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## MORPHOMETRIC INDICATORS OF AORTA WALL LAYES UNDER RADIATION

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### Relevance of the topic

It is known that structural-geometric changes take place in the vessel wall for a lifetime, as do other organs. The morphometric changes that develop in the aortic wall are caused by environmental and endogenous pathological factors that affect it. In the morphometric variation of aorta wall layers, it occurs first in the endothelial layer and intima, then in the elastic fibers and muscle layer, which is little studied in scientific studies (Averkin N.S. et al., 2019; Strajesko I.D. et al., 2012). The studies were conducted mainly in experimental animals, in which morphological and morphometric effects were studied as a result of environmental influences. But there are almost no scientific studies devoted to the changes that develop in the walls of the aorta and large arteries under the influence of radiation. Therefore, in this research study, our main goal was to analyze the morphometric changes that develop under the influence of radiation in the aortic wall layers of experimental animals.

### Materials and methods

The experiment was conducted on rabbits. Rabbits aged 3, 6, 9, 12 months were given gamma radiation at a dose of 1 gray for 10 days, after which the rabbits were anesthetized by instantaneous decapitation. By separating the aorta, all its parts were measured in length, diameter, and wall thickness. Fragments were cut from each for separate histological examination. The aortic segments were immersed for 48 h in a neutralized solution of 10% formalin, then washed in running water for 3 h, dehydrated in concentrated alcohols, and paraffin was poured and the lumps were prepared. Histological incisions of 5-6 microns thickness from paraffin bricks were prepared on a special microtome. From histological incisions, the paraffin material was dissolved in xylene and stained with hematoxylin and eosin dyes. Histological preparations were studied on 10, 20, 40 lenses of Leyka type microscope and the necessary areas were photographed. Morphometric calculations in microphotographs of the aortic wall of the same size on a computer monitor were performed by G.G. Avtandilov's (1990) method of "counting points" [1]. In this case, the aortic wall was placed on a grid of 200 cells on each image. The points where the grid lines corresponding to each structural element in the aortic wall image were counted were counted. To make the quantitative data obtained reliable, points were counted in 8 of the images and a mathematical mean was determined. Since the points of the grid





mesh placed on the tissue cross-section are at the same distance, it is clear from the essence of this method that the tissue structures must be selected without selection. G.G. Avtandilov's lattice points correspond to the law of relativity, in which all areas of the surface of the tissue picture are uniformly distributed over the structural units. The area of all existing structural units in the figure is taken as  $V_v$ , ie 100%, the area of each of the structural units to be calculated is determined by the name of this structure, for example: Aortic wall intimacy -  $V_i$ , medichsi -  $V_m$ , adventitia -  $V$ . the relative area of the structural units under study in the tissue is calculated. The results show that each structural unit is a unit of volume in the aortic wall tissue.

### Results and their discussion

The aorta was studied comprehensively in dynamics after the onset of chronic radiation sickness in animals. The results of morphometric studies showed that the intimate thickness of the aorta in the control group of 6-month-old animals was  $6.87 \pm 0.27 \mu\text{m}$ , while under the influence of radiation it thickened to  $11.56 \pm 0.35 \mu\text{m}$ . Thickening is caused by swelling and dystrophic changes in the intima tissue under the influence of necrosis, thinning of the tissue structures and thickening of the intima. In the later periods of the experiment, i.e., at 12 and 24 months of age, the thickening of the intima continued, with controls being  $7.92 \pm 0.33$  and  $8.24 \pm 0.36 \mu\text{m}$ , respectively, after irradiation  $12.34 \pm 0.54$  and  $10.32 \pm 0.46 \mu\text{m}$  was observed. If the middle layer of the aortic wall is dynamic, ie at 6 months -  $49.57 \pm 4.08$ , at 12 months -  $57.2 \pm 4.16$ , and at 24 months -  $69.69 \pm 2.4$  microns, its thickening is 6 fewer ( $52.86 \pm 4.11 \mu\text{m}$ ) thickened at the 12-month period ( $68.16 \pm 4.16 \mu\text{m}$ ) and even more thickened at 24 months ( $81.76 \pm 3.4 \mu\text{m}$ ). The thickening of such aortic wall layers under the influence of radiation has certainly been confirmed to be due to pathomorphological changes in the tissue. That is, swelling, swelling, dystrophy of cells and fibers in all layers of the aortic wall occur as a result of the addition of inflammatory and calcinous processes in the latter period. It was observed that the morphometric parameters of the aortic wall adventitial layer remained almost unchanged under the influence of radiation, and even slightly thinned at 6 and 12 months of age. In general, the total thickness of the aortic wall was  $668.33 \pm 4.21 \mu\text{m}$  at 6 months,  $81.13 \pm 4.45 \mu\text{m}$  at 12 months, and  $92.28 \pm 3.19 \mu\text{m}$  at 24 months, averaging 6 months after irradiation. At 8 months, at 12 months - 13.5 microns, and at 24 months - 15.5 microns.





