that are characteristic of quick pronunciation: melodic words and phrases that can be mispronounced, sentences consisting of rhyming words are used more often. This is also evidenced by the presence of folk proverbs based on the art of alliteration, which are actively involved in the rapid utterance. For example:

Ishimning boshi yo'q,

Oshimning moshi yo'q[18].

or:

SHuhratparast – hamisha pastkash[19].

In these articles, too, many sentences are close to each other, melodic, which increase the probability of distraction of the performer, which can be replaced in rapid pronunciation.

Birov – tojdor,
Birov – bojdor[20].

The fact that some proverbs retain their eloquence not only conveys to the listener the meaning of the proverb, but also teaches them to strengthen their memory, to make their language fluent, and to treat every word responsibly. For example:

Oz demak – soz demak,
Oz yemak – soz yemak[21].

Funny things can happen if this proverb is said too quickly, like quick utterances, which puts the executor in charge of trying to say the words in the text fluently.

Conclusions and suggestions:

1. Uzbek, karakalpak expressions and folk proverbs are semantically and logically close to each other, they have a process of diffusion, mutual transformation.

2. Proverbs are also in the treasury of uzbek, karakalpak, kazakh and kyrgyz proverbs, and common patterns are in the minority.

3. It can be said that among the fasting sayings of different people proverbs are saying fast and proverbs saying fast.

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GAME AND INTERACTIVE TECHNOLOGIES AT THE LESSONS OF UZBEK AS A FOREIGN LANGUAGE IN A COLLEGE

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Annotatsiya. Maqola tibbiyot instituti talabalariga o'zbek tili xorijiy til sifatida kasbiy yo'naltirilgan tarzda o'qitilishida qo'llanadigan o'yinli interfaol texnologiyalarni tizimlashtirishga bag'ishlanadi. Maqsad xorijiy til sifatida o'qitiladigan o'zbek tili darslarida qo'llanadigan o'yinli texnologiyalar tizimi tibbiy profilga ega talabalarning til, kommunikativ, lingvomadaniyat va kasbiy kompetentsiyalarini rivojlantirishga yo'naltirilgan hisoblanadi. Tadqiqotning asosiy usuli sifatida taksonomik tuzilish va o'yin usulidan foydalanildi; bunday yondashuvda o'yinli interfaol texnologiyalar o'rganish obyekti, ularning o'quv-pragmatik potensiali esa tadqiqot predmeti hisoblanadi.

Kalit so'zlar: o'zbek tili xorijiy til sifatida; o'zbek tili o'qitish metodikasi; kasbiy orientirlangan ta'lim tizimi;o'yinli interfaol texnologiya, ta'limning o'yinli usullari; tibbiyot oliygohi talabalari.

Аннотация. Статья посвящена систематизации игровых интерактивных технологий, используемых при профессионально ориентированном обучении узбекскому языку как иностранному студентов медицинского вуза. Целью исследования является систематизация и категоризация игровых технологий, используемых на уроках УКИ и направленных на развитие языковой, коммуникативной, лингвокультурной и профессиональной компетенций студентов медицнского профиля. В качестве основных методов исследования используются метод таксономического структурирования и собственно игровой метод; игровые интерактивные технологии при таком подходе выступают объектом изучения, а их учебно-прагматический потенциал — предметом исследования.

Ключевые слова: узбекский язык как иностранный; методика преподавания узбекского языка; профессионально ориентированное обучение; игра; игровые интерактивные технологии; игровые методы обучения; студенты медицинских вузов.

Abstract. The article discusses the game and interactive technologies in classes of Uzbek as a Foreign Language for Medical institute. The goal of the article is to systematize and categorize game technologies used in classes of Uzbek as a Foreign Language aimed at language, communicative and professional competencies development of Medical institute. As the research is devoted to systematization and categorization in language and profession-focused education, the main method in this study is the method of taxonomic structuring. Games and game technologies are research objects.

Keywords: Uzbek as a foreign language; professionally oriented education; game; game and interactive technologies; method of game.

Introduction. During the period of active development of international cooperation between Uzbekistan and foreign higher education institutions, the Uzbek language has become an important language in the higher education system. In this case, the Uzbek language is a tool for the successful acquisition of the language, the formation of professional competence in the training of highly qualified specialists, as well as the high demand for competitive specialists in the labour market. Defines the following tasks in the development of professional skills of foreign languages in the framework of the set purpose: formation of a professional dictionary (thesaurus), development of skills necessary for oral and written professional communication, skills of creation and editing of professional texts, reading the educational and scientific literature on the speciality.

In the process of developing speech competencies required for learning a foreign language in a career-oriented learning process, there is often a decrease in learning motivation [11], difficulties related to the transfer of language skills to real speech. This can lead to the use of traditional teaching methods only in the learning process. Organizing the most effective structure of the educational process, as well as creating a favourable psychological climate for communication is an important task, which leads to the use of innovative forms of training aimed at stimulating the rapid activity of learners. In this sense, the non-traditional methodology used with playful interactive

technologies provides optimization and acceleration of the process of formation of professional competence in another language.

Literature review. In recent years, much attention has been paid to the idea of incorporating game elements into the educational process. As you know, games are aimed at engaging learners in the problem and adapting them to the environment. The games have some descriptions that are pedagogical and methodological. Incorporating them into the educational process will help all learners to be active in the learning process, increase learning motivation. In addition, they are necessary for effective interactive learning, involving students who monitor learning outcomes "here" and "now". The integration of successful game technologies, principles and methods in the learning process creates a favourable environment for learning and increases the effectiveness in terms of linguistics.

Many foreign and domestic researchers are interested in studying the game phenomenon. Among Western philosophers and psychologists, the following scientists should be mentioned: E.Bern, R.Winkler, G.H.Gadamer, J.P.Sartr, Z.Freud. Among Russian scientists I.Y.Berlyand, L.S.Vigotsky, N.Y.Mikhaylenko, A.N.Leontyev, D.B.Yelkonin, and others acknowledge that games focus on social nature, internal structure, and its importance for human psychological development. Russian scientists N.A.Anikeyeva, N.N.Bogomolova, V.D.Ponomarev, S.A.Smirnov, S.A.Shmakov and others researched the development of the theory of game activity in the pedagogical process. Some researchers emphasize the importance of play in learning a foreign language, highlighting specific games that focus on communicative competence and language development. However, some experts believe that game technology is limited to modelling communicative situations, which is far from the truth.

The purpose of the article is to classify and systematize the game technologies used in the study of Uzbek as a foreign language, as well as in the development of language, communicative, linguocultural and professional competencies.

Research Methodology. This study is career-oriented and focuses on the systematization and classification of game technologies in the language system, using a taxonomically structured approach as the primary approach. The game method, like game technology, is an object of study.

Analysis and results. To optimize the process of achieving the educational goal, it is necessary to analyze concepts such as method, technology, methodology. The fact that these concepts are not limited allows us to prepare a theoretical and methodological basis for the classification and systematization of the role of game technology in research. The concept of method should be considered as "a set of rules, methods, ways, norms of understanding and actions ..." to achieve the goal of education. The method means saving effort and time in the search for truth, trying to achieve the goal in a short time [8, p.219]. Game method and game technology is a method of vocational education that contributes to the effectiveness of the formation of professional competence with its high motivational potential. Interactive games are designed for learners to interact with each other (work games, role-playing games, role-playing games, etc.). Interactive methods can be seen as a modern customized form of active methods. The essence of interactive learning is to involve each learner in the learning process, the reflection of learning activities, and as a result, to restore the "here

and now" communication of all participants. Game tasks are "examples of different types of learners' activities (within a group, between groups) and work together to find solutions in the context of effective play." Let's look at each game technology separately.

1. Linguistic games 1. Identify the units of sound letters. These types of tasks are aimed at developing phonemic awareness, deafening sounds, establishing the comparative compatibility of sounds, and strengthening the correct pronunciation of sounds in memory.

1.1. Lotus of words. Students are given cards with words written on them (15-20 words), and the teacher pronounces these words in sequence at an average speed. Students number the words in their notebooks in the order in which they are pronounced by the teacher. Language material: physician, cecum, stomach, liver, heart, kidney, diagnosis, diagnosis, complication, treatment, trauma, therapist, medicine, colds, flu, inflammation, diet, intramuscular, installation.

1.2. "Sound Couples." The game aims to process difficult-to-compare pairs of sounds, such as Pakistani and Indian, Korean students. Students are divided into two groups: the "P" (or "T") group and the "B" (or "D") group. The teacher reads the words involving these "P" or "T" sounds, the students raise their hands, and the members of the second group read the words involving the "B" or "D" sounds in turn. raises his hand. The team with the fewest mistakes in the process wins. Language materials: examination, diagnosis, doctor, bronchitis, tonsillitis, diet, palpation, bradycardia, tweezers, medication, ultrasound, labour, computer, uterus, bronchus, goitre, dermatitis, dysentery, pulse, prostate gland, branch, skin, thermometer, ovary, flu, sputum, bacteria, dye, sign, prophylaxis.

1.3. "The Alphabet of Medicine." Students in the group should find a medical term or word for everyday use for each letter of the alphabet. Students then write these words on the board (calculated by assessing the assignment). The group that writes the most words or terms correctly is the winner.

1.4. "Find the word." A coded word is written on the board (each letter is coded with a symbol (for example, a dash, a number ...), for example, 27,8,5,14,10,14,17 (doctor). tries to find it. The correct letter is written on the board and the word is found.

2. "Lexical" games (finding units, synonyms/antonyms to correctly determine the expression of the lexical unit). 'skills are developed, speech formulas are developed, semantic assumptions are developed.

Students are given pre-made cards with the words used in their daily lives. Students try to find a pair of these words (synonyms/antonyms). Cards can be in two different colours to make the task easier. Language material: sweet-bitter, high-low, tasty-tasteless, juicy-thirsty, hard-working-lazy, true-false, good-bad, laugh-cry, quality-quality, love-hate; beautiful - beautiful, lobar; yuz — aft, bashara; again, again, again; guilt, sin; sick-betob; sweet, sweet, delicious everlasting, everlasting; Mard, jasur.

2.2. "Snow Chain." The student says a word on one lexical topic, the others say the word that the first student said in turn, and then he or she says a new word, for example, surgeon, midwife, cardiologist .... in this case o 'yin continues. The student who forgets the word of the previous student is excluded from the game. The game

goes on like this, the group that deviates from the topic or forgets the previous word is defeated.

2.3. "Blind lexicon". One student from each group sits on the back of the board, facing the students. The teacher behind them says the word (e.g., pharmacy), and the students describe the word without using cognate words. Participating students find the word in the definitions and say it first, and the student in the group who finds it first is graded. Each participant finds three words, and the game continues until all the students in the group have participated. Points are awarded for each correct answer, points are counted at the end of the game, and the winning team is determined. This helps to increase vocabulary, which allows students to develop speaking skills, and to test their ability to understand the meaning of words in the language they are learning.

Conclusion. It should be noted that the use of playful interactive technologies in the teaching of Uzbek as a foreign language in vocational education is based on the formation and activation of thinking and speaking activities in the process of acquiring professional skills; provides a high level of mastery of the language being studied. The teaching of Uzbek as a foreign language in the vocational education system of the typology of game interactive technologies presented in this article will ensure the effectiveness of the formation of professional competence in the foreign language of future professionals in the future.

In this case, the use of traditional and interactive methods has a positive effect on the formation of practical skills and knowledge, increase knowledge, the formation of a scale of moral values in students, which is an important factor in cultivating a harmonious personality and improving interethnic relations. Verbal and nonverbal forms of intercultural communication between different cultures and languages are valuable during our training.

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THE TECHNOLOGY OF TEACHING THE READER THE SOCIOLINGUISTIC FEATURES OF ANTHROPOMORPHIC METAPHORS

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Annotatsiya. Quyidagi maqolada antropomorfik metaforalarning sotsiolingvistik xususiyatlari, ifoda joylari, ijtimoiy ahamiyati, nutq zaruriyati, ifoda imkoniyatlari va ularning shakllanish sabablari haqida so'z yuritiladi.

Kalit so'zlar: metafora, sotsiolingvistika, sotsiopragmatik, antropomorfik metafora, ijtimoiy ahamiyat, matn, tana qismlari, inson va til, til va jamiyat.

Аннотация. В следующей статье рассматриваются социолингвистические особенности антропоморфных метафор, места выражения, социальная значимость, речевая необходимость, возможности выражения и причины их образования.

Ключевые слова: метафора, социолингвистика, социопрагматика, антропоморфная метафора, социальная значимость, текст, части тела, человек и язык, язык и общество.

Abstract. The following article deals with the sociolinguistic features of anthropomorphic metaphors, places of expression, social significance, speech necessity, possibilities of expression, and the reasons for their formation.

Keywords: metaphor, sociolinguistics, sociopragmatics, anthropomorphic metaphor, social significance, text, body parts, man and language, language and society.

Introduction. Anthropomorphic metaphors inanimate themes that include the names of parts of the human body (homonyms). Such metaphors are semantically universal and form the most ancient core of the dictionary. A comparative study of these metaphors shows that most of these words have a peculiar form. It is noted that there are different indicators of Latin nomination in different system languages. Possessive Case Russian and English constructions (table leg, clock surface) corresponds to Azerbaijan izafet constructions (mountain chest "mountain slope", and others). Recently, there is a growing interest in linguistics in the anthropocentric

direction, which focuses on the systematic study of the human factor. The image of the world is the basis of human life and is a system of knowledge, images and ideas about the world, "it defines the principles of human life and their values define the norms of behaviour. The worldview is reflected in the language that forms the lexical picture of the world" [1, 230].

Literature review. While classifying metaphors in Uzbek linguistics, the researcher A.Khojamkulov also distinguishes its anthropomorphic type them:

Anthropomorphic metaphor. It is a metaphor-based on the name of a person and the objects that belong to him (body part, clothing), and the meaning of lexemes such as *foot, hand, mouth, tongue, tooth, ear, head, collar* are metaphorically transferred. Today, the issue of language learning to speak, including society is becoming more urgent. True, metaphors serve to convey the idea to the interlocutor in an understandable, figurative way. As long as a person lives in a society, he or she uses language incessantly in his daily activities. It is related to the issue of metaphorical migration of body parts and its sociolinguistic significance.

As members of society assimilate the being that surrounds them, they relate to each phenomenon studied with things that are very familiar to them, especially body parts. Of course, the basis of this connection is the similarity between them. For example:

The foot of the mountain - the skirt of the shirt - the head of the street, the collar of the ditch, the teeth of the saw, the foot of the chair, the arm of the reel, the eye of the tree, the ear of the pot, the face of the water, the armpit of the sea, the noise of the river, the ear of the ditch, the mouth of a cauldron, the edge of a lake, the slope of a mountain, the embrace of nature ...

Each nation distinguishes the diversity of the world by its mouth and names its parts. The oral nature of the constructed worldview is "determined by the denial of individual, group, and national (ethnic) verbal and non-verbal experience" [5,6]. V. fon Humboldt rightly pointed out that "language is a system of signs that directly reflects the national and cultural perception of the world around them by individuals, as well as directly influences the behaviour and activities of individual peoples" [3,6]. In this context, the anthropomorphic metaphor, which is a semantic universal, awakes a great interest.

Research Methodology. Social linguistics (social linguistics) is a scientific discipline that studies problems related to the social nature of language, its social functions, the role of language in society, the mechanism of influence of social factors on language. Linguistics, sociology, sociopsychology and ethnology are developing. It examines the problems of social differentiation of language at all levels of its structure (including the nature of the relationship between language and social structures); language nation (refers to the concept of national language in the study of the whole world); and typology describes cases of separation of social functions, as languages, regional and social dialects, linguistic styles, regional and other languages. Types of communication are used by communities for serving in a particular administration of communication, as territorial association; social aspects of multilingualism; speech politics; linguistic and cultural interactions; social aspects of the formation of languages, interdunal languages and interethnic communication; methods of

overcoming language disorders; legal regulation of national-linguistic relations, and died languages as well.

Sociolinguistic methods are based on theoretical and social research methods of mass research, surveys, tests, oral surveys, interviews, external observations. Macrosociolinguistics analyzes the processes and attitudes of states, large regions, and large social groups (for example, education, age); microsociolinguistic processes are studied into subgroups. It develops general problems of linguistic relations and experiments.

Sociolinguistic experience examines the theoretical and practical aspects of teaching local and foreign languages, taking into account the social conditions of the learner of the target language; training of practitioners, measures to organize the state language policy, and verification of previous assumptions, including the widespread use of quantitative and statistical data, and analysis of special data.

Sociolinguistics (lot societas - society and linguistics) - linguistics, sociology, social psychology and et ethnography. A scientific-theoretical field that develops in the field of science and studies a set of many problems related to the social nature of language, its social functions, the mechanism of influence of social factors on language and the role of language in society. Some of these problems (e.g., "language and society") are also studied in the context of general linguistics. The interdisciplinary status of sociolinguistics is reflected in the set of concepts it uses. Thus, the language community, which is considered to be the basic concept of sociolinguistic analysis is defined based on both social and linguistic features.

One of the most important concepts of sociolinguistics is the concept of linguistic situation, which is defined as a set of living forms of a language (languages, regional common languages, regional and social dialects) that provide a sequence of interactions in certain ethnic units or administrative-territorial associations. There are groups of exogloss (sets of different languages) and endogloss (sets of subsystems in a particular language) of the linguistic situation. The most important issues that current sociolinguistics need to focus on include: the interaction of language and nation; the relationship and interaction of language and culture; the problem of the social aspects of bilingualism (bilingualism) and diglossia (the interaction of different subsystems of one language socially opposed to each other); the problem of language policy (a set of measures taken by the state, social groups to change or maintain the functional distribution of languages or language systems, to introduce new linguistic norms or to preserve old ones), and b. Since every linguistic phenomenon has its place in the expression of thought, it means that it has a social significance. Metaphor is important for fiction, both for scientific research and for popular science speech. In this sense, the study of anthropomorphic metaphors from a sociolinguistic aspect is also of scientific importance.

Conclusion/Recommendations. In conclusion, the metaphors associated with the human body are numerous, the main reason being that there is no clearer example for the speaker to describe a new phenomenon than his body parts. Sociolinguistics and sociolinguistic research as science in Uzbekistan is still developing. Some sociolinguistic research in previous years was one-sided - based on the views and requirements of language policy at the time. Today's language policy promotes the

development of the Uzbek language at the governmental level. There is a lot of discussion and negotiation on social networks about the state language and its prestige among the society. Most words in our language are formed through semantic migration paths, especially metaphors, which are of great importance here. The socio-linguistic nature of anthropomorphic metaphors should also be studied, which is why body parts lead to the formation of metaphors, and how society's reaction to this linguistic phenomenon requires special research. It is expedient to reveal the possibilities of expression of anthropomorphic metaphors not only in modern texts, but also in classical examples, in the context of folklore, and stable connections.

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ADVANTAGES OF USING NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING MATHEMATICS

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Annotatsiya. Ushbu maqolada matematika fanini o'qitishda yangi pedagogik texnologiyadan foydalanishning afzalliklari haqida so`z yuritilgan. Oliy ta'lim jarayonining sifati va samardorligini oshirish uchun, jumladan uzluksiz matematik ta'lim tizimi jarayonida ilg'or pedagogik tajribani o'rganish va yoyish, yangi pedagogik texnologiyalarning nazariy hamda amaliy asoslarini yaratish zarurdir.

**Kalit so`zlar:** matematika, element, metodika, pedagogik texnologiya,ta`lim tizimi, matematik ta'lim, interfaol strategiya, tanqidiy fikrlash, tarbiya.

Аннотация. В статье рассматриваются преимущества использования новых педагогических технологий в обучении математике. Для повышения качества и эффективности процесса высшего образования, включая изучение и распространение лучших педагогических практик в системе непрерывного математического образования, необходимо создать теоретическую и практическую основу для новых педагогических технологий.

Ключевые слова: математика, элемент, методика, педагогическая технология, система образования, математическое образование, интерактивная стратегия, критическое мышление, образование.

Abstract. This article discusses the advantages of using new pedagogical technologies in teaching mathematics. To improve the quality and efficiency of the higher education process, including the study and dissemination of best pedagogical practices in the system of continuing mathematics education, it is necessary to create a theoretical and practical basis for new pedagogical technologies.

Keywords: mathematics, element, methodology, pedagogical technology, education system, mathematical education, interactive strategy, critical thinking, education.

Introduction. Nowadays, the interest in the application of new pedagogical technologies in the educational process is growing, and one of the reasons for this is that in traditional education, students are taught only ready-made knowledge. If taught, new educational technologies will teach them to search for the knowledge they have, to study and analyze it independently, and even to draw their own conclusions.

To improve the quality and efficiency of the higher education process, including the study and dissemination of best pedagogical practices in the system of continuing mathematics education, it is necessary to create a theoretical and practical basis for new pedagogical technologies. In a democratic society, students are generally raised to be free thinkers. If students do not learn to think freely, the effectiveness of education will

inevitably below. Therefore, the introduction of advanced pedagogical technologies that can fully meet the requirements of the times into the system of continuing mathematics education is a modern requirement.