1-жадвал Control and irradiance of aortic wall layers, mkm

Кўрсаткичлар	Гуруҳлар	6 ойлик	12 ойлик	24 ойлик
Интима	Назорат	6,87±0,27	7,92±0,33*	8,24±0,36**
	Нурланиш	11,56±0,35	12,34±0,54*	10,32±0,46**
Медия	Назорат	49,57±4,08	57,2±4,16*	69,69±2,4**
	Нурланиш	52,86±4,11	68,16±4,16*	81,76±3,4**
Адвентиция	Назорат	12,88±1,61	15,01±1,48	14,75±1,53
	Нурланиш	11,98±1,51	14,04±1,48	15,65±2,53
Аорта девори умумий қалинлиги	Назорат	68,33±4,21	81,13±4,45*	92,28±3,19**
	нурланиш	76,4±5,21	94,54±4,45*	107,73±6,38**

Application: \* - statistical indicator difference (T-criterion,  $r \leq 0.05$  relative to control indicators); \*\* - Difference of statistical indicators (Manna-Whitney criterion, relative to control indicators).

Subsequent morphometric examinations were devoted to calculating the diameter and area of the aortic wall and cavity after irradiation. In the first period of the experiment, i.e. in 6-month-old animals, the outer diameter of the aorta was enlarged relative to the control ( $2.4 \pm 0.04$  mm) (Table 2) group and was  $2.8 \pm 0.06$  mm, while in the 12-month period it was  $3.3 \pm$  Thickening was observed from  $0.06$  mm to  $4.2 \pm 0.08$  mm, and at 24 months from  $4.4 \pm 0.05$  mm to  $5.1 \pm 0.07$  mm (Table 2). In contrast, the diameter of the inner wall of the aorta was found to decrease in the dynamics of the experiment, the reason being, of course, the thickening of the aortic wall. At the 6-month period of the experiment in the control group was  $1.8 \pm 0.03$  mm, after irradiation - up to  $1.6 \pm 0.03$  mm, at 12 months - from  $2.6 \pm 0.05$  mm to  $2.3 \pm 0.06$  mm, 24 decreased from  $3.6 \pm 0.07$  mm to  $3.3 \pm 0.08$  mm per month. Calculations of aortic wall and cavity area showed that the aortic wall area expanded from  $0.36$  mm<sup>2</sup> in the control group at 6 months to  $0.42$  mm<sup>2</sup> after irradiation,  $0.49$  to  $0.56$  at 12 months, and  $0.64$  to  $0$  at 24 months., Expanded to  $72$  mm<sup>2</sup>. Experimental dynamics confirmed that the expansion of the aortic wall area led to a narrowing of the cavity area. In the 6-month period, the aortic cavity area narrowed from  $2.54$  mm<sup>2</sup> to  $2.14$  mm<sup>2</sup> in the control group, from  $5.74$  mm<sup>2</sup> to  $4.64$  mm<sup>2</sup> in the 12-month period, and from  $11.33$  mm<sup>2</sup> to  $9.53$  mm<sup>2</sup> in the 24-month period. As a result, it was found that the Wogenworth index was higher than that of the control group at all periods of the experiment (Table 3).



Table 2 Morphometric parameters of the aorta of control animals ( $M \pm m$ )

Кўрсаткичлар	6 ойлик	12 ойлик	24 ойлик
Ташқи диаметр, мм	2,4±0,04	3,3±0,06*	4,4±0,05**
Ички диаметр, мм	1,8±0,03	2,6±0,05*	3,6±0,07**
Девори майдони, мм <sup>2</sup>	0,36	0,49	0,64
Бўшлиғи майдони, мм <sup>2</sup>	2,54	5,74*	11,33**
Вогенворт индекси	0,14	0,085*	0,056**

Application: \* - statistical indicator difference (T-criterion,  $r \leq 0.05$  relative to 6-month indicators); \*\* - Difference of statistical indicators (Manna-Whitney criterion, relative to 6-month indicators).

Table 3 Morphometric parameters of the aorta after irradiation ( $M \pm m$ ), in mm

Кўрсаткичлар	6 ойлик	12 ойлик	24 ойлик
Ташқи диаметр, мм	2,8±0,06	4,2±0,08*	5,1±0,07**
Ички диаметр, мм	1,6±0,03	2,3±0,06*	3,3±0,08**
Девори майдони, мм <sup>2</sup>	0,42	0,56	0,72
Бўшлиғи майдони, мм <sup>2</sup>	2,14	4,64*	9,53**
Вогенворт индекси	0,19	0,12*	0,075**

Application: \* - statistical indicator difference (T-criterion,  $r \leq 0.05$  relative to control group indicators); \*\* - Difference of statistical indicators (Manna-Whitney criterion, control group relative to indicators).

## Conclusion

Under the influence of radiation, it was found that the intimacy of the aortic wall layers thickened from the first period of the experiment, the media thickening prevailed at 12 months, the total aortic wall thickness averaged 8 microns at 6 months, 13.5 microns at 12 months, and 15.5 microns at 24 months. In the dynamics of the experiment, it was observed that the area of the aortic wall thickened and the area of the cavity relative to it decreased, resulting in the Wogenworth index increasing at all stages of the experiment according to the law of feedback.

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## **METHODS OF TEACHING THE SUBJECT OF UZBEKISTAN ON THE THRESHOLD OF INDEPENDENCE**

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### **Annotation**

This article describes the use of pedagogical and information technologies and interactive methods in teaching the topic of Uzbekistan on the threshold of independence. In particular, the article analyzes the use of audio-video materials, "working in small groups", crossword puzzles, "brainstorming", "case study" and various self-assessment tests to reinforce the topic. . In addition to the theoretical tests, the students were very interested in the information about historical figures who left a deep mark on the history of the Uzbek statehood through the pictures of historical figures displayed on the monitor. The presentation of videos and slides depicting the life and events of that period in the explanation of the topic gave the students a better idea of the difficulties in our path to independence.

### **Introduction**

Uzbekistan is on the verge of independence

1. New changes in the political leadership of the Uzbek SSR.
2. Socio-political limitations and mistakes of the People's Movement "Birlik" and the Democratic Party "Erk".
3. Declaration of Independence and its significance.
4. New Alliance Treaty and GKChP.
5. Declaration of independence of the Republic of Uzbekistan.

On June 23, 1989, he became the first secretary of the Communist Party of the Uzbek SSR. 'ydi. [1-2]

In November 1988, the Birlik People's Movement (headed by Professor Abdurahim Pulatov) was established as a public organization. A group of Birlik activists later tried to form a political party led by Muhammad Salih. On April 30, 1990, the founding congress of the Democratic Party "Erk" adopted its program and charter. In 1990-1992, the Erk newspaper became very popular among the people of Uzbekistan. [2]





The movement was suspended in Uzbekistan in 1992 after the movement and its leaders began to undermine the policies of the President and the Supreme Soviet of Uzbekistan, undermining the harmony and solidarity of citizens. The Declaration of Independence was adopted in the Uzbek SSR on June 20, 1990. The Declaration of Independence was a very important and decisive step towards the independence of Uzbekistan. [3]

### Outcome Analysis

1. It is important to take tests from students to review the topics covered
    1. In what year was the Erk newspaper published by the Erk Democratic Party?  
A) 1990-1993 B) 1991-1994  
C) 1990-1994 D) 1990-1992
    2. When was the People's Movement "Unity" formed as a public organization?  
A) In December 1988 B) In October 1989  
C) November 1988 D) November 1989
    3. Who will lead a group of activists of the People's Movement "Unity" to form a political party?  
A) Muhammad Salih B) Abdurahim Pulatov  
C) Mirahmad Mirqosimov D) Shukurulla Mirsaidov
  4. When will the demonstration in Kokand be shot?  
A) July 7-8, 1989 B) June 3-12, 1989 C) June 7-8, 1989 D) October 1, 1989
  5. When are the ethnic clashes in Fergana region?  
A) June 3, 1989 B) February 4-7, 1989 C) July 3-12, 1989 D) April 2-7, 1990
- On June 6, \_\_\_\_\_, I. Karimov was elected First Secretary of the Central Committee of the Communist Party of Uzbekistan.
- On November 7, \_\_\_\_\_, the leader of the Birlik people's movement, Professor \_\_\_\_\_, was established as a public organization.
- 8 A group of activists from the Birlik people's movement later set out to form a political party under the leadership of the modern poet \_\_\_\_\_.
- 9 \_\_\_\_\_ On April \_\_\_\_\_, the founding congress of the Democratic Party "Erk" adopted its program and charter.
- From 10 \_\_\_\_\_, Birlik and Erk ceased their political activities in Uzbekistan.
2. Crossword on the topic further expands students' thinking activities.
  3. Through the pictures of historical figures, information was provided about their life, in which cities they studied, and about their works. This will help students to strengthen their knowledge of historical figures and to use picture tests.





In the process of providing information about historical figures, students use electronic pictures on the board to provide information about the life and work of the historical figure, his years and works. M. Behbudi lived in 1875-1919, near Samarkand. Born in the village of Bakhshitepa, he wrote the drama "Padarkush". I.Kaimov lived in 1938-2016, was born in Samarkand. Abu Rayhan Beruni lived in 973-1048 and was born in Khorezm.

4. Quick Questions (Brainstorming) Students' ability to express themselves in a way that reinforces their knowledge, their ability to put their knowledge into practice, their self-confidence, and their ability to capture their emotions.

1. Which document consists of 12 articles?
2. When and at what session was the Law of the Republic of Uzbekistan on the National Anthem adopted?
3. When was the town of Mirzachul transformed into the city of Gulistan?
4. When was the Islamic Council founded?
5. Who was the Minister of Foreign Affairs in the Turkestan Autonomy?
6. What territories does the state of Hussein Boykaro cover?
7. In what areas did the Bactrians live?





8. What did the postmaster of the palace do?
9. When was the Tashkent Judicial Chamber formed?
10. The border of the Qarluq state? [1-2-3]

Keys Question Statement:

The age-old dream of our ancestors, the days our people longed for, the date of the historic turning point, the day of liberation from Soviet oppression, ie the holy and historical dream of our people by President IAKarimov at the VI special session of the twelfth convocation our independence was declared.

1. What is freedom 2. What is independence 3. The day when the age-old dream of our people came true 4. August 31, 1991 What day is it for our people 5. What is the activity of GKCHP
6. When was the Declaration of Independence adopted? When were the events in Namangan? 7. When were the events in Namangan? 8. What are your thoughts on the activities of the Erk Democratic Party? 9. Your thoughts on the activities of the movement 10. How many articles does the document on the basics of independence consist of?

### **Analysis and Results**

1. Students further strengthen their knowledge through the open test, expand their thinking.
2. By giving students a closed test, the topic becomes stronger and broadens their thinking.
3. By creating a crossword puzzle, students expand their understanding of the topic, strengthen their independent thinking, and further enhance their knowledge.
4. In order to know and consolidate the theoretical and practical knowledge acquired by the student, through the pictures of various historical figures, he gives information about that historical figure, his years of residence, information about his works. This will help you to work on the pictures that fall in the exams today without any difficulty in the tests.
5. In the student leaders' competition, the topic and the topics covered will be repeated, and the topics covered will be covered and reinforced by the questions asked.
6. Explaining the lesson using audio and video information used to explain the topic in order to reinforce the knowledge gained. [5]

Conclusion: In studying the topic of Uzbekistan on the threshold of independence from audio-video materials and through the statement of questions "working in small groups", crossword puzzles, "brainstorming" "Cases" students learned about the ways





of our state to independence and Along with the information that Karimov brought our country to independence from difficult processes, we have witnessed an increase in students' love and devotion to the motherland.