The new model of the education system provided for in the Law of the Republic of Uzbekistan "On Education" is aimed at the formation of independent-minded, free individuals in society. In this way, society will have the opportunity to bring up people who have a deep understanding of their dignity, strong-willed, full of faith, striving for specific goals in life. If the tasks of reforming the education system are successfully solved, the socio-political climate will change dramatically, and democratic values will be established in the minds of the people. Man consciously determines his place in society.

The future of any society is determined by the level of development of the education system, of which it is an integral part. Reforming the education system in our country, which has overcome difficult economic, social and political difficulties and entered the path of development, the introduction of advanced technologies of developed countries, the organization of education in the spirit of our national values, this process and effective implementation work has risen to the level of public policy today. Teaching has been a part of learning for centuries. Now, current knowledge is becoming obsolete for a lifetime.

This puts the educational process in front of the task of cultivating a creative person who is able to independently receive, evaluate new information and draw appropriate conclusions. New pedagogical technologies, which are an integral part of the process of radical reform of education, should be taught by existing specialists through interactive methods on the basis of a certain system. This guide is a set of strategies that encourage everyone in the audience to think critically. Interactive and interesting pedagogical strategies that can be applied in the system of continuing mathematics education encourage students to think independently, critically, activate them in learning; demonstrates the positive interaction between students and teachers.

Updating the content of education, in particular, the introduction of non-traditional lessons based on new pedagogical technologies is a requirement of the times. The purpose of non-traditional lessons is to innovate the teacher-student activity using interactive methods in teaching a particular subject, lectures, laboratory or seminar lessons in a more meaningful, interesting and understandable way. is to achieve a quick and effective assessment of students 'knowledge. In such classes, the student learns to think independently, to research, to analyze the topic creatively, to draw conclusions, to evaluate themselves and the group.

Literature review. Tikola, Maro, Levenber, H.Bikboyeva, R.Sidelekova, G.Adambekova, B.Tashmurodov, I.Ahmadjanov and others learned from the methods of teaching algebra and other new pedagogical technologies in the educational process. We used textbooks, manuals, teaching recommendations, scientific and methodological articles on the methods of use. Based on this, we expressed our views on mathematical expressions, ie teaching methods based on pedagogical technologies.

Research Methodology. To improve the quality and efficiency of the educational process, including the study and dissemination of best pedagogical practices in the system of continuing mathematics education, it is necessary to create a theoretical and

practical basis for new pedagogical technologies. The introduction of advanced pedagogical technologies that can fully meet the requirements of the time into the system of continuing mathematics education is a modern requirement.

Analysis and results. In order to be successful in this evolving era, students need to know how to sort information and have the skills and abilities to make the right decisions about what is important and what is not. The tasks assigned to scientists and practicing educators are also very important. The teacher should be able not only to correct psychological and pedagogical illiteracy but also to find ways to develop the practice of mathematics education, to master new pedagogical technologies and their effective use.

Teaching without strong enough knowledge, skills, and qualifications often leads to the use of a random "strategy" or "pedagogical approach". When introducing new pedagogical strategies, such teachers can incorporate new strategies in the old way and use them knowingly or unknowingly. Interactive and interesting pedagogical strategies that can be applied in the system of continuing mathematics education encourage students to think independently, critically, activate them in learning; demonstrates the positive interaction between students and teachers.

Once students understand the content of interactive strategies, they begin the learning process with unknowing interest. Experience has shown that during a standardized lesson in which new interactive strategies are used, the student effectively acquires knowledge that is new to him.

Once students understand the content of interactive strategies, they begin the learning process with unknowing interest. Experience has shown that during a standardized lesson in which new interactive strategies are used, the student effectively acquires knowledge that is new to him.

Interactive strategies of mathematics education based on new pedagogical technologies are designed to facilitate the definition of the educational process, to reach a wide audience, to make the teacher only a guiding supervisor, to teach freely and without obligation, and most importantly, it can provide a lot of fun and effectiveness for students. Our task is to develop as easy, interesting, and at the same time effective ways as possible to integrate the mathematical data system into the minds of students. The use of interactive strategies turns the compulsory math lesson process into an involuntary psychological game or competition, leaving the above-mentioned passive students, albeit a little, indifferent to thinking, expressing their opinions to the general public, and group debates in general. It encourages active participation.

While a traditional lesson requires students to learn only, the new model of mathematics education prioritizes the teaching of critical, independent thinking in addition to knowledge. Emphasis is placed on the need for conscious discipline to replace traditional compulsive obedience in the teacher-student relationship during the lesson, which requires the student to acquire the skills of critical, independent thinking. In this regard, it is important to take into account the following:

1) the principles of approaches that have a certain system that requires the teaching of mathematics to be organized using new pedagogical technologies;

2) advanced pedagogical ideas about the need for effective use of pedagogical technologies in the system of continuing mathematics education;

3) the theory of pedagogical technologies in the activation of the teaching process and continuing education;

4) the theory of the development of critical thinking;

5) the theory of creative development of the person.

In general, the highest developmental effect in teaching mathematics can be achieved if:

- Interactive teaching methods in the system of continuing mathematics education are used as a means of developing independent, critical thinking of students;

- The process of applying advanced pedagogical technologies in the system of continuing mathematics education provides students with the opportunity to develop a strong interest in the acquisition of mathematical knowledge, taking into account the real learning opportunities as accurately as possible;

- In the system of continuing education, the process of teaching mathematics is considered as a complex mental activity, which can be completed only if the stages of encouragement, understanding and thinking in a standard lesson are carried out correctly;

- In the system of continuing education, the teaching of mathematical concepts with practical content is used as a means to achieve three main goals (educational, pedagogical and developmental).

To do this, it is advisable to do the following:

1) to determine the educational developmental role of pedagogical technologies in teaching mathematics to students.

2) to determine the criteria for choosing interactive methods in teaching mathematics to students and the principles of their application.

3) Identify ways to use existing textbooks and manuals in the application of advanced pedagogical technologies in the system of continuing mathematics education.

4) Development of educational-methodical, didactic handouts for schools on the use of interactive methods in the teaching of mathematics.

Conclusion. As a result of the above work, the implementation of methods and tools to improve the process of imparting mathematical knowledge will be ensured in the practice of the system of continuous mathematical education, educational-methodical, didactic distribution developed for the application of advanced pedagogical technologies materials, methodical manuals are introduced into the practice of continuous mathematics education system.

The level of development of society, the transformation of our time into the information age shows that the training of young people as mature, quick-witted, qualified professionals who can make the right and wise decisions in any situation, based only on traditional methods. not enough. This requires extensive use of world experience, without forgetting the mentality of the education system.

The liberalization of the economy and the deepening of reforms in this area have also increased the demand for education and the study of the mysteries of mathematics. This, in turn, requires not only the training of mathematicians with the right decision-making skills but also the training of educators who will teach them.

It increases the mental workload in the math class and makes the student think about the need to increase the activity and interest in the material throughout the lesson. Therefore, new active teaching methods and techniques are being taught to activate students' thinking, to express their independent knowledge. Arousing interest in mathematics depends on the quality of the teaching method and how well it builds the learning process.

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MEANS AND TYPES OF PEDAGOGICAL COMMUNICATION

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Annotatsiya. Ushbu maqolada pedagog nutqining tashqi, hissiy, shuningdek, ichki, semantik jihatlarini, nutqiy muloqot vaqtida axborot uzluksiz kodlanishi va dekodlanishi, nutq xabarlarining paydo bo'lishi va idrok qilinishi jarayonlarini, muloqot maqsadlarini belgilash yoki o'z harakatlarini tartibga solish va nazorat qilish yuzasidan fikrlar bayon etilgan

Kalit so'zlar: pedagogik muloqot, hissiy, potentsial semantik, nutqiy muloqot, kodlanish, dekodlanish.

Аннотация: В данной статье рассматриваются внешние, эмоциональные, а также внутренние, смысловые аспекты педагогической речи, непрерывное кодирование и декодирование информации в процессе речевого общения,

процессы возникновения и восприятия речевых сообщений, постановка коммуникативных целей или регуляция и контроль их действий.

Ключевые слова: педагогическая коммуникация, эмоциональная, потенциальная смысловая, речевая коммуникация, кодирование, декодирование

Abstract: This article describes the external, emotional, as well as internal, semantic aspects of pedagogical speech, the continuous coding and decoding of information during speech communication, the processes of the emergence and perception of speech messages, the setting of communication goals or the regulation and control of their actions

Keywords: pedagogical communication, emotional, potential semantic, speech communication, coding, decoding

Introduction. The content of pedagogical communication is considered as the process of transferring information from one subject to another. In addition, the most important aspect of communication is the desire to capture the image of one person in another, to translate yourself into another through joint activities. In this case, communication is carried out on a personal level. It is at this level that the teacher's pedagogical communication with students is carried out.

Research Methodology. The content of pedagogical communication, which is one of its important characteristics of the pedagogical process, appears in three main aspects:

1) as a means of solving problems that arise before the teacher and students, their parents, between teachers and administration;

2) as a system of socio-psychological support for the process of pedagogical communication;

 3) as a way of organizing relationships between communicating, contributing to the development of the personality of both students and teachers, their creative individuality.[1]

The teacher is the organizer, the head of the communication process, the content of which is the exchange of information, educational interaction, organization of relationships. By managing the joint activities of students, engaging in co-creation with students, organizing their interaction, the teacher thereby contributes to the formation of communication skills. Means of communication as a way of transmitting information and expressing people's attitude to each other in the process of their interaction are one of the important characteristics of communication. They depend on a person's culture, level of development, upbringing and education.[2]

Analysis and results. The means of communication can be classified on different grounds.

1. According to the degree of contact between the communicants, there is direct and indirect communication, direct or indirect.[3]

Direct communication, i.e. "face to face" has a number of advantages. This type of communication provides full contact between communicating people, which allows them to get to know and understand each other better. In such communication, there are many communication channels and almost all means of communication are used. For example, a teacher, communicating with students directly in the classroom or during the extracurricular time, uses different means of influencing them (speech and

all the characteristics of the voice, facial expressions, gestures, etc.). Indirect communication from abroad is carried out through objects, things of another person, letters, media. In the practice of the teacher's work, this type of communication is manifested in checking the written works of students, questioning and its subsequent analysis, studying their creative works, etc.[4] Indirect contact, the teacher and student exchange views, verbal information, convey their mood, feelings, express their attitude to events taking place in the classroom, in the life of the school, rejoice and worry, etc.
2. According to the contingent of participants, there are interpersonal, intergroup, and personal-group communication. Of course, in his pedagogical activity, the teacher builds a strategy of the above-mentioned relations with students, with colleagues, with parents of students, performing various roles, intra-group, inter-group, individual, formal roles.

In the educational process, the teacher performs not only the formal right of a certified specialist, whose activity is limited to explaining new material, controlling students ' knowledge and skills. A teacher is a person who knows how to be an interesting storyteller, friend, assistant and defender of students ' interests, an expert in music, art, and sports. Depending on what kind of group relationships the teacher builds in the classroom, he can be "strict", "fair", "interesting", "picky", "boring storyteller", etc.[5]

Interpersonal relationships play an even greater role in the educational process. Unlike formal and intra-group relationships, interpersonal relationships are not regulated by any regulatory documents. The preferred interpersonal roles for the teacher will be those of "friend", "senior companion", "mentor", "protector", etc. The teacher should remember that in establishing interpersonal relations with the student, no one can help him. All this depends only on the teacher's behaviour, his professionalism, the desire to accept the student as he is, to establish productive contact with him, to find common interests and engage in joint creative activities, to show respect, tolerance and patience to his pupil.[6]
3. According to the method of transmitting cognitive, emotional and evaluative information.

Communication, being a complex socio-psychological process of mutual understanding between people, is carried out through the following main channels: speech (verbal) and non-speech (non-verbal).[7]

Verbal or verbal, or verbal means of communication include speech and language since information between communicating people is transmitted using words, speech.[8]

Speech is a form of communication that has developed historically in the course of material transforming human activity, mediated by language. The speech presents external, sensory, as well as internal, semantic aspects. In the course of speech communication, information is continuously encoded and decoded. Speech includes the processes of the emergence and perception of messages, either to determine the goals of communication or for the purposes of regulating and controlling one's own actions.[9]

It is obvious that the teacher's speech should be attributed to one of the main means of professional communication. Speech as a source of communication

simultaneously acts as a source of information and as a way of interaction between the teacher and students. The importance of speech is difficult to overestimate in a person's life. First, without speech, it is impossible to form a person's consciousness, secondly, speech opens the consciousness of another person for us, and thirdly, speech makes the experience of the entire human race available to individual consciousness. Also great in human life is the importance of language. It is he who makes it possible to evoke images regardless of their real existence, controls our mental processes (perception, thinking, memory).

The main functions of speech are:

1) designating (thing, quality, action, attitude);

2) regulating, assuming the ability to obey speech instructions, to carry out self-regulation;

3) lexical, aimed at reflecting the potential semantic connections of the word with other words;

4) communicative, allowing you to store and transmit the experience of communication;

5) categorical, allowing you to operate with concepts (to highlight the most essential features, properties of objects, phenomena, abstract, generalize, analyze, etc.).[10]

Speech should be expressive, emotional and this is determined by the degree of mastery of speech culture. Language can be great and bright, or vice versa, dull and expressionless; emotional and dead, limited and rich, in which metaphors, comparisons, hyperbole, aphorisms, etc. are successfully used, giving speech emotionality and colorfulness. Speech, according to S. L. Rubinstein, is both a means of expressing one's thoughts and a means of influencing people.

The first among the means of nonverbal communication is the optical-kinetic system of signs, which includes gestures, facial expressions, pantomimes.

A person's eyes, gaze, and facial expression can often say more than the words they utter. Gestures when communicating carry a lot of useful information, their rich set can be divided into several groups: illustrator gestures are gestures of communication; regulatory gestures are gestures that express the speaker's attitude to something (smile, nod, direction of gaze, purposeful movement of the hands); gestures-emblems are a kind of substitutes for words or phrases in communication, for example, a hand raised above the head means "goodbye"; gestures-adaptors that express specific human movements associated with the movement of the hands; gestures-protectors that express certain emotions.

Pedagogical influence is aimed at activating the activity of students, helping them master the ways of activity, helping them to understand their place, their purpose in life, and their connection with the surrounding world.

4. According to the duration of communication, it is divided into short-term and long-term.

Conclusion. Of course, the time of communication has an impact on his character, productivity and result. Often, time is a catalyst for the strength of interpersonal relationships. Short-term communication allows you to get to know your partner, solve problems that are relevant to this communication. So, the teacher invites

the parent to a specific student for conversation, set a goal, resolution of which requires joint activities of teachers and parents. Such communication stops immediately after the problem is solved. The educational process, subject, educational activity of a teacher with a student takes quite a long time and "both partners" go through several stages of communication, achieving productive pedagogical communication, creating a team of like-minded people.

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PROFESSIONAL COMPETENCE OF THE EDUCATOR – THE MAIN FACTOR ENSURING THE QUALITY OF EDUCATION

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Annotatsiya. Ushbu maqolada har tomonlama rivojlangan shaxs tarbiyasida pedagoglarning kompetentlik darajasi muhim ahamiyatga egaligi, pedagogika fanida psixologik pedagogik kompetentlik tushunchasining mazmuni va mohiyati, pedagogning ta'lim tarbiya jarayonida eng yuqori darajada natijaga erishishi, yuqori kasbiy salohiyat, shuningdek, muloqotchanlik va ijobiy fazilatlarga ega bo'lishi kerakligi to'g'risida fikr-mulohazalar keltirilgan.

Kalit so'zlar: kompetentlik, kompetentlik sifatlari, kreativ qobiliyat, konvergent tafakkur, divergent tafakkur, kreativ qobiliyat.

Аннотация: В этой статье подчеркивается важность компетентности педагогов в развитии всесторонней личности, содержание и значение концепции психологопедагогической компетентности в педагогике, а также то, что учитель должен иметь максимально-возможные результаты в образовательном процессе, с высоком профессионализмом и хорошими коммуникативными навыками.

Ключевые слова: компетентность, компетентностные качества, творческие способности, конвергентное мышление, дивергентное мышление, творческие способности.

Abstract: This article emphasizes the importance of teachers` competence in developing a comprehensive personality, the content and importance of the concept of psychological and pedagogical competence in pedagogy, as well as the fact that a teacher should have the highest possible results in the educational process, with high professionalism and good communication skills provided feedback

Keywords: competence, competency, creativity, convergent thinking, divergent thinking, creativity.

Introduction: The main purpose of modern education is to prepare a person who is comprehensively developed for society and the state, socially adaptable to society, labour activity, able to work on himself. Therefore, in the education of a comprehensively developed personality, the level of competency of pedagogues is important. The meaning of the word" competency " is determined by awareness, prestige, having a wide range of concepts and experience in their field. Competence is an individual quality, and the ability, knowledge, skills and qualifications expressed in pedagogical activity and social life in different situations. In the process of education and training, the youth plays an important role in the development of knowledge, manners, traditions, culture and labour skills accumulated by ancestors, occupies a worthy place in society based on life experience, in the formation of its potential and world outlook, the pedagogical personality, its professional skills.

And this created the necessary basis for the establishment of personality-oriented education in our republic. Psychologist scientists give a different definition to the concept of professional competence. Russian psychologist T.M.Sorokina believes that professional competence is understood as the willingness of teachers to carry out professional activities theoretically and practically, as well as the ability to solve pedagogical tasks at a different level. Another Russian psychologist M.I Lukyanova points out that psychological and pedagogical competence is the sum of the qualities of a pedagogical person, as well as a high level of professional readiness and effective interaction with education recipients in the educational process.[1]

Research Methodology. The essence of the concept of" competency " is that in conditions of market relations it is necessary to withstand a strong competition, which occupies a dominant place in the labour market, to have professional competency from each Specialist, to consistently increase it. So what is competence? What adjectives are reflected based on professional competence? What kind of competency qualities should the Educator be able to distinguish in himself. The same and similar ideas are mentioned in the same place. The concept of "competence" in English expresses the meaning of "ability". And the content serves to illuminate the "effective use of theoretical knowledge in activities, the manifestation of a high level of professional

skill, skill and talent". The concept of "competence" came into the sphere of education as a result of psychological research. Therefore, competence means "possession of a plan of action in unconventional situations, how a specialist behaves in unexpected situations, access to communication, a new way of interacting with competitors, performing ambiguous tasks, using information full of contradictions, consistently developing and complex processes."[2]

Analysis and results. Professional competence means the acquisition by a specialist of the knowledge, skills and skills necessary for the implementation of professional activities and their application in practice at a high level. Professional competence implies not only the acquisition of special knowledge, skills by a specialist but also the assimilation of integrated knowledge and actions in each independent direction. Professional competence is manifested in the following cases: - in complex processes; - in the performance of unclear tasks;-in the use of contradictory information; - in the event of an unexpected event having a plan of action. Based on professional competence, the following adjectives are reflected:

1. Social competence is the ability to show activity in social relations, possess skills, be able to communicate with subjects in professional activity.

2. Special competence is the preparation for the organization of professional and pedagogical activity, rational solution of professional and pedagogical tasks, Real evaluation of the results of the activity, consistent development of knowledge, skills, skills, psychological, methodological, information, creative, innovative and communicative competence based on this competence.

3. Personal competence is the ability to consistently achieve professional growth, increase the level of qualification, demonstrate their internal capabilities in professional activity.

4. Technological competence-the development of advanced technologies that enrich professional and pedagogical BKM, the use of modern tools, techniques and technologies.

5. Ectremal competence-rational decision-making, possession of the skills of proper mobility in case of emergencies (natural disasters, technological process out of work), pedagogical conflicts.

Creativeness is derived from the word (in English "create" – creativity, creativity), which characterizes the willingness of a person to create new ideas, which are far from the individual's thinking scheme, which is characterized by creativity, the level of creative talent, the individual's unconventional or habitual way of thinking, principal, as well as the ability to overcome problems unusually, the creative American scientist D. "Creativeness is such a kind of thought that it dictates to a person that suddenly several solutions appear to a problem or issue, and it helps to understand the qualities of originality, uniqueness in the essence of things and phenomena, different from template-based, boring thinking."[3] being a creative person, in our example, being a creative student means having an advantage in today's world, for example, being separated from other students, being a more interesting interlocutor than others, getting out of life's difficulties unusually.

Divergent thinking- (Latin diverge - "division") is one of the techniques of creative thinking, which is to find several solutions to a given problem so that in

addition, divergent thinking " simultaneously serves to search for different directions, that is, there are several correct answers to one problem and the birth of original creative ideas.[2] based on divergent thinking lies creativeness. Djo Gilford systematizes the results of research in the field of general abilities, offering a "model of the structure of intelligence", that is, a "name". On the basis of its Model, "content", "operation", "reaction". The reaction is the result of what kind of operation is applied to the material. At present, more than a hundred studies have been conducted, for their diagnosis, separate tests have been selected.