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## MEASUREMENT OF THE MAGNETOSTRICTIVE EFFECT ON FERROMAGNETS USING A MICHELSON INTERFEROMETER

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### Annotation

In this paper, a linear change in the magnetic field of some ferromagnetic substances was measured using a Michelson interferometer. The measurement accuracy of the Michelson interferometer is shown to be  $10^{-7}$ m. A graph of the linear variation of iron and nickel as a function of the magnetic field value is plotted.

### Introduction

Magnetostriction is the change in size or shape of objects during magnetization. In ferromagnets, magnetostriction reaches large values (relative elongation  $l/l_0 = 10^{-6}$ - $10^{-2}$ ). In antiferromagnets, paramagnets and diamagnets, this value is very small [1]. In modern theory of magnetism, magnetostriction is considered to be the result of two main types of interactions in ferromagnetic bodies: electrical exchange and magnetic interaction. Accordingly, the magnetostriction in a crystal lattice can be of two types depending on the nature of the deformation [2]. Due to changes in magnetic forces and changes in alternating forces (dipole-dipole, spin-orbital).

In the magnetization of ferromagnets, the magnetic forces in the range from 0 to H are affected by the magnetic saturation of the sample. The magnetization of the field in this range is related to the shift of the boundary between the domains and the rotation of the magnetic moments of the domains. Both of these processes change the energy state of the crystal lattice, causing a change in the equilibrium distances between the nodes. Magnetostriction in this form is anisotropic in nature, and the linear dimensions of a crystal change without changing its size [3].

As mentioned above, the magnetostrictive effect is a change in the linear dimensions of a substance in its magnetization. But since such a change is so small, it cannot be detected in any experiment. In this article, we will look at ways to determine the above effect on a Michelson interferometer [4].





The article is formatted as follows. Section 1 presents the basic formulas describing light interference. In Section 2, we consider the method of determining the linear changes of ferromagnets on the Michelson interferometer due to the magnetostrictive effect. Section 3 provides a summary and references [5].

### Basic Equations of Interference

Suppose that two coherent waves described by the following equations converge at some point M in space

$$x_1 = A_1 \cos \omega \left( t - \frac{s_1}{v_1} \right) \quad x_2 = A_2 \cos \omega \left( t - \frac{s_2}{v_2} \right) \quad (1)$$

Where  $\omega$  is the cyclic frequency of the light wave,  $S_1$  and  $S_2$  are the distance from the light source to the point where the wave joins, and  $v_1$  and  $v_2$  are the velocities of the waves [6].

Since electromagnetic waves consist of alternating electric and magnetic field strength vectors, their amplitude values are added by the cosine theorem, so the resulting amplitude of the waves is

$$A^2 = A_1^2 + A_2^2 + 2A_1A_2 \cos \delta \quad (2)$$

Since the wave intensity is proportional to the square of its amplitude ( $I \sim A^2$ ), the following equation can be determined

$$I = I_1 + I_2 + 2\sqrt{I_1I_2} \cos \delta \quad (3)$$

The third term on the right side of the equation is called the interference limit, where  $\delta$  is the phase difference of the waves joining at point M [7]

$$\delta = \omega \left( \frac{s_2}{v_2} - \frac{s_1}{v_1} \right) = \omega \left( \frac{s_2}{c/n_2} - \frac{s_1}{c/n_1} \right) = \frac{\omega}{c} (s_2n_2 - s_1n_1) = \frac{2\pi\nu}{c} (L_2 - L_1) = \frac{2\pi}{\lambda_0} \Delta \quad (4)$$

The following known equations are used here

$$v = c/n, \quad \omega = 2\pi\nu, \quad c/v = \lambda_0 \quad (5)$$

The product of the geometric path length of a light wave in an environment to the refractive index of that medium is called the optical path length

$$L = s \cdot n \quad (6)$$

The following is the difference in path lengths traveled by the optical wave

$$\Delta = L_2 - L_1 = s_2n_2 - s_1n_1 \quad (7)$$

this is called the optical path difference.





If the difference in optical path  $\Delta$  is an integer multiple of the wavelength in a vacuum

$$\Delta = \pm m\lambda_0 = \pm 2m \frac{\lambda_0}{2} \quad m = (0, 1, 2, \dots) \quad (8)$$

In this case, the waves joining at point  $M$  generate oscillations in the same phase, and the condition of maxima is satisfied. Here the phase difference is as follows

$$\delta = \pm 2m\pi \quad (9)$$

and the amplitude of the resulting wave increases at this point

If the difference in the optical path of the waves is an odd number of times the half-wavelength

$$\Delta = \pm (2m+1) \frac{\lambda_0}{2} \quad m = (0, 1, 2, \dots) \quad (10)$$

In this case, the waves joining at point  $M$  generate oscillations in the opposite phase, and the minimum condition is satisfied [8]. Here the phase difference is as follows

$$\delta = \pm (2m+1)\pi \quad (11)$$

and the amplitude of the resulting wave decreases. We will use the above formulas in the following sections.