The creativity of the educator in professional activity is manifested in various forms. The effective organization of professional activity by the educator in these forms will depend on what level of creativity he has. Until now, in the current educational system, teaching has been considered a priority, at the same time, during the information age of the society, priority is directed at teaching-learning. Modern pedagogical personnel have a new position, the task of which should be aimed primarily at the organization of independent educational activities of young people, the independent acquisition of knowledge and the formation of skills of their application in practice.

Conclusion: For such purposes, the educator should choose the methods, technologies of teaching so that young people not only acquire ready-made knowledge but also acquire knowledge independently from various sources, form a personal point of view in themselves, be able to base it and acquire the skills to use the acquired knowledge in the acquisition of new knowledge. The above-mentioned professional competence is considered an indicator of maturity in the activity of pedagogues and is the main factor in the formation of a specialist as a person and a specialist in the process of communication.

Recommendations: Pedagogical creativity-the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational and educational process, in contrast to traditional pedagogical thinking, as well as to characterize his preparation for a positive solution to existing pedagogical problems, "creative pedagogy" should be able to guarantee the following two situations:

1) low self-esteem of educational disciplines by teachers and;

2) to create an opportunity for teachers to make effective use of them in the audience by recommending strategies and tools that will serve to stimulate creative thinking and the results of creative activities in the students.

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THE RELEVANCE OF INCREASING CHILDREN'S CREATIVITY

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Annotatsiya: Maqolada mamlakatimizda bolalar va yoshlar ijodkorligini oshirirish va ta'minlash bo'yicha maxsus maktablar tashkil qilish, ijod maktablari va ixtisoslashtirilgan maktablarda o'quvchi yoshlarga buyuk ajdodlarimiz va adiblarimizning boy ijodiy merosini o'rgatish, barcha jamiyatlarda bolaning iqtidorini namoyon qilish usul, vosita va yo'llarini bilish, ta'lim tizimida bola iqtidorini namoyon qila olish va bolaning ijtimoiylashuvini aynan iqtidor asosida ta'minlash masalalari ustuvorlik kasb etganligi xususiyatlari haqida fikr yuritiladi

Tayanch so'zlar: Tasviriy san'at , ijodkorlik, ijodiy tafakkur, ijobiy munosabat, iqtidor, intelektual, barkamol avlod, layoqat, estetik did, dizayn.

Аннотация:. В статье предусмотрено создание специальных школ для развития творческих способностей детей в нашей стране, для преподавания богатого творческого наследия наших великих предков нашим учащимся в специализированных школах, для демонстрации таланта ребенка в обществах способов выражения таланта ребенка в системе образования и обеспечения социализации ребенка на основе таланта

Ключевые слова: изобразительное искусство, творчество, творческое мышление, позитивный настрой, талантливое, интеллектуальное, гармонично развитое поколение, способности, эстетический вкус, дизайн.

Annotation: In the article, it is planned to increase the creativity of children in our country, to teach our students the rich creative heritage of our great ancestors in specialized schools, to organize special schools to show the talent of children in all their societies. Knowledge of how the child's talent is expressed in the educational system and the socialization of the child based on talent is a priority.

Keywords: Fine arts, creativity, creative thinking, positive attitude, talented, intellectual, harmoniously developed generation, ability, aesthetic taste, design

Introduction. In our country, work on the creation of special schools for increasing and ensuring the creativity of children and young people is intensified. In particular, according to the definition of the president of the Republic of Uzbekistan in his address to the Oliy Majlis, in 2021 in Uzbekistan 10 presidential schools, 197 specialized chemical-biology, mathematics and information technologies schools will start their activities.

At the same time, some schools of creativity have been established. Specialized school-boarding school for deepening and teaching the science of native language and Literature named after Abdulla Oripov, specialized school-boarding school for deepening and teaching foreign languages named after Erkin Vohidov, as well as for deepening and teaching the science of native language and literature, specialized school-boarding school for deepening and teaching the science of native language and Literature named after, Specialized school-boarding school for deepening and teaching the subject of native language and Literature named after Halima Khudoyberdiyeva, creativity school named after Abdulla Qadiri, specialized school for deepening and teaching the subject of native language and Literature named after Muhammad Yusuf, specialized school for deepening and teaching the subject of Uzbek language and Literature named after Hamid Alimjan and Zulfiya, specialized school-boarding, Specialized school for deepening and teaching of disciplines in the direction of information and communication technologies named after Muhammad al-Khwarizmi, specialized state secondary school-boarding named after Mirzo Ulugbek, specialized school-boarding school of young biologists and chemists named after Abu Ali Ibn Sina.

Literature review. Consequently, the content of the state policy in the direction of selecting and creating the necessary conditions for young people with disabilities in today's world is an indicator of purposeful and targeted organization of work with young people based on selection and selection of talents among young people.

The implementation of this goal is carried out through presidential decrees and decrees, decrees and orders of the Cabinet of Ministers and other types of government regulatory documents. In particular, on March 11, 2020, the Cabinet of Ministers adopted Resolution No. 141 "on measures for further improvement of the activities of schools of creativity and specialized schools". [1]According to the resolution, consistent measures are being taken to comprehensively develop the talents and abilities of young people, support their aspirations for the acquisition of science, talent realization, further improvement of the system of continuous education, increasing opportunities for the use of quality education services. At the same time, it is necessary to expand the number of special schools. "In the schools of creativity and specialized schools, educational and educational processes aimed at teaching young people the rich creative heritage of our great ancestors and successors, and educating them as worthy successors have been launched. According to the decision, the president, the agency for the development of creativity and specialized schools under the Cabinet of Ministers of the Republic of Uzbekistan was established [2]. The main tasks of the agency were as follows:

* implementation of unified state policy in the field of identification, selection, training and education of young people with disabilities;

* coordination and methodological guidance of school activities under state educational standards;

* introduction of advanced forms of Education, pedagogical technologies and information innovations in the educational process;

* forming a sense of patriotism and love for the motherland, tolerance, respect for laws, national and universal values, raising the level of spiritual, moral and physical development;

* introduction of advanced and transparent organizational and legal frameworks of selection, training, retraining and professional development of pedagogical personnel involving international organizations and experts;

Research Methodology. In 2019, the ranking of the first time secondary schools in Uzbekistan was announced (reyting.tdi.uz). the activities of 956 schools, which the Ministry of Public Education recommended, were evaluated based on 4 indicators. The highest places in the rating of regions were occupied by the Namangan, Khorezm and Navoi regions, while the lower places were noted by the Republic of Karakalpakstan, Samarkand and Tashkent regions.

According to the appeal, due to school reforms, the preparation of new textbooks for the development of the analytical and creative thinking abilities of the child began. In the primary classes, instead of DTS, a "national educational program" is introduced, which does not give the child an overload. 50 per cent per month of teachers who go to a distant school in another district and teach, and go to another province and work there 100 per cent is paid to the master. In the regions, subsidies are allocated from the budget to stimulate the activities of private schools. 10 presidential school; 197 schools specializing in Chemistry-Biology, Mathematics and it will be opened.[3]

It is important to know the norms of foreign standards in the development of public education. The following tasks will be prioritized in this direction:

- To achieve the entry of the Republic of Uzbekistan into the ranking of the International Student Assessment Program PISA (the Program for International Student Assessment) in the first 30 advanced countries of the world by 2030;

- improvement of teaching methods, step-by-step application of the principles of individualization of the educational process;

- introduction of modern methods and directions of extracurricular education in the education of young people and their employment;

- expansion of the competitive environment in the public education system on account of the development of Public-Private Partnership;

- implementation of five initiatives, which include measures aimed at creating additional conditions for the education and training of young people, into practice;

- to increase the attractiveness of activities in the system of public education, gradually increase the level of remuneration, material incentives and social protection of employees of general secondary educational institutions.

5540 circles were established in the schools of the "harmonious generation" and they were covered by about 143 thousand children.

Education of children in need of upbringing and education in special conditions is carried out in 2 specialized educational institutions.

2 577 orphans and children deprived of parental care are brought up in 19 orphanages and 3 children's towns[3].

On July 25, 2020, the prestigious 52nd international Chemical Science Olympiad was held with the participation of 235 pupils from 60 countries of the world. In it, 4 students of the national team of Uzbekistan won 2 silver and 1 bronze medals. 4 Uzbek students won 1 gold and 2 silver medals at the 31st International Biology Science Olympiad, which was held on August 24, with 262 pupils from 52 countries of the world. In recent years, the following students have demonstrated their achievements:

1. Abdukayumov Abdumalik, winner of the silver medal of the world Olympiad held in Brazil in 2017, a student of the state specialized boarding school No. 1 and his teacher Gaffarov Sardor.

2. The winner of the Gold medal of the International Mathematics Competition of schoolchildren held in Bulgaria in 2018 Ismoilov Daniel, a student of the Karakol International Mathematics School and the same competition bronze medal winner of the state specialized boarding school № 4 of Termez City, Iskandar and their teacher Bazarbayev Sardor.

3. The winner of the bronze medal of the International Mathematics Competition of schoolchildren held in Bulgaria in 2018 Madjidov Muhammadrizo, the student of the presidential school in Tashkent City, the winner of the International Mathematics Competition of schoolchildren held in Bulgaria in 2018 Norboev Jahongir, the student of the Peshku District 18-general Secondary School in Bukhara region, the winner of the international [4].

Analysis and results. According to the law of the Republic of Uzbekistan "On Education", adopted by the legislative chamber on May 19, 2020, education is a systematic process aimed at comprehensively developing the younger generation, forming their consciousness, spiritual and moral values and world outlook based on a clear goal and socio-historical experience[10].

The following state documents on the organization of school education also reflect the principles of the development of creativity, in particular, PF-5538 dated September 5, 2018" on additional measures to improve the system of Public Education Management", PF-5712 dated April 29, 2019 "On approval of the concept of development of the system of public education in the Republic of Uzbekistan until 2030" [5].

Consequently, in all states, in all societies, the priority was given to the issues of knowing the methods, means and ways of manifesting the child, being able to manifest the child in the educational system and ensuring the socialization of the child based on the same principle. Based on the editor, the dignity of creativity in the child stands. It is known that the teaching of Fine Arts has its direction, characteristics, therefore, it is necessary to choose and implement the most optimal non-traditional methods of lessons for the creative cooperation of the teacher and the reader. The non-standard training assignments were developed due to the peculiarity of the subject, its essence. Such tasks can be cited as "Mosaic", "intellectual ring"," base phrases"," a trip to the world of colours ", etc., typical of the science of Fine Arts.

Usually, non-traditional training begins with the establishment of small groups, the first training in which students work in small groups is the decisive basic training. Therefore, it is very important to observe some conditions in the first training sessions. First of all, the division into groups should be also characteristic and unconventional in fine art. For example, drawing cards of 4 different colours or images of flowers, depending on the number of pupils, are distributed to the pupils in a closed way one by one. Pupils with the image of the same colours or flowers Form 4 groups. Naming groups should also be specific to fine art ("Rainbow", "Nafosat", "young painter", "art", etc.).G). One of the unconventional lesson methods, characteristic of the lessons of Fine Arts, is the play-assignment "Mosaic"[7], [8].

Conclusion. Above we touched on the non-traditional methods of lessons that can be applied in the training of Fine Arts. You can also cite an example of a dozen unconventional lesson methods such as" Mosaic"," Intellectual ring"," base phrases"," rational attack"," slot of bees". As a result of this, the cooperation of the teacher and the reader gives the effect that we expect, that is, the teaching of pedagogical technologies with pedagogical skills serves as an important factor for the new generation to reach adulthood as a perfect person, and the following important qualities are manifested to the students:

- the reader learns free-thinking;
- to the science of Fine Arts, the enthusiasm increases;
- hidden talent will show, creativity will increase;
- word wealth increases, a culture of question-answer is formed;
- controls himself and others;
- strengthens memory;
- understands and performs tasks bypass;

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FORMATION OF INDEPENDENT THINKING AMONG YOUNG PEOPLE – TODAY IS THE MOST RELEVANT DAY IN PEDAGOGY AS A FUNCTION

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Annotatsiya. Ushbu maqola yoshlarda mustaqil fikrlashni rivojlantirishga bag'ishlangan. Shu orqali ijodiy, mustaqil fikrlashni shakllantiruvchi interfaol usullar taklif etiladi.

Kalit so'zlar: Mustaqil fikrlash; fanni o'qitish; ta'lim; tarbiya; pedagogika tarixi.

Аннотатция: Данная статья посвящена развитию самостоятельного мышления у молодежи. Через это предлагаются интерактивные методы, которые формируют творческое, независимое мышление.

Ключевые слова: самостоятельное мышление; педагогическая наука; образование; воспитание; история педагогики.

Abstract. The article is devoted to the development of independent thinking in young people. The interactive methods through which is formed creative, independent thinking are offered.

Keywords: independent thinking; teaching science; education; upbringing; history of pedagogy.

Introduction: Today, the whole world is independent of the child in the education system special importance attached to the organization of its activities. Because, exactly independent activity independent thought, creativity in educators, serve as the basis for the formation of practical qualifications and skills will do.

Our President Sh.M. Mirziyoyev said, "If students think freely if it is not learned, it is inevitable that the effectiveness of the given education will below. Of course, knowledge it is necessary. But knowledge is on its way, independent thinking is also a great asset."[3.55]

The rule that independent education should be Scientific is to encourage students in the educational process arming with future scientific knowledge by current level to ensure that young people introduced to the methods of scientific research focused.

Therefore, in the educational system, students are taught in educational processes and independently the role of a teacher in free, creative, independent thinking in the activities of work it's an adult. Independent work in the structure of education and two principles in its organization – the objective of using the principle of systematic and consistent independent work is appropriate. [2.101]

The culture of independent thinking-it solves a person's problem be able to see the ways and find an independent answer to its ability. Independent opinion ready feedback, others he does not become dependent on his thoughts. He is creative in knowing reality he approaches and looks for new ways to learn it. Independent thinking closely related to the criticism of thought, and the person reflects an important aspect of creative activity.

The definition is given to the concept of" culture of independent thinking" taking as a basis, "the culture of independent thinking of students also reveals the essence of the sentence" formation research it expresses an important component of our work in itself. For this first, to the content of the concepts of formation and formation, it is necessary to pay attention.

It is known from history that great philosophers, educators and psychologists

in pedagogical views, it is exactly quoted; give a person a fish and give it a day from hunger; teach a man to fish and starve him all his life the ideas of the   Confucius "asra" have become the main idea, that is, all thinkers were in favor of educating the child to independence. [8.156]

Research Methodology. Michel Munten (1533-1592) the more students speak, the teacher while more should be heard, the child is exposed to environmental phenomena be attentive, not blindly following any information, on the contrary, it is important that can test it and express his attitude it's ok. [7.124]

Rene Descartes (1596–1650) called for teaching students to think as independently as possible.

In the "Great Didactics", Jan Amos Comenius (1592–1670) argues that teaching a child is not about forcing into his brain information consisting of the words, thoughts, opinions, and advice of various authors, but about shaping the child's ability to understand all things and events. Therefore, the scientist criticizes systems that teach the world to look at the "fall" of others, to teach others to live with their minds.

Jean-Jacques Rousseau (1712–1778) speaks about the fact that children have their way of understanding, building, and feeling. "If the teacher is in direct control of the child's head will not be needed", he said. According to the scientist, the purpose of education is not to impart knowledge blindly, but to teach people to find knowledge when necessary.

Each teacher has its main task educators from the teaching of the phrase to the teaching of mental labor, and from the teaching of the lesson on this task should also remember that it is more important than the enlightened K. Ushinsky. [2.97]

Analysis and results. According to the results of the research of psychologists, about 10% of what people hear, 20% of what they read, 30% of what they see and hear, 70% of what they say, while 90% of the jargons in practice itself remember. Proceeding from it can said that the independent preparation of the listener plays an important role in the study of Science, in the understanding and mastering of its basic content, in the analysis, in the expression of one's own opinion. Below we introduce the educator to the essence and mode of application of the "single round" strategy, which will motivate him to work on himself independently. [4.201]

The strategy of the "single round" serves to educate the students (students) on the ability to think independently, logically, listen to the thoughts expressed by others, fill

them, base their thoughts, draw conclusions on the topic under study. It is important to know the opinion of each student (student)on the topic. Therefore, when each student (student) expresses an opinion, to be his word, to make an addition not allowed to anyone, even a teacher. [5.163]

Students studying in higher education institutions received lessons training on strengthening their knowledge, self-education, independent work, development of their knowledge, formation of understanding, qualifications, skills. Organization of regular independent education the sub-objective of the process is to. Independent Education-educates the independence of students when it is completed.

For the formation of a culture of independent thinking of young people in them it is necessary to formulate the following adjectives:
- To appreciate the freedom of independent conscience;
- Predisposition to scientific creativity, labor, entrepreneurship;
- Education in the spirit of respect for the motherland, nation, language, religion;
- Young people with confidence in diversity, diversity, unconventional approaches during the organization of educational events attraction;
- the opportunities of young people in the organization of such events, their age to take into account spiritual interests and needs, activity types rely on specific social layer involvement vs. without forgetting that viewing the work can give the intended effect one ought to;

Usually, independent education can solve it immediately to the attention of students in the view of which issue referenced. The issue of Independent Education to students' expression of terms in clearly problematic situations, in the process of development, the activities organized by the subjects will be as done by the teacher instead of the students in the classroom. [4.76]

More conditions in obtaining independent knowledge will have to perform tasks that not expressed. Change of subject conditions based on Independent Education is acquainted with the laws, uses existing skills and skills in analyzing a specific problem and performing its independent work. [9.134]

Formation of concepts with the help of independent education, subjects independently identify the signs of the problem, important information the second ability to distinguish between level data and search for attachments provides. Independent training that allows you to work independently – low level of assimilation of consciousness, cause and value directions and it intends to create favorable conditions for unsatisfactory students.

The rule of the science of Independent Education in the instructional material of the teacher is necessary to create the right conditions for him to reflect, understand, and master the laws. Understand the theoretical rules, interpret the material on a scientific basis an important sign is that it determines the characteristics of the thinking activity of the reader. Kite-the laws of the surrounding world, the thing and knowledge that reflects the internal important properties and interaction of phenomena is purely scientific. [10.227]

The teacher summarizes the views expressed at the end of the discussion, indicating the participation of each student (student) can pass. The strategy is usually at the beginning or end of the training session it is applied.

Conclusion: In conclusion, independent work given to generate performance skills in the process of working in interactive techniques. When working independently, students think creatively, create qualifications and skills for use in their educational activities.

Recommendations

1. Prepare students to work in groups, add training assignments, give an understanding of working in a group, and establish regulations.

2. Draw up a plan for the performance of educational tasks discuss its distribution of mutual duties on identifying ways to solve it and carrying out the work.

3. Connecting independent work with living and production practices going is the most basic and leading rule.

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DIAGNOSIS OF COGNITIVE PROCESSES OF PRESCHOOL CHILDREN

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Annotatsiya. Mazkur maqolada maktabgacha yoshdagi bolalar bilish jarayonlari ilmiy-amaliy jihatdan tadqiq etilib, mahsus belgilangan psixologik metodikalar orqali ularga tashxis qo'yilganligi muhim ahamiyatga ega. Shuni hisobga olgan holda ushbu tadqiqot ishimiz orqali maktabgacha yoshdagi bolalar bilish jarayonlarini yosh xususiyatlari o'rtasidagi tafovutini solishtirib, amaliy tavsiyalar ishlab chiqishdan iborat.

Kalit so'zlar: maktabgacha ta`lim**,** bilish jarayonlari**,** idrok, tasavvur, diqqat, xotira, tafakkur, metod, tajriba, tashxis, tadqiqot.

Abstract. It is important in this article that the cognitive processes of preschool children are studied scientifically and practically, and they are diagnosed using specially designed psychological methods. With this in mind, this study aims to develop practical recommendations by comparing the differences between the age characteristics of cognitive processes in preschool children through our work.

Keywords: preschool education, cognitive processes, perception, imagination, attention, memory, thinking, method, experience, diagnosis, research.

Аннотация. В данной статье важно, чтобы познавательные процессы дошкольников изучались научно и практически, и они диагностировались с помощью специально разработанных психологических методов. Имея это в виду, наше исследование направлено на разработку практических рекомендаций по сравнению различий между возрастными характеристиками познавательных процессов у детей дошкольного возраста.

Ключевые слова: дошкольное образование, познавательные процессы, восприятие, воображение, внимание, память, мышление, метод, опыт, диагностика, исследования.

Introduction. In recent years, many scientific works have appeared in scientific sources of all countries devoted to the solution of various problems of preschool children. As stated in the Decree of the President of the Republic of Uzbekistan Sh.Mirziyoyev dated September 30, 2017, №5198, preschool education is the primary link in the system of continuing education, which plays an important role in educating a healthy and harmoniously developed child and preparing for school. [1] The work of pre-school education and preparation of children for school, the main content of pedagogical activity in the primary school age, which is the main link of general secondary education, shows that educators who take responsibility for educating the child's personality must have professional, personal, cultural and special professional competence.