### **Measurement of Magnetostrictive Effect on a Michelson Interferometer**

With the aid of two mirrors in a Michelson arrangement, light is brought to interference. Due to the magnetostrictive effect, one of the mirrors is shifted by variation in the magnetic field applied to a sample, and the change in the interference pattern is observed.

Testing various ferromagnetic materials (iron and nickel) as well as a non-ferromagnetic material (copper) with regard to their magnetostrictive properties [9].

Ferromagnetic substances undergo so-called magnetic distortions, i.e. they exhibit a lengthening or shortening parallel to the direction of magnetisation. Such changes are termed positive or negative magnetostriction.

The distortions are on the order of to in size. As is the case in crystal anisotropy, the magnetostriction is also ascribable to the spin-orbit mutual potential energy, as this is a function of the direction of magnetisation and the interatomic distances.

Due to magnetostriction, which corresponds to a spontaneous distortion of the lattice, a ferromagnet can reduce its total – anisotropic and elastic – energy [10].

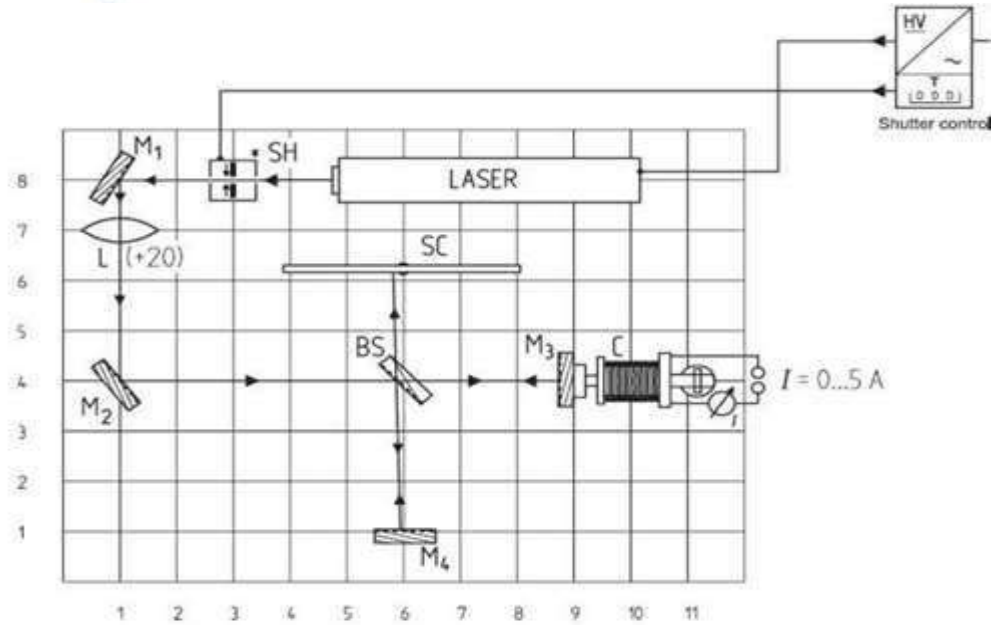


Fig 1.

Figure 1 shows a schematic of the Michelson interferometer. When the wire C is energized, the core in its magnetic field changes its length to  $\Delta l$  due to magnetostriction. As a result, it is possible to observe the interference landscape shift on the SC screen. This can be explained by the following equations. Assuming that the known intervals  $l_1$  and  $l_2$  correspond to the maximum interference

$$l_1 = \pm m_1 \lambda_0, \quad l_2 = \pm m_2 \lambda_0 \quad (12)$$

Changes in optical path differences is

$$\Delta l = \pm \Delta m \lambda_0 \quad (13)$$

Here  $\Delta l$  is the change in the linear dimensions of an object in a magnetic field. This change can be compared to the change in the path difference of light on the Michelson interferometer.

From the above equation, it can be said that as the body changes at each wavelength, one interference pattern shifts into one order.

This means that linear changes in an object can be detected graphically by shifting the interference pattern. The following is the linear transformation of a metal depending on the magnetic field applied to it.



Figures 2 and 3 shown the experimental results of linear changes of iron and nickel under the influence of a magnetic field

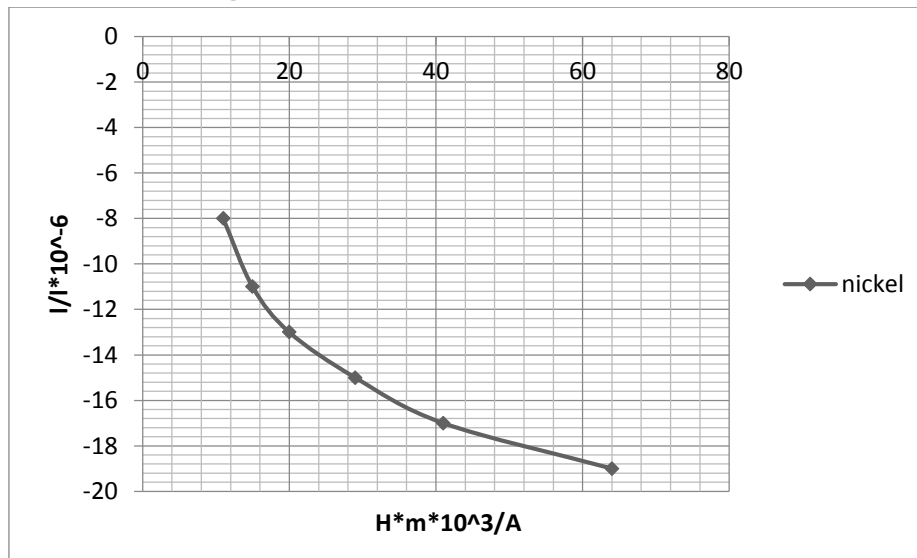


Fig 2. Linear change of nickel under the influence of a magnetic field

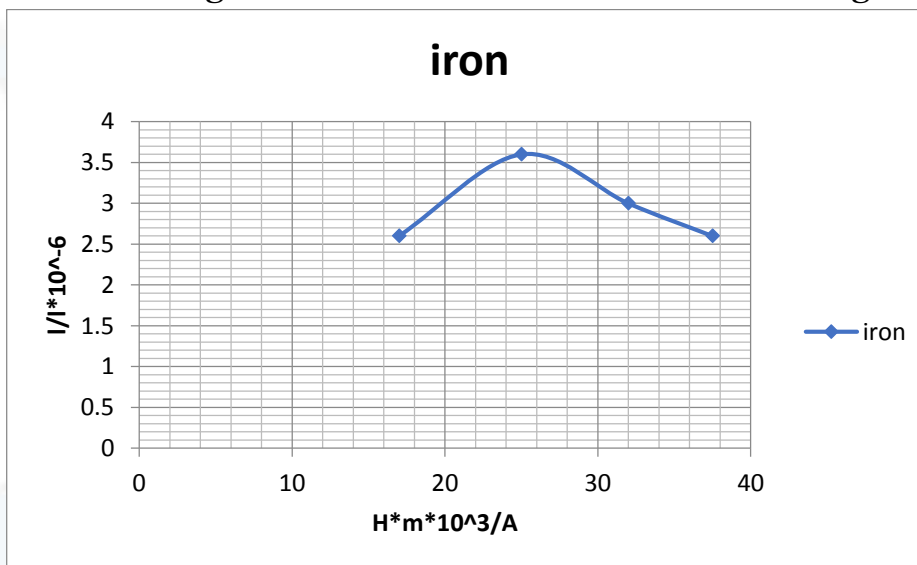


Fig 3. Linear change of iron under the influence of a magnetic field

## Conclusion

In this paper, a linear change in the magnetic field of some ferromagnetic substances was measured using a Michelson interferometer. The measurement accuracy of the Michelson interferometer is shown to be  $10^{-7}m$ . A graph of the linear variation of iron and nickel as a function of the magnetic field value is plotted. From the results of the experiment, it can be concluded that the Michelson interferometer can be used to measure the linear changes of not only ferromagnets but also paramagnets and diamagnets under the influence of a magnetic field.





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## INTERPRETATION OF SPIRITUALITY IN CLASSICAL LITERATURE

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### Abstract

The question of the spiritual world of man has always been of great importance. The characteristics of human behavior, intuition, thinking, talent, and creativity have been analyzed and studied by thinkers of each period based on the level of development of their time and their vision of the future.

**Keywords:** historical, development, emergence, expressed, own, spiritual, period, analyzed, vision, creativity, intuition, certain, concepts, general, reflected, striving, concepts, requirements.

### Introduction

In the process of developing one's mental, spiritual, and emotional world, one has expressed it in various ways. While some of these concepts were more general and broad, others expressed specific aspects, aspects, or specific states of the human inner world. One of the most common concepts is spirituality. In turn, various aspects, aspects, status, stages of spirituality are reflected in science, literature and philosophy. For example: greed, lust, modesty, modesty, devotion, fidelity, faith, belief, generosity, perfection, perfect man, self-knowledge, knowledge of Allah, enlightenment, enlightenment, striving for truth, etc. Along with the concepts of goodness, the concepts of evil, dishonesty, immorality, ignorance, wickedness, greed, etc., which are alternatives to it, were also important. Because without these concepts, man could not deeply study goodness and spirituality.

Man has analyzed specific concepts based on general concepts and determined that some of the laws in them are manifested in their own way. At times, the analysis of specific concepts has further clarified and enriched the general concepts in the process of study. This is especially true of research scientists and writers. The concept of "spirituality" defines the spiritual qualities of a perfect person, the requirements for him, the qualities. In turn, research and conclusions about the perfect man have enriched the concept of "spirituality". The same can be said about the relationship between the concept of "spirituality" and other concepts. For example: spirituality and sophistication, spirituality and morality, spirituality and faith, spirituality and religion, spirituality and politics, spirituality and law, and so on.





## Literature Review

Many dictionaries and some articles emphasize that the concept of spirituality refers to the word "meaning". However, in the classical literature, meaning-related phenomena are used not in the form of "spiritual" but in the form of "meaningful" ("scientific meaning" - secular, mainly natural sciences and logic). For example, the Samarkand statesman Mirzo Ulugbek was described as "rising to the sky in the science of the stars, forty in the science of meaning."

In ancient philosophy, spiritual life was studied in separate areas, and this tradition was gradually reflected in Western philosophy. In the East, in Islamic philosophy, spiritual life is studied in common. Concepts such as "morality", "will", "spirit", which are characteristic of the spiritual world of man, are embodied in spirituality. The formation of the concept of "spirituality" as a term was strongly influenced by Islamic philosophy, theology - "science at-tafsir" dedicated to the interpretation of the Qur'an, and later mysticism.