Literature review. With the significant intensification of the educational process, the use of various innovative teaching methods, disparities began to emerge between preschool education organizations and the traditional curriculum and pupils of primary schools. The cause of this phenomenon is often caused by heterochrony of development of cognitive functions in children, which depends on the age and individual characteristics of the formation of brain structures (Simernitskaya E.G., Tsvetkova L.S., Semenovich A.V., Akhutina T.V., Lebedinsky V.V.), Manelis N.G.). According to many studies by the Institute of Developmental Physiology of the Russian Academy of Education, 15–40% of primary school students have difficulty reading [2]. In addition, the lack of a sufficiently clear assessment of the causes of difficulties, as well as diagnostic work at the preschool level, poses even more problems. According to I.Y.Levchenko [3], 25% of preschool children require an individual approach, with special conditions for teaching and learning. Scientists who have advanced the problem of the complex study of man in ontogenesis attach great importance to the question of the interrelationship of mental and motor development. The unity of mental and somatic features has been noted by many experts. It has long been known that actions have an effective effect on all mental activities without exception. The research of G.M.Kasatkina (1992) confirmed a direct relationship between the characteristics of motor activity in children and the manifestation of perception, memory, thinking and emotions. The developmental process of child cognition in the preschool period has been studied and described in detail by A.A.Wenger. From the age of 3 to 7 years, the child develops complex forms of perspective analytical-synthetic activity under the influence of product design and artistic activity, in particular, the ability to perform such procedures imaginatively before dividing the object into practice and then reuniting it into a whole.

While preschoolers (3–6 years old) were studying the cognitive process, L.A.Wenger, A.V.Zaporozhets [4] found that an important property of cognition, like other mental processes, is its motivational aspect. Depending on whether the child has something being said or demonstrated in the lesson, the desires and interests, such as cognitive outcomes (his speed, the accuracy of the images, the full reflection of the characters, etc.), may vary. Attention is one of the important indicators in assessing a child's mental development. Attention in the preschool period has some specific features, the knowledge and consideration of which is very important both in terms of psychological and diagnostic readiness of the child for school and in the organization of the most favourable conditions of education and upbringing. The focus of mental activity on certain objects and events in the existing world, ignoring everything else, is called attention [5]. The physiological basis of attention is the mechanism of interaction of neural processes occurring in the cerebral cortex - inhibition and excitation [6]. Attention is the most important condition for the passage of all mental processes. Necessary volitional stresses are involuntary and voluntary, depending on the expression and level of the target direction [7]. But under the influence of new types of activities and new requirements in the preschool period, the child faces specific tasks - to concentrate and hold something, to remember and repeat information, to plan a game, etc .; he begins to use certain ways he has learned from adults. This leads to the formation of a new level of attention, memory, characterized by the indirectness of

freedom, imagination. In the preschool period, the child gains a lot of experience, he is constantly enriched: knowledge, imagination, initial concepts are accumulated, skills and abilities are mastered. Figurative memory plays an important role in the subsequent mental development of the child, and it is especially rapidly enriched in the preschool period. Imaginations or preserved images of previously perceived objects form the main content of a preschool child's memory [8]. Types of memory are also divided into voluntary and involuntary. Voluntary memory is more strongly associated with learning, i.e., consolidating knowledge primarily in advance (mostly repetition). Involuntary memory is more directly related to recollection, it does not have a clearly expressed mnemonic direction, i.e. the direction of mental readiness for recollection. What is remembered is that instantaneous short-term and long-term memory differ depending on how long they are stored in memory [9]. The development of memory in the preschool period is characterized by a gradual transition from involuntary, direct recollection and recollection to voluntary, indirect recollection. At the same time, it is involuntary to remember and imagine in the natural conditions of memory development in children aged 3-4 years in primary and secondary school, that is, without special training in mnemonic procedures.

The following main directions of the development of thinking in the preschool period can be distinguished: further development of visual-affective thinking based on developing imagination, improvement of visual-figurative thinking based on free and indirect memory, active formation of verbal-logical thinking through speech and mental tasks start [10]. Verbal-logical thinking, which begins to develop in the child at the end of the preschool period, now involves the ability to treat words and understand the logic of feedback. The ability to use verbal reasoning in problem-solving can be seen in the middle of the preschool period, but the phenomenon of egocentric speech is very evident in the phenomenon discovered and relevant to children of the same age - by the end of the preschool period, i.e. even at the age of 6, most children are unable to think logically. The development of verbal-logical thinking in children goes in 2 stages. In the first, the child learns the meaning of words about things and actions, learns to use them in solving problems, in the second stage he learns the system of concepts that represent the relationship, the logic of reasoning masters the rules. This last process usually refers to the beginning of school education.

Research Methodology. Psychological methods of research were used to determine the characteristics of the age-sex dynamics of the development of cognitive, imaginative, attention, visual and auditory memory, visual-symbolic (figurative) thinking and mental qualities. The method of "Find what is depicted", "Know who it is", the method of sub testing "Put the signs", "Missing details" to determine the level of development of creative imagination - "Find the action" test, D. Wexler's method for determining auditory memory, for determining visual memory - "Recognize shapes" test, analysis of the thought process, for the study of mental and generalization operations - "What's superfluous here?", "How not to object in pictures" we conducted in children aged 3-6 years.

Analysis and results. To find practical proof of the above ideas, we conducted and diagnosed our initial research work in our control group at MTM 6 in Toytepa district, in our selected inpatients aged 3 to 6 years. In our research, the study of the

age characteristics of mental processes, along with the characteristics of physical fitness, provides an in-depth assessment of the level of the educational process in natural conditions and its impact on the harmonious development of children aged 3-6.

Based on the results of this analysis, it can be said that both boys and girls from 3 to 6 years of age observed positive and negative changes in mental processes on average for the group. For example, perception at age 3 was 5.5, at age 4 was 6.8, at age 5 was 5.5, and at age 6 was 3.3. In the study of attention, the result was as follows: attention at the age of 3 years was 4.2, at the age of 4 - 4.0, at the age of 5 - 3.2, at the age of 6 - 2.9. The results of our imaging diagnosis were as follows: 3.6 at 3 years of age, 3.5 at 4 years of age, 4.1 at 5 years of age, and 3.1 at 6 years of age. Hearing memory was 2.7 at 3 years of age, 4.2 at 4 years of age, 2.5 at 5 years of age, and 2.6 at 6 years of age. Visual memory was 4.1 at 3 years of age, 3.6 at 4 years of age, 2.2 at 5 years of age, and 4.6 at 6 years of age. Finally, the median mean was 2.2 at age 3, 4.9 at age 4, 5.3 at age 5, and 5.3 at age 6.

Conclusion. In short, when conducting training sessions with preschool children, it is necessary to take into account the sensitive periods in the development of mental qualities: in three-year-olds cognition and attention develop the most, in four-year-olds - thinking and cognition; we can see that cognition and thinking are highly developed at the age of five, visual memory and thinking at the age of six.

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IMPROVING THE KICKING SHOCK OF YOUNG BOXERS

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Annotatsiya. Ushbu maqolada yosh bokschilarning zarba tezligini rivojlantirish haqida so`z yuritilgan. Sportning ko'p qismida va raqobatbardosh faoliyatga tayyorgarlikning barcha bosqichlarida keng qo'llaniladigan mashg'ulotlar o'quv-mashg'ulot jarayonining muhim vositalaridan biri bokschilarning mustaqil mashg'ulotlarining asosiy mazmunini tashkil etadi.

Kalit so'zlar: tadqiqot, zarba tezligi, vazn, nazorat va o'quv guruhi, mashqlar.

Аннотация. Эта статья о развитии скорости у юных боксеров. Одним из важных средств учебно-тренировочного процесса являются подводящие упражнения, которые широко применяются в большинстве видов спорта и на всех этапах подготовки к соревновательной деятельности, составляют основное содержание самостоятельных занятий боксеров.

Ключевые слова: исследования, быстрота ударов, отяжеления, контрольная и исследуемая группа, упражнения.

Abstract. This article is about developing the speed of young boxers. One of the important means of the educational and training process is the lead-up exercises, which are widely used in most sports and at all stages of preparation for competitive activity, constitute the main content of boxers' independent training.

Key words: research, speed of blows, weight, control and study group, exercises.

Introduction. The modern consideration of the regularities of the dynamic processes of physical development of young boxers allows them to optimize their integral training in the system of sports training. This helps to create such conditions for training activities that provide a high degree of realization of the athlete's physical potential. [9] Of particular importance in the competitive activity of a boxer is the speed of strikes. The faster the boxer strikes, the more difficult it is for the opponent to defend against them. Therefore, it is necessary to build a training process among older youth boxers, taking into account the development of physical qualities necessary for achieving high sports results in competitive activity. We have researched to select the means for the development of the speed of strikes among the boxers of the senior youth group.[8]

To achieve this goal, the following tasks were solved in the work:
1. To optimize the types of training sessions aimed at developing the speed of impact;
2. To identify the most effective means of sports training, contributing to the development of speed of impact.

To solve the set tasks, the following research methods were used:
1. Review and analysis of scientific and methodological literature in this area;
2. Method of pedagogical control and observation;
3. Mathematical-static method.[1]

Literature review. These studies were carried out in the Children's and Youth Sports School No. 1 of the Bektemir district of Tashkent, in the period from September to December 2020. 40 athletes of older boys took part in the research, divided into two groups - a control group and a study group of 20 people each. For the purity of the research, boxers of approximately the same level of development selected according to such parameters as technical and physical fitness, as well as anthropological data. In each group, there are athletes of the first and second categories. The research was carried out in two stages. At the first stage, from September to October, pedagogical control of education and training sessions carried out to identify the most effective exercises aimed at developing the speed of strikes. The training sessions were conducted with traditional exercises.[10]

Research Methodology. When registering heart rate, to determine the effect of the training load on the body of young boxers, a manual electronic stopwatch was used. To determine the speed of blows, a special impact dynamometer "SPUDERG-4" was used.[2]

Analysis and results. At the end of the first phase of the research, which was carried out from September to October, special tests were carried out to determine the speed of the blows. The speed of striking was determined on a special impact dynamometer "SPUDERG-4". The number of strikes was determined in 5, 10 and 15 second time intervals. The test results, as expected, had a slight difference in readings (Table 1).

<div align="center">

**The speed of hitting boxers
control and study groups at the first stage.**

</div>

№	TESTS	Control group	Control group
1	The number of strikes dealt in 5 sec.	231	236
2	The number of strikes inflicted in 10 sec.	478	475
3	The number of strikes dealt in 15 sec.	728	711

At the second stage of the research, from November to December, the means of sports training were studied, which are most effective for the development of the speed of strikes.[4]

At the second stage of research, we attempted to identify the most effective means that contribute to the development of stroke speed. For this purpose, we conducted pedagogical observations and control over the training process of the control and study groups.

In the training sessions of the control group aimed at developing the speed of strikes, the means of speed-strength training were used. In the main part of the training sessions, young boxers performed special exercises with weights:

1) Shadow boxing with dumbbells in hands weighing from 0.5 kg. up to 1.5 kg.

2) Exercises on apparatus with weighted gloves weighing up to 16.

3) Work in pairs on an assignment to deliver quick strikes.

In addition to the above exercises, auxiliary exercises were performed with and without weights:

1) Flexion and extension of the arms in support lying on the floor - three sets of 10 times at high speed.[3]

2) Pull-ups on the bar - three sets of 6 pull-ups at high speed.

3) Throws of the bar from a barbell weighing 10 - 15 kg. from the chest forward at high speed - three sets of 20 throws.

4) Flexion and extension of the arms in support - hanging on the gymnastic uneven bars - three sets of 5 times at high speed.

The boxers of the studied group in the training sessions aimed at developing the speed of strikes performed the following exercises:

1) Shadowboxing - boxers with dumbbells in their hands weighing from 0.5 to 1.5 kg. leading the fight, at the signal of the coach, they delivered single and double punches, as well as a series of three to six punches at the highest possible pace.

2) Exercises on shells with gloves in 6, 8, 10, 12 16 ounces, in various variations so that there is no addiction.

3) Work in pairs on an assignment for the development of quick strikes.

The auxiliary exercises performed by the boxers of the study group were as follows:

1) Flexion and extension of the arms while lying on the floor: the first approach - 10 flexions and extensions of the arms, the second approach - 8 flexions and extensions, the third approach - 6 flexions and extensions, the fourth approach - 4 flexions and extensions of the arms. At the next workout, so that there is no getting used to this load in reverse order. All sets at a high pace.[5]

2) Throws of the bar from a barbell weighing 10 - 15 kg. from the chest forward at high speed - three sets of 20 throws.

3) Flexion and extension of the arms in support - hanging on the gymnastic uneven bars - three sets of 5 times at high speed.

4) in the intervals between sets in exercises with and without weights, exercises were performed to strike at the highest possible pace from the frontal stand of straight lines and uppercuts (blows from below) using running in place with a high hip lift. Also from the frontal stance with a forward bend of the body, directing direct blows to the toes of opposite legs at the highest possible pace for up to 30 seconds. This allows boxers to relax and improve their performance.[6]

At the end of the second phase of the study, boxers from both groups again performed tests to determine the speed of striking. (Table 2.)

Table 2

The speed of striking by boxers by the control and study groups at the end of the second stage of the research.

№	TESTS	Control group	Control group
1	The number of strikes dealt in 5 sec.	257	282
2	The number of strikes inflicted in 10 sec.	483	497

3	The number of strikes dealt in 15 sec.	739	741

Conclusions. As a result of the studies carried out, it was revealed that:[7]

1. The development of the speed of the strike depends on the direction of the training sessions and the correct selection of means and methods corresponding to this direction.

2. With prolonged work at high intensity, young athletes quickly develop a state of fatigue and unwillingness to train.

3. With a quick strike on a signal, young boxers develop a latent reaction time, on which the quickness of the onset of motor action depends, i.e. and the speed of the blow.

4. A rational choice of means for the development of the speed of strikes in speed-strength training when working with weights, with balanced approaches and active rest between them has high efficiency.

5. For the development of the speed of strikes, not only special exercises but also auxiliary ones play an important role.

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FORMATION OF PROFESSIONAL QUALITIES OF BUILDING ENGINEERS BASED ON COMPETENT APPROACH

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Annotatsiya. Zamonaviy dunyoda bilim, insonning intellektual rivojlanish darajasi eng muhim strategik manbaga aylanib bormoqda. Ta'limning ijtimoiy mavqeini oshirish jarayonning darajasi va sifatiga yanada yuqori talablarni qoʻyadi. Ta'limdagi ushbu tendensiya ta'limda turli darajalarida kompetensiyaga asoslangan yondashuvni qoʻllash zarurligini izohlaydi. Kasbiy kompetentsiya - bu mutaxassis tomonidan kasbiy faoliyatni amalga oshirish uchun zarur boʻlgan bilim, koʻnikma va malakalarni egallash va ularni amalda yuqori darajada qoʻllash qobiliyati. Ushbu maqola boʻlajak muhandislik va qurilish sohasi mutaxassislarini tayyorlash jarayonida kompetentli yondashuv zaruriyati haqida yozilgan.

Kalit soʻzlar: kompetensiya, metod, kasb, raqobatdosh, oʻqituvchi, talim.

Аннотация. В современном мире знания, уровень интеллектуального развития человека становятся важнейшими стратегическими ресурсами. А повышение социального статуса образования и предъявляет еще более высокие требования к уровню и качеству процесса. Данная тенденция в образовании объясняет необходимость использования компетентностного подхода на различных ступенях образования. Профессиональная компетентность - это приобретение специалистом знаний, навыков и компетенций, необходимых для осуществления профессиональной деятельности, и умение применять их на практике на высоком уровне. Данная статья написана о необходимости компетентностного подхода в процессе подготовки будущих специалистов инженерно-строительной отрасли.

Ключевые слова: компетенция, метод, профессия, конкуренция, педагог, образование.

Abstract. In the modern world, knowledge, the level of human intellectual development is becoming the most important strategic resources. And raising the social status of education makes even higher demands on the level and quality of the process. This trend in education explains the need to use a competency-based approach at various levels of education. Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the implementation of professional activities, and the ability to apply them in practice at a high level. This article is written about the need for a competency-based approach in the process of training future specialists in the engineering and construction industry.

Keywords: competence, method, profession, competition, teacher, education.

Introduction. The application of a competence-based approach to the system of higher professional education is aimed at improving interaction with the labor market, increasing the competitiveness of specialists, updating the content, methodology and the corresponding learning environment. The main goal of vocational education is to

train a qualified specialist of an appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility. Researchers in the field of competence-based approach in education note that the difference between a competent specialist and a qualified one is that the former not only possesses a certain level of knowledge, abilities, skills but can implement them in his/her work [8].

Literature survey. The study of the process of competence-based approach to the system of higher professional education carried out by V.G. Gororkhov [2], A.G.Bermus [1], L.D.Davidov [3], E.Ya.Kogan [6], N.Muslimov, M.Usmonbaeva, D.Sayfurov, A.Turaev [9], I.A.Zimnyaya [4], D.A.Ivanov [5], A.V. Khutorskiy [11], Yu.G.Fokin [10], O.E.Lebedev [7], I.P.Medintseva [8], and others.

Research Methodology. This article was used methods of abstraction and concretization, statistics, comparative analysis, work with documents and forecasting.

Analysis and results. E. Ya. Kogan [6] believes that this is a fundamentally new approach that requires a revision of the attitude to the position of the teacher, to teaching students; this approach should lead to global changes from a change in consciousness to a change in the methodological base.

A.G. Bermus [1] emphasizes that the competence-based approach is viewed as a modern correlate of many more traditional approaches (cultural, scientific and educational, galactocentric, functional and communicative, etc.); the competence-based approach, as applied to the Russian theory and practice of education, does not form its concept and logic, but presupposes the support or borrowing of the conceptual and methodological apparatus from the already established scientific disciplines (including linguistics, jurisprudence, sociology, etc.).

D. Ivanov [5] notes that the competence-based approach is an attempt to match the mass school and the needs of the labor market, an approach that focuses on the result of education, and the result is not considered the amount of information acquired, but the person's ability to act in different situations.

The competency-based approach, according to O.E. Lebedev [7], is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and assessing educational results. These principles include the following provisions:

- The meaning of education is to develop trainees 'ability to independently solve problems in various spheres and types of activity based on the use of social experience, an element of which is the students' own experience.

- The content of education is a didactically adapted social experience in solving cognitive, worldview, moral, political and other problems.

- The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solutions to cognitive, communicative, organizational, moral and other problems that make up the content of education.

- Assessment of educational results is based on an analysis of the levels of education achieved by students at a certain stage of learning.

The competency-based approach is not equated with a knowledge-based component but presupposes a holistic experience in solving life problems, performing professional and key functions, social roles, and competencies.

Significant elements of the competence-based approach in education [1], [11]:

• the prototype of modern representations of the competence-based approach - the ideas of general and personal development, formulated in the context of psychological and pedagogical concepts of developmental and personality-oriented education;

• in this regard, competencies are considered as cross-cutting, extra- and meta subject formations that integrate both traditional knowledge and various generalized intellectual, communicative, creative, methodological, ideological and other skills;

• the categorical base of the competence-based approach is directly related to the idea of purposefulness and purposefulness of the educational process, in which competencies set the highest, generalized level of a student's skills and abilities, and the content of education is determined by a four-component model of educational content (knowledge, skills, experience of creative activity and experience of value attitudes);

• within the competence-based approach, two basic concepts are distinguished: competence (a set of interrelated personality traits set to a certain range of objects and processes) and competence (possession, possession of a person of the appropriate competence, including his attitude towards her and the subject of activity);

• educational competence is understood as a set of semantic orientations, knowledge, abilities, skills and experience of a student's activity to a certain range of objects of reality, necessary for the implementation of personally and socially significant productive activities;

• differentiation of educational competencies: key (implemented in meta subject, common for all subject's content); general subject (implemented on content that is integrative for a set of subjects, educational area); subject (formed within the framework of individual subjects);

• the formulation of key competencies and their systems represents the greatest range of opinions; at the same time, the European system of key competencies is used, as well as the Russian classifications proper, which include value-semantic, general cultural, educational, cognitive, informational, communicative, social and labour competence and the competence of personal self-improvement.

To the essential characteristics of competence, researchers (L.P. Alekseeva, L.D.Davydov, N.V. Kuzmina, A.K. Markova, L.M. Mitina, L.A. Petrovskaya, N.S. Shablygina, etc.[8]) include the following:

• competence expresses the meaning of the traditional triad of "knowledge, abilities, skills" and serves as a link between its components;

• competence in a broad sense can be defined as in-depth knowledge of a subject or mastered skill;

• competence involves constant updating of knowledge, possession of new information for the successful solution of professional tasks at a given time and in these conditions;

• competence includes both content (knowledge) and procedural (skill) components.

The introduction of the concept of "competence" into teaching practice will help solve a problem typical for a Russian school, when students, having mastered a set of theoretical knowledge, experience significant difficulties in their implementation when solving specific problems or problem situations. Educational competence presupposes not the assimilation of individual knowledge and skills by students, but their mastery of a complex procedure, in which a corresponding set of educational components is determined for each selected area. The peculiarity of the pedagogical goals for the development of competencies is that they are formed not in the form of the teacher's actions, but in terms of the results of the student's activity, that is, his promotion and development in the process of assimilating a certain social experience [11].