## Analysis

We gain a deeper understanding of the characteristics, means, and concepts that contribute to the enlightenment of the spiritual world of man through the lofty ideas, philosophical views, and classical literature of our thoughtful ancestors.

In particular, the famous poet and sage, the great scholar of theology and mysticism Jalaliddin Muhammad Rumi is a philosopher who brought the concept of spirituality to its peak. An example of his profound vision is the book *Masnaviy Masnaviy*, which discusses human reality and its inner, spiritual world.

There is also a belief that the term "spirituality" is popular because of the work of Jalaliddin Rumi. Rumi's "Spiritual Masnavi" was popular in the Middle East, Iran, Central Asia and northern India.

In Rumi's view, spirituality is the basis of Sufi teaching. In the preface to his book, *Ma'navi Masnavi*, Jalaliddin Rumi infused it with various ideas and gave it meaning. First of all, he interprets the concept of "spirituality" in the religious sense as "the methods of religion, the method of the method, the pioneer of the secrets of attaining the Truth and Truth." Continuing his thought, Rumi fills his book with "The Garden of Souls, Sources of Wisdom and Enlightenment." The word "garden of the heart" here refers to the heart and meaning (meaning "mind" in Sanskrit). "This book is a cure for the mentally ill, a cure for sorrows, a companion of secrets, a pioneer of mysteries, a revealer of Qur'anic truths, an extension of sustenance, including spiritual sustenance, and a protection of morals from all kinds of evil and filth." gives an assessment.





By Rumi, "expander of spiritual sustenance," he meant spiritual nourishment, spiritual sustenance - the enjoyment of truth, goodness, justice, beauty, and pleasure. To acquire the secret of monotheism, the light of faith, to acquire knowledge without understanding the essence not allowed. Perceptions of God are varied and incomplete. In his book, Rumi explains that only those who perceive with the eyes of the heart can approach this essence, and those who love photography cannot understand the essence of God.

The formation of the concept of spirituality in Islamic philosophy depends on a number of factors. First of all, Allah is the one who created man as a conscious, intelligent being, the flower of nature, the owner of nature and all living beings. In this sense, spirituality is the ability, talent, creativity and creative potential given to man by God.

Second, man is even a small universe within the universe. Therefore, Sheikh Aziziddin Nasafi divides the world into two: the world of sugra and the world of kubra. Nasafi calls man "the world of sugra" ("small world"), the divine world and the material world together as "the world of kubro" ("great world"). He says that all things and features in the big universe exist in the small universe. Thus, man is an enhanced version of the higher world - the "world of Kubro".

Thirdly, the purpose of human existence is divine love, and through this love one can atone for oneself and attain the truth. This view is that Islamic theology is not about the word, but about mysticism. Love is the power that leads to enlightenment, the sacred fire that purifies and frees man from materialism. Love burns the body and purifies the soul, and in taxation there is tajrid and tafrid (purification, isolation). That is why lovers withdraw from the people, because their souls do not like worldliness, long for solitude, and always want to be with their Mawlawi, Allah.

Alisher Navoi in his book "Mahbub ul-qulub" divided love into three parts: the first part - the love of ordinary people, the second part - the love of those with special qualities, and the third part - the love of the sincere. "It simply came to our notice then. And in his observation, in his absurdity, alardin consciousness, alardin maslub. His witnesses have reached the Istiqlal, and he has created the Istiqlaq status of the Istiqlal. "

Fourth, in Islamic philosophy, there are different approaches to the issue of the spiritual qualities of the perfect man. The concept of the perfect man and the attributes given to his spirituality were first used by Muhyiddin Ibn al-Arabi (1165 - 1240), better known as Sheikh Kabir. According to Ibn al-'Arabi, the image of a perfect man on earth is our Prophet.





## Discussion

In Ibn al-Arabi's view, the perfect man is a soul with a divine power. From this it can be concluded that the perfect man is a mediator between God and ordinary people, and that this concept cannot be applied to ordinary people. In the views of Sheikh Amuli and Abdul Karim Gelani, the perfect man seems to be a celestial being, whose qualities are not like those of the mortal people on earth. It is as if we are observing a whole set of supernatural forces. However, in the treatises of Sheikh Aziziddin Nasafi "The perfect man", "The goal aqsa", "Zubdat ul - the truth" and others, the concept of the perfect man and his spiritual qualities are considered in connection with the emergence, development and career of man. Aziziddin Nasafi's concept of a perfect human being reflects the characteristics and moral qualities of a living person. "Of course, a perfect person is a person who is mature according to the Shari'ah, the teachings, and the truth, and if you do not understand this phrase, let me say it in another phrase: Know that a perfect person is such a person. Let everything be perfect: good words, good deeds, good morals and education. "

These qualities, which Nasafi considered to be good words, good deeds and good manners, are derived from Zoroastrianism. In Zoroastrianism, good thoughts, good words and good deeds which have become a universal moral value, the moral image of man are the basic idea and the ideas that make up the essence. Here is an idea from Islam Karimov's book "High spirituality is an invincible force." meritorious: "The noble thought, the noble, which defines the essence of the Avesto words and good deeds" for the present and we can see that there are lessons to be learned. That's it thoughts, that is, good intentions, good words, and unity are the priorities of public life how to interpret it as an idea with our spiritual ideals today. It's important that sanctions do not hurt the people. "

The term "spirituality" is a gradual expression of the teachings of Sufism; ability, ethical, legal, philosophical, scientific, artistic, religious ideas and concepts. In philosophical dictionaries and dictionaries of various interpretations, especially in post-independence dictionaries and in annotated, popular scientific dictionaries on spirituality, the concept of "spirituality" and its core "meaning", "Meaning", "spirituality" are revealed, and its content as a scientific concept is enriched.