To implement the competence-based approach, it is necessary to develop a model for the formation of general and professional competencies. So, in the work of L.D. Davydov [3] presents a model for the formation of professional competence, including content, procedural and effective blocks. The content block includes:

• determination of the requirements for a qualified specialist (including on the part of the employer): requirements for the content of knowledge, skills and abilities necessary for the competent performance of professional activities by levels (general professional, professional, special);

• determination of the structure and composition of competencies and qualities;

• designing curricula, programs;

• definition of technologies for the formation of competencies;

• development of monitoring of the educational process and the formation of the competencies of students.

A competent approach is aimed at the formation of social, communicative, informational, professional and other personal qualities of the student, which allows him to fully understand the modern socio-economic conditions. This approach is based on a system of competencies such as the full development of the student's personality and the formation of the ability to solve important practical problems.

The teacher's capacity for introspection is important for acquiring professional competence. Self-analysis is the study of the essence of one's practical actions, organized by a teacher in professional activities.

Competitiveness, high intellectual potential and modern methods of training highly professional specialists are one of the important challenges for the effective socio-economic development of the country.

It is helpful for educators to consistently and effectively apply a project-based approach to their work. They should be able to formulate the following model based on a design approach. The model captures the stages of self-learning and the tasks to be completed at each stage. Effective solution of the assigned tasks at each stage allows you to move on to the next stage. After the tasks of a certain stage are solved, the teacher notes this situation in a separate paragraph. [1]

A critical and creative approach to work, self-improvement, self-development is important for obtaining professional and pedagogical competence. Self-development

tasks are determined through introspection and self-assessment. Self-improvement is a process by which a teacher consistently organizes practical actions to develop his professional and personal qualities.

- achieving professional and creative cooperation;
- development of business skills;
- overcoming negative habits;
- assimilation of positive qualities.

The culture of self-determination (self-development, readiness for self-realization and capacity building) is the cornerstone of a competent approach. A professionally developing specialist creates something new (innovative) in his profession, new technologies, including existing new techniques. Can work with methods and more.

The goal of a competent approach is to ensure the quality of education. Analysis of international work to improve the education system shows that the concepts of "competence" and "competence" are considered as the main units in updating the content of education.

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the implementation of professional activities, and their application in practice at a high level.

Professional competence involves the acquisition by a specialist of integral knowledge and actions in each independent area and not the acquisition of specific knowledge and skills. Competence also requires constant enrichment of professional knowledge, the study of new information, understanding of important social requirements, the ability to seek new information, process it and apply it in their work.

Development of the teacher's professional competence. Self-improvement and self-development are important for acquiring professional (including pedagogical) competence. Self-development tasks are determined through introspection and self-assessment.

The work of a specialist on himself is expressed in: a critical and creative approach to activity; achieving professional and creative cooperation; developing business acumen; overcoming negative habits; mastering positive qualities [9]

A competent approach allows you to solve the following tasks: to coordinate the educational goals set by teachers with the students' own goals; facilitating the work of teachers by increasing the responsibility and independence of students in learning; facilitating the work of students by increasing the share of individual self-study and not by mechanically reducing the content of training; ensuring the unity of the educational process in practice, and not in theory; preparing students for conscious and responsible learning.

The development of competencies is a process that does not stop throughout the entire career of a specialist. At the same time, the readiness of graduates for professional activity depends not only on the acquired knowledge, skills and abilities, but also on some additional qualities, and today the concepts of "competence" and "competitive" are being developed.

According to N.A. Muslimov, competence is characterized by the acquisition of knowledge, skills and abilities necessary for a student to carry out professional

activities of personal and social significance, as well as their application in professional activities [9].

According to IA Zimnyaya, "competence" means knowledge based on the conditional experience of a person in social and professional activities, the ability to use competence. Therefore, competence can be defined using synonyms such as "awareness", "intelligence", "social and professional experience" [4].

I.G. Galyamina believes that "Competence" is the readiness and ability to apply knowledge and skills to solve professional problems in various fields. Competence as a single personality trait is formed by a set of competencies determined in the educational process, and is reflected in production activities [9].

Considering the concept of engineering excellence, it is necessary to consider the scale that increases the impact of engineering activities on all areas of human life. This is facilitated by the general development of modern methods and technologies, in particular, the computerization of society as a whole and the risk of environmental man-made disasters. Engineering plays an increasingly important role today. Wherever we go, not only the results of engineering activity, norms and methods of engineering thinking penetrate the scientific, social and even humanities [2]. Thus, the contribution of each engineer to progressive or regressive development increases the level of responsibility of his professional activity.

Yu.G. Fokin subdivides these requirements into "Engineering Skills Potential" for certification of engineering training programs by the National Federation of Engineers in Europe and lists the symbols in the first block as "Subject of Contemporary Culture" [10].

The preferred profiles and verbal-visual methods of the learning strategy in the sample were statistically significantly different from the general population. Working engineers are involved in solving more problems and learn much more than ordinary people. Eight types of media were compared across four categories: text (text and story), statistical graphics (images and photographs), non-interactive dynamic graphics (animation and video), and interactive dynamic graphics (simulated virtual reality and real virtual reality). The most preferred media types were compared against each other using relative preference, rating, and overall rating and ratings. Drawing generally prefers to work in various computer programs, although slightly more than animation and virtual reality. These results include guidance on problem-solving for continuing engineering education.

Conclusion. Based on the above, to ensure the quality of training of future specialists, it is necessary to develop competence-oriented educational and methodological complexes, textbooks, manuals that allow building the educational process considering state standards and form students' general cultural and professional competencies. The implementation of the competency-based approach will allow resolving the contradictions between the requirements for the quality of education imposed by the state, society, employer, and its educational results.

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USE OF MEDIA TECHNOLOGIES IN THE TEACHING OF COMPUTER SCIENCE

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Annotatsiya. Ushbu maqolada umumiy oʻrta taʼlim maktablari 5-sinflarida oʻqitiladigan informatika darslarida mediatexnologiyalardan foydalanish mavzusida fikr yuritilgan. Maqola uchun tanlangan mavzuning dolzarbligi hamda mavzuga oid adabiyotlar tahlil qilingan. Shu bilan birga, mediatexnologiyalardan foydalanish shart-sharoitlari, mediatexnologiyalar bilan integratsiya qilib qoʻllanilganda yuqori samara berishi mumkin boʻlgan pedagogik texnologiyalar haqida ham fikrlar berilgan.

Kalit soʻzlar: mediatexnologiyalar, taʼlim texnologiyalari, informatika, 5-sinf.

Аннотация. В данной статьи речь идет об использовании медиа-технологий

на уроках информатики в 5-классах общеобразовательных школ. Также анализируется актуальность выбранной темы и сделан обзор литератур по выбранной теме. Также были проанализированы условия использования медиа-технологий, педагогических технологий, которые могут быть высокоэффективными при использовании в интеграции с медиа-технологиями.

Ключевые слова: медиа-технологии, образовательные технологии, информатика, 5 класс.

Abstract. This article is devoted to the use of media technologies in informatics lessons in the 5th grade of a comprehensive school. The article analyzes the relevance of the selected topic and analyzes the literature on the selected topic. The conditions for the use of media technologies were also analyzed, as well as educational technologies that can be highly effective when used in conjunction with media technologies.

Keywords: media technologies, educational technologies, informatics, 5th grade.

Introduction. Achievements in science and technology and the widespread use of information and communication resources, quality education, expanding opportunities for the use of media technologies in the educational process are of particular importance for secondary school students around the world. The concept of international education until 2030, adopted by UNESCO, defines "creating opportunities for quality education throughout life" as an urgent task [1]. At the same time, special attention is paid to the use of media technologies in the assimilation of information.

In the context of a pandemic, the use of information and communication technologies, digital technologies is primarily carried out in the 5th grades of informatics of general education schools, thus, the use of media technologies in teaching computer science has become one of the key factors in improving the quality of education. This defines the task of forming a student's basic information competence using modern media technologies in order to feel free in the virtual world and equip him with the necessary knowledge to search, sort and disseminate information.

Literature survey. Research works on the introduction of information and communication technologies in education in Uzbekistan, information security in the context of global information, the development of media culture among students was carried out by scientists A.A. Abdukadyrov [4], D. Abduazimova [3], U. Begimkulov [6], S. Babadzhonov [5], O.G. Davlatov [7], F.M. Zakirova [8], N.R. Rustamov [2, 10], N.I. Tailakov [4] and others. The issues of effective use of media technologies in the stages of continuing education, the formation of media literacy in students, the inclusion of the ideas reflected in the media in the content of education were studied by EV Muryukina [9], I.A. Fateeva [11], A.V. Fedorov [12], A.V. Sharikov [13].

However, the problem of using media technology in computer science classes in general secondary schools for 5th graders has not yet been fully explored.

Research Methodology. In the article we were used methods work with documents, abstraction and concretization, statistics, comparative analysis.

Analysis and results. There are a number of studies in the world devoted to the influence of information on the socio-psychological development of a person, ensuring independent and optimal education of children, studying media technologies from an educational point of view, and developing the scientific and methodological

foundations for using media technologies. "Information for everyone!" The focus is on the UNESCO Conference and the Incheon Declaration. The development of knowledge in the field of informatics through the organization of educational activities based on the optimization of the process of teaching informatics in educational institutions using media technologies, the improvement of knowledge on the basis of self-study and virtual laboratories is becoming increasingly important.

The country is carrying out serious reforms in the field of general secondary education, pedagogical technologies and innovations in education. This process showed the need for research on adaptation and cognition of primary school students, learning in a playful way and harmonizing life. The decree "On the strategy of actions for the further development of the Republic of Uzbekistan" establishes such priorities as "further improvement of the continuous education system, increasing the potential of high-quality educational services." This requires an analysis of the state of the pedagogical and psychological capabilities of gamification technologies, the development of gamification based on foreign experience, and the improvement of technologies to expand pedagogical capabilities through the integration of games into education.

In a broad sense, media technologies refer to the use of computers and telecommunications for the exchange of information in order to effectively and efficiently work with the media, information on this legal basis.

Today, modernity makes high demands on personnel training. The volume of information is growing, so often the usual methods of transferring, storing and processing it lose their effectiveness. In addition, the use of media technology as a teaching tool unlocks the unprecedented capabilities of the computer.

The creation and development of an informed society is determined by the presence of a number of factors, including the widespread use of media technologies in education.

1) The introduction of media technologies into the educational process accelerates not only the accumulated technological and social experience of mankind from generation to generation, but also the transfer of knowledge from one person to another.

2) Modern media products improve the quality of teaching and learning, allowing a person to more successfully and quickly adapt to the environment and current social changes. This gives everyone the opportunity to acquire the necessary knowledge both today and in the future post-industrial society. This is clearly seen in the current situation caused by the COVID-19 pandemic.

3) The active and effective use of media technologies in education is an important factor in creating the process of reforming the existing education system based on the requirements of educational standards and the requirements of a modern industrial society.

The use of media technologies in the educational process is an urgent problem of modern school education. Today, in any school, a teacher must be able to prepare and conduct a lesson using media resources, media technologies. The use of media technologies in the educational process creates favorable conditions for the formation of the student's personality and meets the needs of modern society. Access to media

culture leads not only to the acquisition of media literacy, but also to the acquisition of moral, aesthetic and intellectual sensitivity.

Informatization of the educational process is one of the most important tasks of modern education. This is due to the development of the science-intensive base of educational institutions, retraining of teachers teaching students, and their adaptation to the latest teaching systems. The use of media technologies, which are a fundamentally new teaching tool and a powerful cognitive tool, requires the development and qualitative improvement of teaching methods, organizational forms and techniques.

Conclusion. Teaching students to work with information, self-study and obtaining information is an important task of a modern school. Today it is impossible not to use media technologies to improve the quality of education.

Thus, media technologies can be used for the following purposes:
- to increase the motivation of students to study science;
- to improve the efficiency of the educational process;
- assistance in activating students;
- improvement of teaching methods;
- timely monitoring of the results of teaching and learning;
- planning and organization of work;
- use as a means of self-education;
- prepare a lesson effectively and in a short time.

Media technology combined with advanced pedagogical technologies - student-centered approach and problem-solving technologies combined with programmatic and planned learning can give very good results.

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DIGITAL ECONOMY AND INDUSTRY: TRENDS, COMPETENCES, DIMENSION

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Annotatsiya. Raqamli iqtisodiyot bizni o'rab turgan dunyoni tezda o'zgartirmoqda. Iqtisodiyotning virtualizatsiyasi tobora ortib bormoqda. Iqtisodiy munosabatlar sub'ektiv ob'ektlar sifatida yangi algoritmlar bilan to'ldiriladi. U tobora oshkora bo'lib bormoqda. Elektron axborot inqilobi mavjud iqtisodiy munosabatlarni raqamli iqtisodiyotga o'zgartirmoqda. Shunga ko'ra, sanoat munosabatlarida o'zgarishlar yuz bermoqda. Davlat muassasalari shakl jihatidan ham, mazmunan ham o'zgartirilmoqda. Ishlab chiqarish va iqtisodiy munosabatlardagi o'zgarishlarning o'ziga xos xususiyati shundan iboratki, axborotni ishlab chiqarish, tarqatish, almashtirish, iste'mol qilish va undan foydalanish jarayonlari boshqa iqtisodiy-iqtisodiy faoliyat turlariga nisbatan etakchi bo'lib qoladi.

Kalit so'zlar: biznes modellari, raqamli asr, transformatsiya, platforma texnologiyalari, investitsiyalar, Apple, Alphabet, Microsoft, Amazon, Facebook, Uber.

Аннотация. Цифровая экономика стремительно меняет мир вокруг нас. Виртуализация экономики растет. Экономические отношения как субъективные объекты дополняются новыми алгоритмами. Он становится все более прозрачным. Электронная информационная революция трансформирует существующие экономические отношения в цифровую экономику. Соответственно, изменения происходят в производственных отношениях. Государственные учреждения трансформируются как по форме, так и по содержанию. Специфика преобразований в производственно-экономических отношениях выражается в том, что процессы производства, распределения, обмена, потребления и использования информации становятся ведущими по сравнению с другими видами экономической и экономической деятельности.

Ключевые слова: бизнес-модели, цифровая эпоха, трансформация, платформенные технологии, инвестиции, Apple, Alphabet, Microsoft, Amazon, Facebook, Uber.

Abstract. The digital economy is rapidly changing the world around us. The virtualization of the economy is increasing. Economic relations as subjective objects are supplemented by new algorithms. It is becoming more and more transparent. The electronic information revolution is transforming existing economic relations into a digital economy. Accordingly, changes are taking place in industrial relations. Public institutions are being transformed both in form and in content. The specificity of

transformations in production and economic relations is reflected in the fact that the processes of production, distribution, exchange, consumption, and use of information become leading in comparison with other types of economic and economic activity.

Keywords: business models, digital age, transformation, platform technologies, investments, Apple, Alphabet, Microsoft, Amazon, Facebook, Uber.

Introduction. The world's leading companies are preparing to invest in knowledge. The world economy is gathering strength for another acceleration and in this, it should be helped by a new infrastructure - an ecosystem of industry digital platforms. Platform technologies in the transformation of business models of companies provide the implementation of one or more critical functions in a specific economic sphere; defined standards and procedures for the overall architecture of solutions, products; open or semi-open entrance for other companies, for the possibility of development based on networking and partnerships; admission of both complementary companies (suppliers of complementary goods and services) and competitors to participate in the development of the platform.

Some foreign experts note that "the world community is rapidly entering the era of the digital platform economy, in which the tools and mechanisms used based on the Internet and online platforms form the foundation of economic and social life."

Traditional business models include asset creators and service creators, and the digital age has predetermined the creation of two other types of business models - technology creators and networking company creators. World studies show that companies building their business according to the model of network interaction based on platform technologies note a 2-4 times increase in market value.

Like much in the digital economy, the collaborative economy instantly became a global phenomenon. According to the Price water house Cooper report, today's five key sectors of the collaborative economy (travel, car sharing, finance, human resources, and music/video streaming) have the potential to increase global economic revenues from $ 15 billion in 2014 to 335 US $ billion by 2025. We should expect the dynamics of the development of the digital joint economy in "heavy" industries.

Popular examples of this potential development already exist Airbnb in the hospitality industry and Uber in transportation. Both companies have shown that online platforms can be used to provide access to the use of assets globally. The companies have already surpassed the $ 1 billion revenue estimate in less than a decade since their founding and achieved a market valuation of $ 30 billion and $ 66 billion, respectively, without numbers, apartments, or vehicles.

The success of the companies has led to the attraction of new entrants from other industries to participate in the joint economy. Uber, for example, is already being used to deliver cargo for air passengers at the right time and in the right place, leading to changes in the layout of airports, as the premises previously intended for this are no longer needed.

"We need to develop a National Concept of the Digital Economy, which provides for the renewal of all sectors of the economy on a digital basis. In this regard, we need to implement the Digital Uzbekistan 2030 program. The digital economy will increase GDP by at least 30 per cent and significantly reduce corruption. Analyzes authoritative international organizations also confirm this. Therefore, it is necessary to

carry out a digital transformation in the economy, develop national information technologies and attract investments "[6] said Shavkat Mirziyoyev, the President of the Republic of Uzbekistan. Culturally, the challenge of digital transformation is to rethink its role. Those who were once just data entry can now become more valuable as an analyst. Successful digital transformation requires an increased focus on security. Some of the world's largest companies have fallen victim to cyber-attacks. IP, personal information, and finances are constantly under threat. In the content of the digital world, corporate networks of the past no longer exist. Security must be built directly into all applications.

A networked business model, through a digital platform, is certainly effective in the digital economy and provides companies using it with an undeniable competitive advantage. Progressive traditional companies, whose business model cannot be transformed to maintain their business and gain a competitive advantage in the digital environment, have found a way out in a hybrid approach, which involves combining several types of business models, in particular:

- Several pharmaceutical companies develop new drugs (acting as technology creators) and manufacture these drugs (product creators);

- Most car companies produce cars (the main business model is product makers) while providing financial and insurance services (service creators), and increasingly providing new digital services (innovators).

Five well-known global companies such as Apple, Alphabet, Microsoft, Amazon, and Facebook are examples of successful practice of the hybrid approach to business model transformation; one of the components of today's success is the combination of the main business model with the business model of network interaction based on the digital platform. This allowed these companies to achieve synergies within their model, differentiate key elements of services in terms of growth, profitability, and market value, and become "digital super companies".

To manage and to create a successful business model of a company in the context of the development of the digital economy which meets the realities of an accelerating digital environment. It is necessary not only to connect to some digital platform but also to effectively manage the channels and capacities of its ecosystems and use them in a multilateral system model of business interaction on based on a digital platform.

In each economic sector, the most progressive companies that have embarked on the path of digital transformation are building new business models of direct network interaction based on digital platforms, for better and faster satisfaction of growing consumer demands, increasing the synergy effect of systemic business interaction through growth and increased profits, satisfied customers, improving business efficiency, reducing transaction costs.

As examples of successful practices of breakthrough digital transformation through the implementation of a business model based on network interaction through a digital platform, let us consider the experience of various global companies in the industry's most ready for digital transformation.

Industry. Manufacturing companies are actively involved in building a business model based on networking through digital platforms. So well-known world leaders like Bosch and Schneider Electric are actively involved in the creation and

implementation of IT services, and Siemens has committed itself to become a "digital industrial company", including staff training and reorganization of the company's business model. In April 2018, Siemens unveiled a portfolio of digital enterprise solutions to bring Industry 4.0, or the fourth industrial revolution, to life.

"By developing a range of solutions that complement each other, we have created the necessary technical platform for this transformation. By implementing solutions for the digital enterprise, our users and customers can unleash the full potential of the Industry 4.0 concept. Digital enterprise solutions are now helping our customers speed time-to-market and improve product quality while increasing flexibility and efficiency - all through ongoing projects. Their success is thus an undeniable proof of the benefits and value that Siemens solutions provide for discrete manufacturing and process industries," said Klaus Helmrich, Siemens Management Board Member at the Hannover Messe press conference

The focus is on the digital enterprise suite of offerings, which is constantly evolving with solutions to increase flexibility in design, manufacturing processes, and structures. These solutions include digital twin creation tools used today for virtual modelling of the entire value chain, along with a set of leading automation and cloud-based IoT solutions – Mind Sphere. Connecting to Mind Sphere is one of the foundational aspects of new data-driven business models for customers.

In the era of digitalization, reliable protection of confidential data is unthinkable without ensuring an adequate level of information security. In the field of information security of industrial applications and infrastructures, Siemens has already achieved significant success and does not intend to stop. Organizations in the industrial sector have access to a wide portfolio of products and services designed by the concept of "defence in depth". This portfolio includes solutions to protect factories and networks, and ensure system integrity.

The digital transformation of the process industries is already in full swing. With this in mind, Siemens offers its customers a portfolio of complete solutions with the integration of hardware and software components.

The aerospace industry considered the most developed in terms of digital transformation. To meet the high demand for products in this industry, productivity must be increased, and this is impossible without automation and complex integration of digital tools and workflows. By implementing Siemens digital enterprise solutions, small, medium, and large organizations can now gain additional advantages and successfully compete in the international market. Increased flexibility opens up possibilities for efficient production of various models, even in small volumes.

Thus, digitalization becomes available to all companies, regardless of size. German firm Klöckner presented a bold strategy to not only create a digital platform for its services but also open it up to third parties and competitors.

Media. Most media companies face significant threats to their core business model of broadcasting and advertising-based content. In response to the threat of digital competition, German independent ProSiebenSat.1 has decided to add digital commerce and online marketplaces to its portfolio, expanding its expertise in attracting and monetizing a large consumer audience. At the same time, print media companies Schibsted in Norway and Naspers in South Africa have deployed their business models,

based on networking with a portfolio of online platforms, portals, auctions, and private sites. This allowed Schibsted to achieve record operating profit in 2017, and Naspers continues to grow by almost 20-30% per year.

Retail. More and more European retailers have started to implement a business model based on networking via digital platforms. French electronics retailer Darty entered a third-party trading platform in 2014, dramatically expanding the range of products it can now offer to its customers, significantly increasing traffic to its website, and reaping twice the revenue from products sold in the marketplace, according to compared to his traditional trading business.

Communication and telecommunications. There are several examples of successful networking in the telecommunications sector. For example, Nordic Telenor has invested in the online classifieds business as part of its new digital strategy, and BT Global Services has created a highly innovative cloud services platform, but these are of course unique exceptions. Telco talks about enterprise IT capabilities but focuses on connectivity rather than developing costly ecosystem platforms. In this industry, the digital transformation process is only gaining momentum.

Banking services. European banks are beginning to understand the growing role of networking, driven in part by open banking regulation ("PSD2"). Leaders such as ING Group speak of plans to remain competitive leaders by building ecosystems of third-party services based on the digital business platform that goes beyond banking. Deutsche Bank recently introduced platform service and networking to its business model, bringing multi-bank aggregation services and retail deposits to the market, thus spearheading the creation of Verimi's pan-European cross-industry digital identity scheme. Fintech and digital leaders like Alibaba continue to target high-yield retail banking with low business model transformation like Alipay for online and mobile payments.

The growth of a digital business is a prerequisite for an evolving digital economy. To implement new business models based on digital platforms to ensure competitiveness in the digital economy, companies need to perform the following activities:

1. To develop the competencies of the Team of Leaders and personnel in the field of digital management: to change the views on the emerging digital economy - as the inevitable near future of the functioning of all socio-economic systems, as well as the role of networking in the development of business in the digital economy, big data, the Internet of things and others digital technologies. Generate insight and understanding of the exponential growth of some companies and how new digital business models can be integrated into existing operational business processes to increase revenue. Understand the implications and benefits for shareholders, both in terms of risk and reward and dividend policy.

2. Adopt and actively use the "portfolio of business models" approach to your growth strategy: implement a new way of dynamically reallocating capital and resources to digital resources and new market opportunities, introducing digital technologies, and creating network interactions in such a way as to increase demand for the most profitable areas of the main business. Adequately assess the results of introducing digital technologies into business processes.

3. Determine the vision for growth and development prospects, harmoniously combining new and old business models: formulate the mission, vision, and goals of the company in such a way as to attract new promising and competent employees, retain customers, and interest investors. Change the mindset from linear product value chains to multi-stakeholder models that deliver improved customer outcomes through differentiated partner ecosystems.

4. Improve the operating model based on a dynamic portfolio of business models: it is necessary to transform the organization, rebuild its organizational, commercial, and technical architectures to implement disruptive digital technologies to accelerate the company's digital transformation processes.

5. Update the metrics: develop parameters and rules for interaction with customers and partners that fit the digital space, orienting corporate thinking towards the exponential growth opportunities made possible by "network effects".

Summarizing the above, it can be noted that enterprises need to quickly realize the possibility and necessity of innovative changes in their business models following the challenges of the digital economy. Innovative digital technologies, through the use of which some companies have gained leading positions in the modern economy, can be implemented and used in companies of all sizes and industries to accelerate the digital transformation process.

According to experts, the transition to the digital economy of the world's leading countries can be completed in the next five years and lead to a doubling of their GDP.

Conclusion. The study of the features of the digital transformation of socio-economic systems indicates the absence of a universal mechanism and algorithm for the implementation of transformational transformations. It is important to cite the following as the key provisions that make up the set of features of digital transformation:

− the need for a priority digital transformation of the public administration system as the main institution that activates regulates and supports the processes of digitalization and digital transformation of society, for which it seems expedient to use the positive experience of digital transformation of government regulation in other countries, taking into account Russian specifics and the use of digital platform technology;

− the accelerated formation and constant development of the competence potential of the enterprise personnel involved in digital transformation processes is a prerequisite and an objective necessity for the success of the ongoing digital transformations, which will allow not only to quickly adapt in the digital space but also ensure the normal functioning of the company;

− the evolutionary transformation of the company's business model, based on the implementation of a network interaction model, through a digital platform, is undoubtedly an effective solution in the digital economy, providing the companies using it with an undeniable competitive advantage.

Further, it seems expedient to study the main service operators of digital transformation processes that ensure the development and operation of platform services for digital transformation in the context of the digitalization of the country's economy observed today.

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MODERN PROBLEMS OF TECHNICAL SCIENCES

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AUTOMOTIVE ENGINES - MAIN SOURCES OF ENVIRONMENTAL POLLUTION

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Annotatsiya. Ushbu maqolada avtomobil transporti tomonidan chiqariladigan zaxarli moddalarning atrof-muhitga zararli ta'sirini ko'rilgan, avtomobil dvigatellaridan chiqadigan zararli chiqindilar darajasini pasaytirish bo'yicha samarali choralarni ishlab chiqarish yo'llari ko'rsatilgan. Dunyoda va O'zbekiston Respublikasidagi ekologik vaziyatga umumiy tahlil berilgan.

Kalit so'zlar: ekologik muammolar, atrof muhitning ifloslanishi, zaharli moddalar, ichki yonish dvigatellari, chiqindi gazlar, uglevodorod oksidi, oltingugurt, uglevodorodlar, azot, Eurostandard, avtomobil transporti.

Аннотация. В данной статье рассматриваются вопросы вредного влияния токсичности автомобильного транспорта на окружающую среду, указываются действенные меры по снижению уровня вредных выбросов автомобильными двигателями. Дается обзорный анализ экологической обстановки в мире и в частности в республике Узбекистан.

Ключевые слова: экологические проблемы,загрязнение окружающей среды, токсичные компоненты, двигатели внутреннего сгорания,отработавшие газы, оксиды углеводородов, серы, углеводород, азот, Евростандарт, автомобильный транспорт.

Annotation. This article discusses the harmful effects of the toxicity of road transport on the environment, indicates effective measures to reduce the level of harmful emissions from automobile engines. An overview analysis of the ecological situation in the world and in particular in the Republic of Uzbekistan is given.

Keywords: environmental problems, environmental pollution, toxic components, internal combustion engines, exhaust gases, oxides of hydrocarbons, sulfur, hydrocarbons, nitrogen, Euro standard, road transport.

Introduction. With the accelerated development of industrial and agricultural production, transport and other sectors of the national economy, environmental protection has become one of the most important tasks of all mankind, the solution of which is inextricably linked with ensuring the protection of human health and the

environment. Therefore, reducing air pollution with toxic substances that are emitted by industrial enterprises and road transport is one of the most important problems for both developed industrial countries and developing countries [1,2,3,7,15].

Literature review. The problem under consideration is of worldwide importance, as a result of which many scientists conduct scientific research to protect the environment of the universe. Many domestic and foreign scientists are engaged in the issues of pollution and protection of the atmosphere from harmful emissions by road transport. The scientific works of the following scientists deserve attention: academicians A.U. Salimov. and Nigmatov S.S., Honored Scientist of the Republic of Uzbekistan. Doctor of Technical Sciences, Professor Kadyrov S.M., Doctor of Technical Sciences, Professor Mukhitdinov A.A., Doctor of Technical Sciences, Corresponding Member of the Russian Academy of Sciences, Doctor of Biological Sciences, Professor Yablokova A. V., Doctor of Technical Sciences, Professor Gorbunov V.V., Doctor of Technical Sciences, Professor Kamensky E.N., Wilkinson David M., Tobey Ronald C., Mitman Gregg, etc. It should be noted that 11 On March 2019, over 4,700 delegates from around the world gathered in Nairobi, Kenya to discuss climate change, consumption and production, protecting the oceans from plastic pollution, food loss and more. They take part in the work of the UN Environment, the world's largest environmental protection body. The Assembly was attended by 252 scientists from around the world [13].

Research Methodology. The atmosphere is polluted by emissions, including organic, inorganic, radioactive and other types of compounds, various gases, vapours, particles of solid and liquid substances in quantities exceeding sanitary standards.

As you know, intracity and intercity transportation is carried out mainly by road, where piston internal combustion engines are used as a power plant, which are sources of increased environmental pollution. substances from transport make up the majority of all total emissions. At the same time, the concentration of toxic components of exhaust gases (OG) in the air often exceeded the maximum permissible values by 10-15 times[1,2,3].

Air pollution from exhaust gases from motor vehicles not only affects human health but also causes direct economic damage. Toxic substances of exhaust gases contained in the air affect the flora and fauna, the soil. Significant damage is caused to buildings, structures, monuments of history and culture, various building materials and, along with this, the processes of corrosion of metals are accelerated. So, for example, in industrial areas, the corrosion rate of iron and its alloys increases 20 times, and aluminium - 100 times compared to rural areas [1,3].

Along with various natural phenomena leading to air pollution, human activities associated with the development of natural resources, the development and improvement of industry, agriculture, construction, transport and other areas are becoming increasingly important in this process.

Due to a lack of knowledge, imperfection of the equipment and technologies used, the lack of forecasting the results of decisions made or for other reasons, human economic activity is accompanied by undesirable processes, in particular, the emission of harmful substances into the atmosphere by enterprises and vehicles. Polluting the atmosphere, damage the environment and human health.

The relationship between natural and industrial harmful substances that enter the atmosphere and the relationship between harmful emissions from various sources are presented in Table 1. The problem of reducing air pollution has long crossed the borders of individual states and even entire continents, has acquired an international character and has become practically common for all countries of the world. Harmful substances that enter the atmosphere are carried by air currents to vast spaces, poisoning the entire animal world and plants.

The use of power plants with internal combustion engines (ICE), consuming liquid petroleum motor fuels, in industrial energy, in sea, river, motor transport, in agriculture, small aviation, leads to severe environmental pollution.

Hundreds of millions of internal combustion engines are in operation in the world as power plants, which consume more than 1 billion tons of oxygen for fuel combustion, while emitting hundreds of millions of tons of carbon monoxide and tens of millions of tons of nitrogen oxides, sulfur and unburned hydrocarbons [1,3]. For example, if we consider the ratio of harmful emissions into the atmosphere for the year on a global scale (Table 1), then the main amount of harmful emissions falls on road transport.

Table 1

Ratios of harmful emissions per year in various countries and around the world, million tons

Emissions	CO	CₘHₙ	CO₂	Cₓ	NOₓ	SP*	Total
In the world :							
natural	0,21 0,0	30	-	-	1 700	21	2000
due to human activities	200,0	50,0	14 6 0	53,0 0	2 00	0	469,0
in different countries							
due to human activities	113,2	31,2	30 2	25,5	1 2 8	0	213,0
Road transport	85,1 0	10,4	0,0	7,4	0,0	0,7	104,
all transport	94,57	12,0	0,1	Ю,	1,2	1,4	119,
stationary installations	1,3	1,77	24 2	14,2	5,2		47,3
Industry	12,0 0	11,6	4,	0,9 4	6,		35,8
Uncontrolled	5,4	5,0	-	0,1	0,		п,з

* SP - solid particles.

Currently, ICEs generate more than 85% of the energy consumed on Earth, with the main share of engines being traditional piston engines. And one of the most serious sources of environmental pollution is poisonous gases (exhaust gases) from automobile engines and other vehicles containing toxic substances.

In 2012, emissions of pollutants from mobile sources in Uzbekistan amounted to more than 2.5 million tons. At the same time, the total intake of lead into the atmosphere from vehicles is estimated at 4 thousand tons, including 2.16 thousand tons from trucks transport [2,3].

The relative share of harmful substances by road transport in the total emission in some large cities of the world, including for the republics of Central Asia, are given in Table. 2.

Table 2

Emissions from automobile engines in various cities around the world.

City	CO	CH	NO$_X$
Moscow	96,0	64,0	33,0
St. Petersburg	88,0	79,0	32,0
Madrid	95,0	90,0	35,0
Stockholm	99,0	93,0	53,0
NewYork	97,0	63,0	31,0
Tokyo	99,0	95,0	33,0
Tashkent	95,0	81,0	46,0
Nur-Sultan	96,0	78,0	51,0
Frunze	94,0	72,0	48,0

The number and composition of toxic components in the exhaust gas of engines depend on the type of engine, design and control factors, the degree of perfection of the working process, operating modes of the engine, its technical condition, operating conditions and other factors.

In auto-tractor engines, liquid motor fuel is mainly used, which contains carbon, hydrogen and small amounts of oxygen, nitrogen and sulfur, therefore, with ideal combustion of fuel with air, the combustion products should contain only N2, CO2, H2O. However, the actual composition of the exhaust gas is much more complicated.

Currently, the progressive society of mankind is conducting global research work to dramatically reduce the number of harmful substances in the exhaust gases of cars. The results of such studies have shown that there are several ways to reduce the number of harmful substances in exhaust gas. One of the most effective methods for solving this problem is the emergence of a strong, authoritative and effective document Euro standard, which sets strict requirements for the environmental friendliness of fuel.
Standardization is an important aspect of any production, and especially fuel production since non-compliance with established requirements can have a devastating effect not only on the vehicle where it will be used but also on the entire environment, including human health.

With the development of oil refining, the requirements for produced gasoline and diesel fuel and the corresponding standards are invariably tightened, while several parties can set and change them at once, in particular:

- Car manufacturers to ensure the stable operation of the engine and related systems during the established service life. Fuel producers relying on the modern capabilities of the refining industry.

- The government, which establishes the procedure for transportation and storage of fuel, as well as requirements related to its environmental friendliness.

- To improve the environment in the EU countries, the Euro certification procedure has been adopted since 2001. It is aimed at regulating the level of the number of harmful substances that are contained in the car's exhaust gases to the maximum allowable standards. The requirements of the European Standard for the environmental friendliness of automobile fuels are becoming more stringent from year to year (Fig. 1).
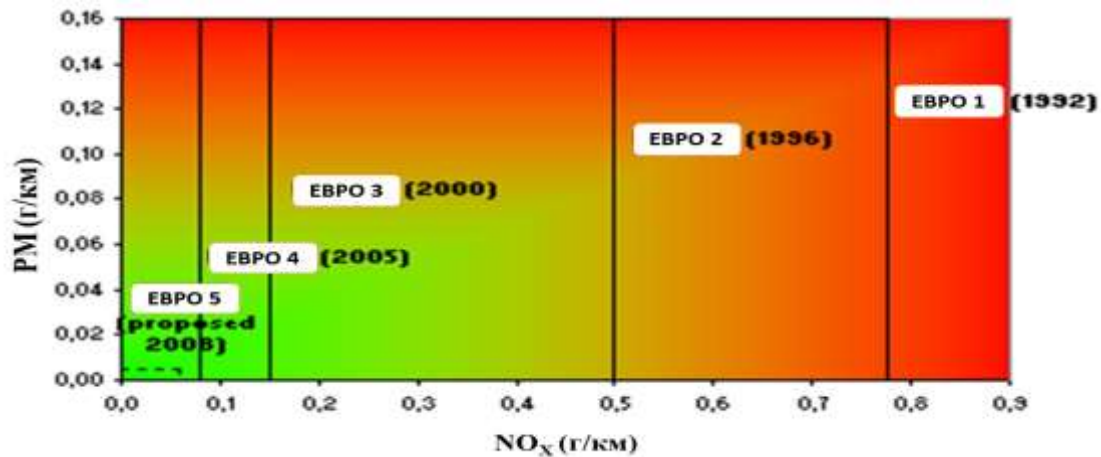

Fig.2. Stages of toughening the requirements of the European Standard for the quality of automotive fuels (for example, diesel fuel) [2,3,4,5].

The Euro certificate is an environmental certificate confirming the compliance of the vehicle imported into the country with the requirements of the Technical Regulations. Thus, the Euro policy is aimed at reducing the content of unwanted and harmful substances in exhaust gases. Therefore, many developed countries adhere to Euro standards, including the Republic of Uzbekistan currently adhere to Euro-4 standards[2,3].

From January 1, 2022, the import of motor fuel of an environmental class below Euro-3 is prohibited, and from January 1, 2023 - motor fuel of an environmental class below Euro-4.

This is stated in the presidential decree "On approval of the concept of environmental protection of the Republic of Uzbekistan until 2030".

According to the document, it is prohibited:

- from January 1, 2020, the commissioning of new capacities for the production of motor fuel of an ecological class below Euro-4;

- from January 1, 2022, premises under the customs regime "temporary import" and "release for free circulation (import)" of motor fuel of ecological class below "Euro-3", and from January 1, 2023 - motor fuel of ecological class below "Euro-3" four";

The Cabinet of Ministers was instructed to approve within two months the procedure for environmental certification of new wheeled vehicles of categories "M" and "N" imported into the republic for compliance with the requirements of the environmental class [2,3].

At the present stage of the development of engine building, comprehensive studies are being carried out to improve the quality of fuel to improve the combustion process,

the economy of the engine and, of course, reduce harmful emissions from the engine [11].

One of the ways to improve the quality of gasoline is to reduce the content of ethyl compounds in the fuel since lead compounds do not burn and are emitted with exhaust gases into the atmospheric air. Currently, unleaded gasoline is already widely used in many countries.

Analysis and results. The results of the above work allow us to draw the following conclusions:

1. The problem of environmental safety of road transport and the reduction of harmful emissions is the most important task of our time, the solution of which is possible both by improving the engine design and improving the quality of fuel.

2. To improve the environment in the EU countries, the Euro certification procedure has been adopted since 2001. It is aimed at regulating the level of the number of harmful substances that are contained in the car's exhaust gases.

3. The quality of the fuel used has a decisive influence on the environmental performance of road transport.

4. When using fuel that meets Euro requirements instead of standard domestically produced fuels, the amount of weighted average harmful emissions into the atmosphere is significantly reduced.

Conclusion. The development of new types of gasoline and diesel fuel is primarily due to the tightening of requirements for the environmental safety of the petroleum products used. They directly affect the composition of the fuel, or rather, the number of harmful substances contained in it and formed as a result of its processing.

Currently, in the Republic of Uzbekistan, as in other developed countries, they adhere to the norms of the Euro standard.

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CONSTRUCTION ANALYSIS OF LARGE POLLUTERS COTTON CLEANING MACHINES

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Annotatsiya. Ushbu maqolada paxta tozalash korxonalarida o'rnatilgan paxtani yirik iflosliklardan tozalash uskunalarining konstruksion tahlili bo'yicha malumotlar keltirilgan. Paxta tozalash korxonalarida o'rnatilgan UXK rusumli paxtani iflosliklardan tozalash uskunalarining tozalash samaradorligini oshirish maqsadida kolasnikli panjaralarni xarakatga keltirish ya'ni tebranma harakat xisobiga tozalash samaradorligini oshirish mumkinligi asoslangan. Bunda uskunaga kelayotgan paxta miqdoriga qarab arrali baraban bilan kolasnikli panjara oraliq masofasi o'zgarishi inobatga olingan. Mashina va qo'lda terilgan paxtani tozalash samaradorligini oshirish uchun paxta tozalash korxonalarida ishlatiladigan paxtani iflosliklardan tozalovchi UXK tozalagichlarining o'rniga yangi konstruksiyali UXK tozalagichlarini joriy etish tavsiya qilingan.

Kalit so'zlar. Paxta, mashina terimi, qul terimi, yirik ifloslik, nav, chiqindi, arrali baraban, kolasnikli panjara.

Аннотация. В статье представлены данные структурного анализа хлопкоочистительного оборудования, установленного на хлопкоочистительных предприятиях. Он основан на том факте, что вибрационные двигатели могут повысить эффективность очистки, чтобы повысить эффективность очистки хлопкоочистительного оборудования УХК, установленного на хлопкоочистительных заводах. При этом учитывается изменение расстояния между пильным барабаном и решеткой пилы в зависимости от количества хлопка, подаваемого в оборудование. Чтобы повысить эффективность машинной очистки и очистки собранного вручную хлопка, рекомендуется внедрить очистители УХК новой конструкции вместо очистителей УХК, используемых для очистки хлопка от грязи, используемых на хлопкоочистительных заводах.

Ключевые слова. Хлопок, машинный сбор, рабский сбор, крупная грязь, сорт, отходы, пильный барабан, коласник-гриль.

Abstract. The article presents the data of the structural analysis of ginning equipment installed at ginning plants. It is based on the fact that vibration motors can improve the cleaning efficiency to improve the cleaning efficiency of the UXK ginning equipment installed in ginneries. This takes into account the change in the distance between the saw drum and the saw grate, depending on the amount of cotton supplied to the equipment. To improve the efficiency of machine cleaning and cleaning of hand-picked cotton, it is recommended to introduce newly designed UXK cleaners in place of the UXK cleaners used to clean cotton from dirt used in ginneries.

Keywords. Cotton, machine picking, slave picking, large dirt, variety, waste, saw drum, Kolesnik grill.

Introduction. After the independence of the Republic of Uzbekistan and its transition to a market economy, based on new scientific and technological advances, the production of industrial products and the introduction of competitive products that meet world standards on the world market has become especially important. This is especially true for the textile industry, which operates based on local raw materials.

As noted in the address of the President of the Republic of Uzbekistan to the Oliy Majlis on December 28, 2018; "Today we live in a rapidly changing world. Global conflicts of interest and competition are intensifying, and the international situation is deteriorating. As we develop practical plans for the coming year, we need to clearly define the priorities of our development, taking into account such a complex situation in the international arena. "

One of the important tasks facing scientists in this field is the implementation of the Resolution of the Cabinet of Ministers of March 31, 2018 No 253 "On additional measures to organize the activities of cotton textile industries and clusters" and other regulations related to this activity.

In today's globalization and modernization of the economy, the reduction of production costs in industrial enterprises is of great importance, the solution of which will provide ample opportunities for successful participation in the competition in international markets. At present, one of the main tasks facing the ginneries of the Republic is to increase production efficiency by modernizing equipment, producing high-quality products, ensuring competitiveness, reducing waste and improving product quality.

The high level of competition in the world cotton market, the need to create technologically sophisticated and high-quality textile equipment, the need to obtain high-quality and competitive textile products will further increase the demand for cotton fibre quality.

At present, we see that the cleaning efficiency of equipment for cleaning large quantities of raw cotton at ginning plants is slightly lower than the requirements of the state standard. To overcome this problem, a lot of research work has been done to create a new technological flow of cleaning raw cotton from major contaminants, the application of innovative developments in technological processes. However, the technologies used in the country's cotton industry do not ensure the full preservation of the original natural quality of raw materials. The high content of major contaminants in cotton and the low efficiency of the technology of cleaning and drying of cotton leads to low quality and high cost of cotton products. The efficiency of cleaning the

product can be increased by creating an effective technology for cleaning cotton from large contaminants.

Analysis and results. The production of cotton that can meet the requirements of world standards is a modern requirement. To obtain such products from cotton fibre, first of all, it requires high-quality cleaning of raw cotton. Cotton ginners use UXK cotton ginning equipment to clean medium and main staple varieties of raw cotton from large and small contaminants. With the help of this equipment, the process of cleaning the raw cotton from weeds and contaminants is carried out by the working bodies of the cleaners. Significant results have been achieved in this area by many scientists.

Professor RGMakhkamov's research focused on the study of cotton gins, which improved the quality of the fibrous material, as well as the use of polymeric materials in the ginning of ginners, which reduces the frictional force in the interaction with cotton.

According to the analysis of technological processes applied in foreign countries, including the United States, it is recommended to clean fibrous materials four times using a saw drum, with the number of pile drums not exceeding 20-30.

In scientific research conducted by Koshakova MJ, it was possible to increase the efficiency of cleaning due to vibration in the cleaning of cotton from impurities. Due to the low cleaning efficiency of the machine, this proposed design has not been used in production.

Based on the research conducted by Sh. Khakimov [4], a new fastening device is proposed instead of a fast-moving stationary brush. To study the process of spinning this new spinning device on the saw drum surface of the raw cotton, a theoretical model of the motion between the spinning drums of the raw cotton was developed.

Nabiev.Sh [3] researched to study the effect of changes in the distance between the columns in the cleaning of cotton from large contaminants in the UHC unit on the cleaning efficiency and the number of cotton particles in the waste.

In the study, the moisture content was 8.2%, pollution 4.9%, An-Boyovut 2nd industrial variety, 1st-grade cotton. In the first stage, research was conducted in the main cleaning department to determine the rational parameters of the distance between the columns.

The main part. Cotton ginneries clean cotton seeds mainly from small and large contaminants. In this case, small contaminants are up to 10 mm in size, and large contaminants are larger than 10 mm. The quality of cotton is determined by the low content of impurities in its composition. A lot of research work has been done on cotton ginning equipment.

BCh-2M, the first sawmill cleaner developed in Uzbekistan (Figure 1). The working capacity of this cleaner was 1.2 tons/hour.
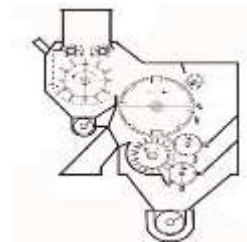

Figure 1. BCh-2M sawdust cleaner

Since the main cleaning drum was the only one in this cleaner, the cleaning efficiency was low i.e. 30-40%.

In the next sawdust cleaner ChX-5, which is widely used in production, the cotton is cleaned in two main sawdust drums, and the cotton pieces with large contaminants from these drums are cleaned and separated in one regeneration drum and added to the main cotton stream. The overall cleaning efficiency of this cleaner was 85%. The ChX-5 cleaner uses saw drums with a diameter of 480 mm and a rotation speed of 290 rpm. This drum is fastened by turning the headset tape with two rows of teeth. Manufacturing experience has shown that if part of these tapes fails, they will have to be completely disassembled, resulting in the low operating efficiency of the ChX-5 cleaner. The shape of the blade in the direction of the saw movement is made in the form of a drop. The shape of this blade is the same as in the BCh-2M machine. Given that the size of the ChX-5 machine was largely due to the location of its working bodies and other design shortcomings, it was modernized.

The analysis of the operation of the ChX-5 machine and its complex operation with other cleaners, ie fine-grained cleaners, showed that the effect of the perforation grid installed in this cleaner to remove fine contaminants can be offset in the later stages of cleaning. The ChX-5 cleaner was created by upgrading the ChX-3M2 cleaner (Figure 2). In this cleaner, instead of a perforated mesh, a grid consisting of triangular-shaped blades was installed to increase the fineness of the cotton.
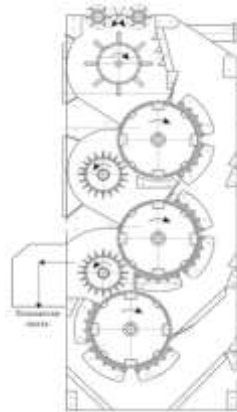

Fig. 2. ChX-5 saw cleaner

The diameter of the regeneration drums separating the two main cleaning drums and the cotton from the waste content separated from them in the design of the analyzed ChX cleaners is 480 mm. The perimeter of the drum with this diameter is 1507 mm. If we assume that this perimeter is 100%, then in the analyzed ChX-5 cleaners 40-50% of the perimeter of the cleaning drums are equipped with chimneys, and the cleaning process takes place only in this part. The cleaning efficiency depends on the length of the perimeter where the columns are installed. This is one of the ways to increase the cleaning efficiency is to increase the surface area where the cleaning process takes place.

The analysis shows that the cleaners that clean all cotton from large contaminants consist of the same supply roller, a pile drum, a perforated mesh or blade grid, a saw drum, a spinning brush, a grating grinder, and a separating brush drum.

UXK units are also used to clean cotton from large contaminants. In it, the cleaning of cotton from large contaminants is carried out in four sections, the cleaning

of waste, the regeneration of cotton pieces. The study of the amount of cotton in the waste in these sections showed that the change in the amount of cotton in the waste in the primary, middle and final regeneration sections was different. Figure 3 shows a set of UXK equipment that can reduce the number of cotton pieces in the waste by varying the distance between the columns in the initial, middle and final regeneration sections.
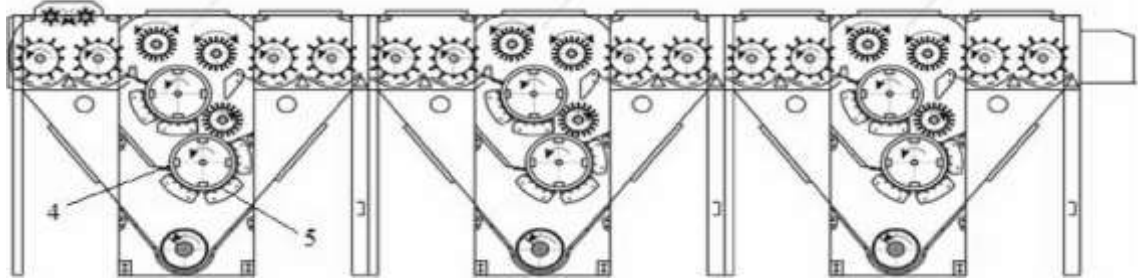

Figure 3 UXK equipment set

It can be seen from the design of the ginners created so far that the application of sequential process technology of cleaning cotton to large gin cleaners and improvement of working parts has led to the increased cleaning efficiency of cotton gin cleaners. However, the cleaning efficiency of large-scale decontamination equipment used in ginneries does not fully meet the requirements of the standard. The main disadvantage of the existing combined cotton gin is the inadequacy of cleaning the raw cotton from small and large contaminants. To increase the cleaning efficiency of the machine, the process of separating the waste from the cotton content is improved by activating the colasnik grids, ie achieving vibration. To do this, the equipment is equipped with specially designed headlights, which can be seen in Figure 4.
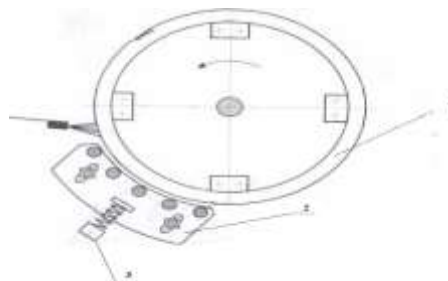

Figure 4. Improved kolasnik grid on UHK equipment
1-saw drum, 2-collar grille, 3-vibration spring.

Today, existing ginneries have increased the efficiency of ginning by making structural changes to the grid, which is the main working part of large ginning equipment. The improved grate is mainly used for cleaning large contaminants in low-grade cotton, and the lower part of the grate is equipped with a spring mechanism to create vibrating motion, the main purpose of which is to clean low-grade cotton and prevent clogging.

The spring mechanism is used to prevent clogging of the grate by vibrating movement at intervals of $1 \div 3$ mm, as well as by squeezing the cotton on the grate.

Conclusion Analysis of scientific research on large-scale decontamination of cotton shows that the most effective decontamination equipment for large-scale decontamination is the ChX-5, the main drawback of which is the inability to carry out

a continuous flow of cotton. As a result, it is necessary to install additional mechanisms. One of the most common technologies today is the UXK flow line for hand picking. Its main drawback is that we need to increase the cleaning efficiency as we move into machine harvesting. In order to increase the cleaning efficiency of UXK ginners installed in ginneries, the installation of collar-operated springs, due to the vibration of the incoming cotton pieces, ie the widening of the interval when cotton comes in large quantities and shrinks in small quantities, these parameters significantly affect the efficiency of ginning. we can see from the analysis. The application of the conducted research work to the production enterprises leads to an increase in the cleaning efficiency of the equipment. In addition, seed damage was prevented by reducing the impact strength during cotton cleaning.

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OBSERVATION WITH ELECTRONIC MICROSCOPE AND ANALYSIS OF FIBER STRUCTURE CONSERVED IN A BUNDLE.

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Annotasiya. Ushbu maqolada g'aramda saqlangan paxta tolasi tuzilishi elektron mikroskop yordamida kuzatildi va natijada birlamchi va ikkilamchi qatlamdagi fibrillarning joylanishi turlicha ekanligi aniqlandi. Tadqiqot natijalari tahlili shu narsani ko'rsatdiki, g'aramning pastki qatlamida zichlik miqdori ortib ketishi hisobiga, mikroorganizmlar va zamburg'lar soni ortib ketadi. Tavsiya etilayotgan variantda esa ya'ni, kichik o'lchamli g'aramda zichlik miqdori kamayishi bilan tolalarning sifat ko'rsatkichlari deyarli o'zgarmaydi.

Kalit so'zlar: xajmiy zichlik, g'aram, kutikula, sellyuloza, tolaning pishiqligi, mikroorganizmlar

Аннотация. В этой статье структура хлопкового волокна, хранящегося в бунте, наблюдалась с помощью электронного микроскопа, и в результате было обнаружено, что расположение фибрилл в первичном и вторичном слоях было различным. Анализ результатов исследования показал, что количество микроорганизмов и грибков увеличивается за счет увеличения плотности в нижнем слое бунта. В предложенном варианте, то есть качество волокон практически не меняется при уменьшении величины плотности в малогабаритном бунте.

Ключевые слова: объемная плотность, бунт, кутикула, целлюлоза, прочность волокон, микроорганизмы.

Abstract. In this article, the structure of the cotton fiber stored in the riot was observed with an electron microscope, and as a result, it was found that the location of the fibrils in the primary and secondary layers was different. Analysis of the research results showed that the number of microorganisms and fungi increases due to an increase in density in the lower layer of the riot. In the proposed version, that is, the quality of the fibers practically does not change with a decrease in the density value in a small-sized bundle.

Keywords: bulk density, bundle, cuticle, cellulose, fiber strength, microorganisms.

Introduction. Cotton fiber is one of the main products of the textile industry. Over the past two years, our country has been paying serious attention to the creation of infrastructure based on advanced technologies in all areas, especially in industry, especially in agriculture, to support the cluster system. In this regard, the head of our state Shavkat Mirziyoyev on December 9, 2017, at the first celebration of the "Day of Agricultural Workers" in the Kyzyltepa district of the Navoi region, recognized the cluster approach, covering the stages from cotton cultivation to the production of finished products; - it is important to note what we see in this system the future of Uzbek cotton

Therefore, when enterprises are moving to a cluster system, it is important to improve the quality of products at ginning and spinning enterprises.

Literature review. Some scientists, including G. I. Miroshnichenko, A. Nuraliev, A. N. Suslin, B. Akhmetov, researched the development of fundamental problems in our country, which cover the theoretical and methodological foundations of creating technologies for receiving, storing and transferring cotton - raw material into production. G. Kadyrov, G.A. Tikhomirov, V. Baydyuk, M.T. Khodzhiev, H.K. Rakhmonov, T.A. Ochilov, M. Ruzmetov and others in different years in this area took into account the variety of raw cotton and its natural properties. achieved positive results in questions.

Methods and Results. Cleaning of cotton in the technology of cotton processing - cotton in closed warehouses and open bundles are transferred to the technological stream in a mixed state layer by layer, separate processing is not carried out layer by layer.

In cotton ginning enterprises, the size of the bunds is 14x25 m, and the height of the bundle is up to 8 m, which negatively affects the quality of fiber and seeds.

As the density in the bundle increases, the rate of change in fiber staple length is not significant, but it can be observed that the change in fiber staple length changes downward when the density value exceeds this value. For example, when the density value exceeds 250 kg / m^3, the length of the staple mass of the fiber is reduced by 0.2 mm for grade II cotton and by 0.6 mm for grade V cotton.

Cotton fiber consists mainly of the cuticle, cellulose and tubular layers, while the cuticle, in turn, consists of cellulose combined with oil, wax and other substances. This layer protects against external influences. The second layer is the cellulose layer. Ripe cotton fiber contains 95-98% cellulose.

The cellulose in cotton fiber contains 44.44% carbon, 6.17% hydrogen and 43.39% oxygen. In addition, cotton fiber contains hemicellulose. As the cotton fiber matures, the content of hemicellulose decreases. The higher the amount of cellulose in the cotton fiber, the more it ripens and the diameter does not change. The inner cavity diameter is reduced.

Cotton fiber has a crystalline amorphous submicroscopic structure. Several studies have shown that the cellulose macromolecule is located simultaneously in several crystalline and amorphous fields. During the ripening period of cotton fiber, the degree of crystallinity increases rapidly and increases slightly within 35-40 days,

that is, up to 80%, and then does not change. The porosity of cotton fiber is an important structural component that determines the strength and sorption properties of the fiber. The low porosity of the fiber is 0.8×10^{14} sm^{-3}, which is 0.01% of the fiber volume, and the high porosity is 4.7×10^{14} sm^{-3}, which is 0.3% of the fiber volume.

When observing the structure of the cotton fiber using an electron microscope, it was noticed that the location of the fibrils in the primary and secondary layers is different.

The layer of the primary wall of the fiber is 0.5 MK, and the fibrils are located at an angle of 40° to the fiber axis. The second layer is a 5–10 MK, cellulose layer and consists of fibrillar bundles located at an angle of 20–35^0 to the fiber axis.
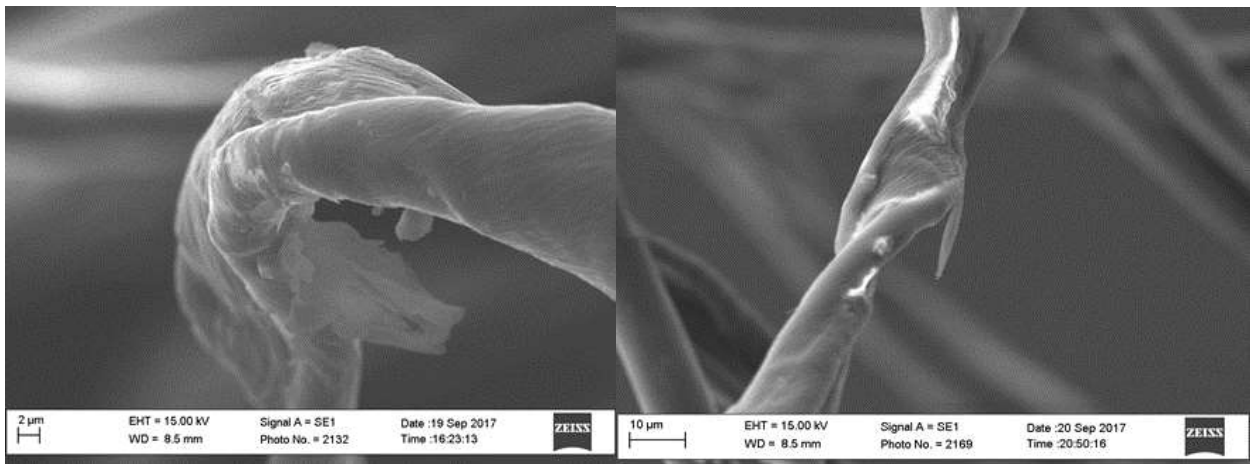
The structure of the cotton fiber stored in the heap was observed with an electron microscope, and the results are shown in Fig. -1.
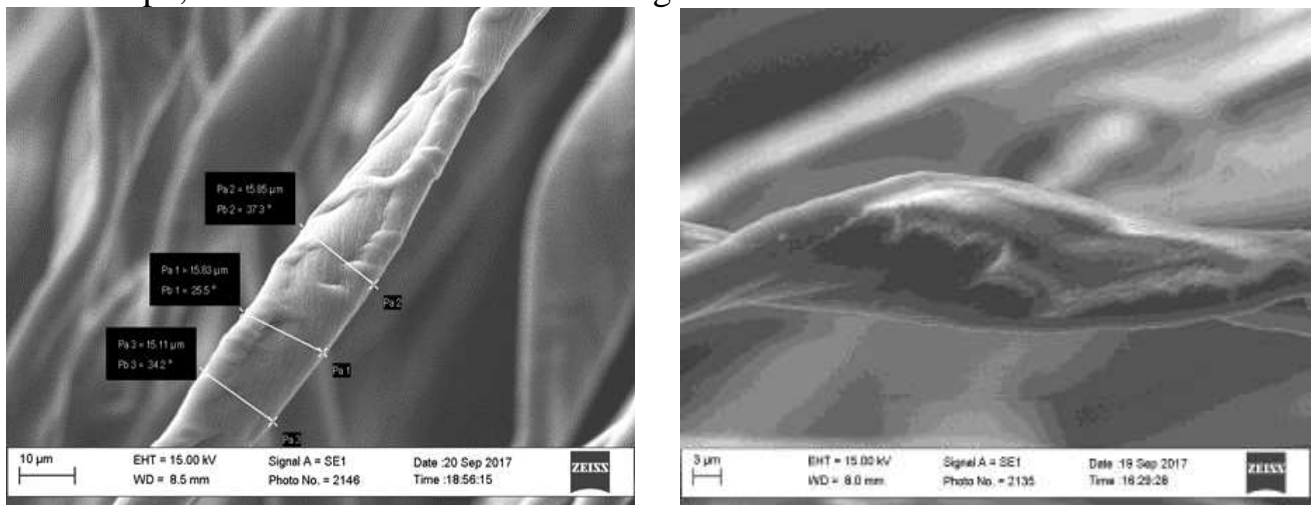
Top of the bundle.

The middle part of the bundle.

The bottom of the riot.
1-fig. Changes in the structure of the fiber stored in the bundle.

When the drying temperature rises, the crystalline state of the fiber is disturbed. For example, when the fiber is dried at 900C, 1500C and 2000C for 7-30 seconds, the density of the cellulose increases, and the structure of the fiber changes.

Analysis and results. Analysis of the research results showed that the number of microorganisms and fungi increases due to an increase in density in the lower layer of the bundle. These microorganisms and fungi are living organisms that emit carbon dioxide and liquid. As a result, when the amount of moisture in the lower layer of the bundle increases, the compressive strength increases, and the quality of the resulting fiber or seed deteriorates, and the colour of the fiber turns yellow.

In addition, as the density of the bottom layer of the bundle increases, the degree of adhesion of fibers to defects increases, and the efficiency of cleaning cotton decreases.

In the version we recommend, that is, in a small-sized bundle of 7x14 m in size, the quality of the fibers practically does not change with a decrease in the amount of density. Therefore, to preserve the quality of fiber and seeds in ginneries, it is necessary to first develop the optimal option for storing cotton by riot.

Conclusion. Analysis of the results obtained shows that the degree of crystallization of fibrous cellulose changed as a result of the storage of cotton with high density. In addition, a deterioration in the level of crystallinity of the cellulose lattice was observed. In addition, it was found that the molecules in the fiber were destroyed, the polymer structure was disrupted, the chain was retained, and the chemical structure was changed.

Thus, in the lower layer of the bundle, an increase in the degree of fiber crystallization and cellulose density was observed, as well as the destruction of molecules, the destruction of the fibril layer.

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ACTUAL PROBLEMS OF HISTORY, PHILOSOPHY AND SOCIOLOGY

UDC: 316.3

UNKINDNESS: GENESIS AND SOCIAL CONSEQUENCES

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Аннотация: Мақолада меҳрсизлик муаммосининг генезиси, Ғарб ва шарқ халқларида меҳрсизликнинг келиб чиқиш сабаблари ва оқибатлари, меҳрсизликнинг обективлиги ва субеъктивлиги, етарли меҳр кўрмаслик натижаси ҳақида маълумот берилган. Меҳрсизлик муаммосининг келиб чиқиши ва натижада ижтимоий муносабатларга салбий оқибатларни олиб келиши айтилган. Меҳрсизлик хавфи, ёлғизлик, тортинчоқлик, агрессивлик ва ижтимоий оқибатлари ҳақида олимларнинг фикри келтирилиб таҳлил этилган.

Калит сўзлар: Меҳрсизлик, интроверт, экстроверт, эмоция, меҳрсизлик феномени, депрессия, тушкунлик, пессимист, референт.

Аннотация: В статье представлены сведения о генезисе проблемы жестокости, причинах и последствиях жестокости у народов Запада и Востока, объективности и субъективности жестокости, последствиях недостаточной доброты. Говорят, что возникает проблема недоброжелательности, которая в результате имеет негативные последствия для общественных отношений. Проанализированы взгляды ученых на опасность жестокости, одиночества, застенчивости, агрессии и социальные последствия.

Ключевые слова: недоброжелательность, интроверт, экстраверт, эмоция, феномен недоброжелательности, депрессия, депрессия, пессимист, референт.

Abstract. The article presents information about the genesis of the problem of cruelty, the causes and consequences of cruelty among the peoples of the West and the East, the objectivity and subjectivity of cruelty, the consequences of insufficient kindness. It is said that a problem of malevolence arises, which as a result has negative consequences for social relations. The views of scientists on the danger of cruelty, loneliness, shyness, aggression and social consequences are analyzed.

Keywords: ill will, introvert, extrovert, emotion, the phenomenon of ill will, depression, depression, pessimist, referent.

Introduction. According to President of the Republic of Uzbekistan Sh.M.Mirziyoev "We will mobilize all the forces and capabilities of our state and society for the development and happiness of young people who think independently, have high intellectual and spiritual potential and are not idle to their peers in any field around the world "[1], his noble thoughts are important for today. One of the current tasks is to bring up the young generation healthily and harmoniously, to educate and bring them up by advanced world standards. The implementation of these tasks is primarily related to the health of the social and spiritual environment in society.

At the same time, there is the problem of lack of compassion in society, which serves to accumulate feelings of humanity among people, misunderstandings of members of society and the emergence of feelings such as enmity, hatred, selfishness. Cruelty is manifested in society with negative consequences such as loneliness, shyness, aggression, disagreement, frustration, family quarrels, indifference, cruelty, nervousness, cruelty.

Literature review. Childhood, early childhood, adolescence and youth play an important role in the development of a person as a fully developed person. The love of parents and relatives, the socio-psychological environment in the family has a special significance in this regard. Praising and ignoring or criticizing more in the upbringing of young people also makes it difficult for the child to choose the right path. American scientist Paul Bregg in his research does not always correctly link loneliness with depression. He cites analyzes that oppressed and lonely people may not be satisfied with not only social but also other aspects of their lives. [2] Erich Maria Remark also said of the consequences of cruelty, "Loneliness does not depend on the number of acquaintances."

The activity of the person is directed on the realization of the following opportunities in a society:

- the uniqueness, uniqueness of the individual's destiny and the actualization of the innate "I";

- a tradition and culture that consists of values and ideas that are used to help a person determine their existence and interpret their experiences;

- the social environment of the individual involved in building relationships with community members, joining groups, and performing roles;

- establishing an "I-you" relationship with others. Perception of others, says existentialist U.Sadler [3].

The problem of cruelty is a topical issue in many countries, especially in the West. Psychodynamics theorists Z. Freud, J. Zilburg, H. Sullivan, E. From, interactionists, including R. Weiss, cognitivism L. Peplo, D. Perlman, phenomenalists, including K. Rodgers, existentialists P. Sartre, A. Camus, K.Mustakas, V.Frankl, I.Yalom and others have studied various aspects of this problem.
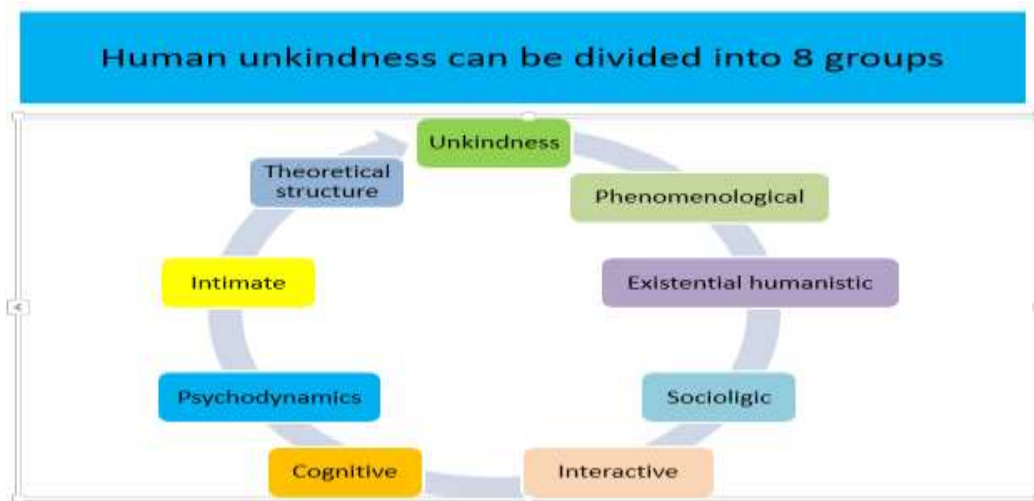
Figure 1. Groups of human unkindness
Source: Developed by the authors

A person's need for love is also associated with the phenomenon of isolation, which is the result of the absence of "someone" as a transient state. The loneliness that results from lack of compassion is an unpleasant, invincible, enduring feeling.

Research methodology. Methods such as description, comparative analysis, observation, sociological survey, interview, interview, experiment were used.

Analysis and results. The genesis of the problem of cruelty. A person may feel unkind in the crowd and even when he is alone with his loved one. This feeling depends not on the number of friends or the psyche of those around them, but the structure of the person. If a person cannot make up for what he lacks in life with other things, no doubt his actions will not give the expected result. At the same time, the feeling of unkindness increases. It is necessary to find the most optimal solutions to solve the problem of cruelty.

Regarding the understanding of compassion, it can be said that if a person feels that his feelings of discomfort and anxiety are strong, then he should establish a reliable "bridge" between others and himself.

Man is a being who understands the world for himself, who does not come into this world voluntarily, and who does not die voluntarily. Fear of death always accompanies a person, whether consciously or unconsciously. This idea is reflected in Zakariyya al-Razi's book, Spiritual Medicine. "Ar-Razi's moral views are humane, imbued from head to toe with ideas of humanity. Al-Razi says that man is kind by nature. It is in his ability to wish good to others as well as himself. But if someone wishes people evil, unhappiness, and is happy with their condition, then he is morally ill and in need of mental and ethical treatment. Everyone should do good and benefit people. " [4].

It is the source of many negative emotions as well as feelings of compassion. **The more highly developed man and humanity are, the higher the degree of love manifested in him.**

With a person who feels a sense of compassion in himself, one who thinks he has not fully enjoyed it, one is introverted, that is, focused on his inner personality, while the other is an extrovert who always tries to be among people. While kindness in

public is typical of introverts, the extrovert quickly communicates with strangers and does not suffer from kindness.

Forcing parents to perform behaviours that are inconsistent with the child's inner nature (e.g., forcing them to learn without artistic or musical ability) creates a state of emotional fear in the child. On the one hand, he loves his parents for creating all the conditions for him, on the other hand, he hates them for preventing him from fulfilling his desires. But it is also squeezed out of the subconscious. Gradually, various mental defence mechanisms begin to form. One of them is a socially approved role. In the mind, however, a feeling of loneliness, abandonment, misunderstanding remains, and it may not leave the person for the rest of his life. Even if there are a lot of relatives, colleagues, friends around, this feeling does not leave him. There are a lot of people, but no one to talk to.

There are many activities in the community that facilitate personal development. These include reading, research, creativity, and physical education. A person communicates not only to get something from others but also to give them something. In a successfully organized learning process, there is a desire to share the acquired knowledge with others. Effective creative activity is valued. As a result, scientists are getting closer to each other. If the student is grateful to the teachers for the knowledge given to him, the teacher will be happy that the student has mastered and developed the knowledge and ideas given to him. Employees who create collaborative discoveries become very close to each other. Imagining that in the development of a person he is waiting to meet so many good people does not allow him to think about the existence of a feeling of kindness.

Even in the megacities of the world, it is becoming clear that many people feel loved and ignored. Indigenous peoples make up a very small part of the population of any large city (megapolis). The rest are migrants who have come to the big city from different places. Although several generations live in the city, they try to preserve in their families the traditions, customs, and customs inherited from their ancestors. Every village, aul or town has its dialect, gestures, which are accepted norms of behaviour, understood only by the local population. This is why many city dwellers face difficulties in finding a suitable partner or interlocutor. This leads to a lack of the kind of love that a person can give to a person, such as water and air, which is necessary for a person to be happy in life, to feel happy in society.

Risk of cruelty. The danger of being unkind is that it may not be felt at an early stage. At the end of the workday, when everyone is scattered from house to house and the streets are empty when the phone calls stop, he begins to feel that he lacks affection. Because of this loneliness, nightclubs and discos have been set up in big cities to make up for the lack of compassion. But in many cases, this does not give the expected positive effect. Cruelty manifests itself and leads to various disagreements and crimes. Meanwhile, night calls are becoming one of the means of communication with others. It manifests itself as depression and suicide prevention.

It is important not to deepen the feeling of unkindness, not to allow the sensor to become deprived. When left to its own devices, it becomes increasingly difficult to find a solution to any problem. There is a gradual deterioration of human behaviour, a deterioration of interpersonal communication.

The objectivity of kindness. Kindness is an objectively existing phenomenon, and thinking and learning about it has its ancient traditions. It is also a controversial issue. Contradictions are still observed in ideas about their nature, development, and manifestation.

It is a form of isolation from society, in which the subject's slow identification with other people, social groups, and different ideas is explained by diffuse kindness. A person who identifies himself with others refuses to show aspirations and interests of his real characteristics. Not only does he interpret, but he also lives with the object that identifies him, not "in himself". In this situation, he faces two different paths. The first is to look for a way to improve oneself, and the second is to copy the behaviour of those who are satisfied with life. Self-improvement is a complex process that requires a person to show willpower and mental exertion as well as emotional stability.

The subjective side of unkindness. The notion of lack of affection is associated with the subject's reluctance to perceive the situation, lack of communication, and lack of positive relationships. However, this does not mean that the individual is always socially isolated. Sometimes, even being in the company of people all the time, even by establishing a relationship with them, a person can feel spiritually separated, that is, alone.

True subjective apathy is usually manifested in the symptoms and affective reactions characteristic of mental disorders. Some people who feel compassion regularly complain of anxiety and oppression, while others feel fear and anxiety, misery. As real relationships are affected by feelings of unkindness, so are perceptions of how they should be.

Not getting enough kindness. People who do not see enough affection are people who are prone to depression and depression, who feel that they lack communication skills and competencies. A person who feels a lack of love and attention in himself considers himself to be less attractive, less loved and more respected. Such an attitude towards oneself creates feelings of special negative affect, including hatred, grief, unhappiness. Such a person avoids social interactions. Isolates itself from those around it. Impulsiveness, paranoia, affectivity, fear, anxiety, frustration prevail over others.

Unkindness in the family. People who do not receive enough love from their parents and those around them become pessimistic about others. They look at themselves with pity. They expect evil from those around them. They cannot imagine the future in positive colours. They value others and their own lives as meaningless. A person who is not loved enough speaks less, is calm, does not like to attract the attention of others, and often appears sad, tired, and sleepy.

Anxiety and depression increase in a person who feels unloved and neglected. The longer a person stays in an environment of unkindness, the greater the need for communication with people.

Martin Buber concludes this in his article, The Human Problem, Prospects. "At some point, a person feels alone as a human being (like a rejected child) in a world of noisy personality." [5]

Odi J. Relf, a scientist who has deeply analyzed the phenomenon of cruelty, expresses his views in his book "Man - a solitary being, the biological roots of

loneliness." It is necessary to think of long-lasting loneliness when a person is simply left alone. Sometimes there is no harm in being alone, but it can lead to psychological pathology if the condition persists chronically. According to Odi J. Relf, it is normal to be alone from time to time, but it is dangerous if it is repeated often and lasts a long time [6]. Sometimes a person wants to be alone. Some people go into their fantasy world when they are not alone. A lonely person needs to interact with people from time to time. Often, lonely people lack the affection of their loved ones, and conversely, being in close contact with people they do not like can deepen the feeling of unkindness.

In their scientific works, the above-mentioned scientists consider the phenomenon of cruelty as a negative phenomenon in human life. Unkindness is analyzed with the state of emotional, social constraint in the context of economic relations.

The inability of an individual to communicate often hurts social relationships. Constantly feeling unloved and neglected can negatively affect a person's lifestyle, lifestyle, and lead to unpleasant situations.

Unkindness is a social problem. American scientist Margarita Mead sees the problem of cruelty as an important characteristic. In an American family, children are taught independence very early. [7] Going to sleep on its own is the first step on this path. American children are accustomed to experiencing loneliness independently. "As children grow older, they become more socially active. Spending time alone is insecure. It is an effective and wasteful time. As the child grows older and his professional skills increase, he joins a certain social group. There is a direct dialogue in the realization of their personal, professional issues and interests. " [8] If a person does not find his place in society, if he does not feel the sympathy of his relatives, it will lead to serious social consequences. Scientists, representing many philosophical schools and trends, have tried to shed light on the phenomenon of cruelty in their scientific worldviews.

The stages of a child's personality development also have a certain effect on a person's dealing with the problem of unkindness. A child who has followed certain procedures since childhood can no longer solve their problems independently. Even if a teenager experiences certain difficulties in school, school life plays an important role in the formation of the adolescent's behaviour, personality.

Researcher L. Semyonova argues that "loneliness is not just a time spent in solitude, in which a person suffers from the absence of a loved one, it is a breakdown of social relations in the community, which he understands" [9]. This increases a person's sense of need for the love of those around him.

The problem of cruelty has deep roots in its origins. A man feels protected when his child is in his mother's womb. This condition persists in a person for a lifetime, and he seeks to find a partner, a sympathizer, with this feeling. Even when a person sings with interest in a choir, he feels in tune with people. Adolescents grow faster when they start living independently at the age of 15-17. They learn to take care of themselves and their parents. There are events in life that force a person to marry directly. Some are surrounded by people who are always ready to take care of them. Some people feel thirsty for love despite having the positive qualities of being educated, smart, beautiful,

and so on. In this case, how the communicative feature is formed in whom depends in many respects on the attitude of the parents to the child during his infancy. The more a mother loves and respects her child, the more positive it will be for her to communicate with people in the future. Most people are amazed at themselves, unable to give them a fair assessment. As a result of low self-esteem, a person cannot exchange positive energy with those around him. A situation arises in which a person condemns himself to loneliness and cannot get out of this shell.

According to the content of the feelings we experience, some situations create unpleasantness or goodness, one that makes us happy and the other that makes us unhappy. Because a person's attitude to something is always through positive and negative experiences. Feelings of enjoyment, rejoicing, happiness, joy and love are the result of a positive attitude that evokes a good mood. Feelings such as frustration, sadness, sadness, grief, pessimism, hatred, disgust, hatred are negative emotions.

It seems that a person feels a greater need for love, especially during adolescence. When talking about the impact of the social environment, the community on the individual, attention is paid to the concept of the reference group in society. The fact is that not all people, even those closest to them, are affected by a teenager's personality. As with everyone, there will be some groups for every teenager. As an individual, he reckons with the opinions of these groups, with considerations that are extremely important to him. Family, football team, individual players on the team, street acquaintances, relatives, etc. can be such reference groups for a particular person.

If the interests, ideals, and goals of the reference group have acquired the character of social significance, its impact will be very good. But the opposite is also true. If a teenager is influenced by several reference groups (e.g., family, circle of loved ones) with different or even conflicting views, this can usually lead to severe emotional experiences or even delusions and conflicts.

Education as a special activity is distinguished from random and spontaneous influences by the use of certain programs, specially designed and justified means, forms and methods of interaction with the existence of a perceived purpose.

The following can be excluded as factors that cause the phenomenon of cruelty.
Social factors influencing the development of apathy:
- negative factors in the activity;
- the activity of behavioural reaction;
- the environment.

If it is easy to identify the circumstances that lead to the formation of cruelty, it is difficult to determine the factors that affect its persistence or how long it lasts. Adolescents who fall into a new social group try to adapt to it, to overcome the shortcomings of the new communication framework. When a teenager feels helpless in the face of a situation that causes him to be lonely, his spirits drop and he cannot make any decisions to overcome it or, conversely, a full understanding of the situation that caused his loneliness motivates him to act decisively. Misunderstanding the cause of cruelty leads to its prolonged existence.

Interpreting the personality-related aspects of unkindness involves several interrelated components. First, people in need of compassion explain their situation by linking it to initial events. For example, the breakdown of brotherhood in the middle.

Second, it explains differently the reasons for the long-term persistence and stability of the phenomenon of cruelty, its inability to establish satisfactory social relations.

Explaining the need for compassion is also important for the future development of an individual's feelings and behaviour. In many cases, it is accompanied by feelings such as pessimism, weakness, depression. The reasons for the need for compassion affect an individual's response reactions and behaviour. The phenomenon of a person's need for compassion and his attitude to its causes, In this case, the presence of such reactions as depression, hostility, the ability to actively fight against it makes him feel useless, uneducated and unloved.

Researchers at Harvard University have conducted a study to assess the impact of childhood affection on human life. It turns out that growing up in a friendly family environment is the foundation of a happy future. It doesn't matter if the parent is self-sufficient or poor. Representatives of sincere households will be relatively stronger. Especially from the age of 70, a person begins to rejoice, thinking that he has a happy childhood. When examining the lives of childhood representatives who are fed up with compassion or who are overwhelmed with compassion, the following became known.

Those who grow up without compassion are 3 times more likely to suffer from mental illness (depression, alcoholism, etc.) than others. They feel the need for more medications and seek more medical attention.

In the life of a child brought up with love, this condition is important for him to succeed in his profession and live a long and meaningful life.

Analysis of Factors Causing Unkindness:
- freedom from social connections;
- alienation;
- loneliness;
- forced separation;
- relocation, etc.

Illiteracy in communication can also be seen as a factor that leads to a lack of affection. The problem of communication difficulties is common and can be observed more in children, adolescents, young people, women. In the process of communication, different situations are observed in its participants and are manifested in this or that mental feature of each person. In the communication process, the participants 'achievement of their goals can be seen as effective communication. They manage to maintain a subjective distance that is pleasing to them. Since communication is an interaction between at least two people, it is natural that the difficulties in it should also be created by one or both of the participants. As a result, to some extent, the goals are not achieved, the motives are not satisfied, the expected result is not achieved.

Conclusion. It is important that even under the influence of the most properly organized upbringing, a person's sense of kindness may not leave. In that case, this feeling becomes an unchanging feature of the person. People cannot live without each other. On the other hand, he always feels lonely. He is always forced to communicate, to enjoy the communication environment. Spending time in vain is of no importance to the development of the individual. It can't even be called real communication. Time does not wait. In the matter of kindness, wasting time leads to a more explicit

expression of kindness. A person may feel abandoned and sooner or later become ill. In many cases, people like to travel to get rid of boredom or loneliness. But even if they go to the other side of the world, they cannot escape from themselves.

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