In the classical literature, we find in Jalaliddin Rumi a broad interpretation of the issues of spirituality and the concept of "spirituality" in general. Abu Nasr al-Farabi used the term "spirituality" instead of "spirituality."

Unlike others, Farabi did not use "religiousness" in a religious sense, but in a secular one. The term "spiritual" is used in a more religious and mystical context. Navoi defined the concept of "spirituality" as the meaning of the word "spirituality" also







applies. Jalaliddin Rumi used the word "spirituality" not only in the sense of "meaning" but also in the sense of "meaning." A. Erkaev draws attention to this situation and suggests that the concept of "meaning" in Sanskrit may have contributed to the formation of the concept of "spirituality" along with the Arabic concept of "meaning".

Analyzing and summarizing the various definitions of the concept of "spirituality", Sadulla and Sarvar Otamurodov emphasize that spirituality is not only a system of achievements and values, but also the process of their creation.

The first President Islam Karimov interprets spirituality as a spiritual and intellectual force that protects, purifies and directs society and man from various threats. That is why he called his work "High spirituality is an invincible force."

## Conclusion

In all historical periods of human and social life, there has been a desire for growth and development. Not only sound education but his alertness and dedication too are most required. It was obvious that for this reason, in classical literature, our great thinkers have focused on how to raise the spiritual world of man, how to improve his nature, his behavior, the pursuit of high goals.

Although the classical literature pays great attention to the administration of material and economic life and well-being of man, the priority is given to his spiritual life. The concept of "spirituality" used in classical literature is the essence of the pursuit of perfection through the knowledge of Allah, self-knowledge, self-control, humility, generosity and morality.

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## **CHANGES IN THE MORPHOFUNCTIONAL PROPERTIES OF THYMUS, SPLEEN AND LYMPHOID SYSTEM UNDER THE INFLUENCE OF MITES OF DIFFERENT ORIGINS**

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### **Resume**

Present article is devoted to the peculiarities of the structure and function, morphometric parameters of the basic structures of the central and peripheral organs of the immune system. It discloses the patterns of the development of these organs at different stages of postnatal ontogenesis. The data of the domestic and foreign literature on the impact of environmental factors on the structural changes in the thymus and spleen on the organ, tissue and cellular levels was analyzed. Further study of the morphological and functional organization of organs of the immune system will allow to identify and analyze the patterns of their structural and functional changes influenced by the factors of different origin.

**Keywords:** morphology, organs of the immune system, thymus, spleen, the effect of environmental factors.

### **Introduction**

The immune system of humans and animals is one of the most reactive systems of the body, reacting quickly to the effects of damaging factors at the earliest stages. The immune system is formed by a complex of organs and tissues that create protection against foreign endo and exogenous influences [1]. It arose at the early stages of evolution, and its activity is based on the recognition of foreign antigens, their destruction and removal, which is absolutely necessary for the survival of the organism [2]. Currently, there is strong evidence that the immune system largely determines the body's resistance to chemical factors. The central organs of mammalian immunogenesis are the thymus, where T-lymphocytes form and multiply, and the red bone marrow, where B-lymphocytes form and multiply. Peripheral lymphoid organs are lymph nodes, spleen, tonsils and intestinal lymphoid follicles [7].

Lymphoid tissue, which is the main site for the development of specific immunological reactions, contains numerous populations of cells involved in ensuring the genetic constancy of the internal environment of the body [3]. In this case, the thymus is considered as an immune organ, in which acquired and natural immunity is formed





using biologically active peptides [12]. The history of studying the structural organization and functions of the thymus gland (thymus, lymphatic, thymus, large thoracic node) goes back many decades [8]. In the structure of the immune system, the thymus provides maturation and differentiation of T-lymphocytes, including in peripheral immune organs, and stimulates the integration of various populations of T-lymphocytes and macrophages for the implementation of immune responses [10]. Until the end of the twentieth century, the theory of involution of the thymus in humans and animals was considered indisputable. According to the theory of involution of the thymus in adolescents 14-15 years old and animals aged 8-9 months. Upon reaching puberty, the organ under study undergoes complete involution in the body and loses its functional purpose. The founders of this theory believed that the thymus gland reaches its maximum functional development in newborns.

However, there are substantiations for the morphological and functional significance of this gland in northern animals during all periods of individual development and age-related changes in the organ prior to biological death. In a 4-week-old embryo, the reticuloendothelial complex and its cellular elements are formed.

The thymus is the central organ of the immune defense, which is prone to age-related changes, in addition, it is extremely sensitive to stress... It is known that chronic stress causes involution of the thymopoietic component of the gland with subsequent structural rearrangement of the organ and its atrophy, while changes in the gland are similar to age-related involution, but occur much faster [14]. Surgical stress also has short-term but reversible negative effects on the thymus [11].

The thymus is a combination of epithelial and mesenchymal reticules and, together with the capillary network, form the Reticulo-endothelial complex. Epithelial cells differentiate and different generations of thymocytes appear.

It has been proven that thymic T-lymphocytes regulate cellular immunity in the body and form thymus-dependent organs (spleen, lymph nodes, etc.). The epithelial islands of the thymus gland of young adult animals secrete into the blood a secret containing hormones of the thymositis family. These hormones regulate humoral immunity in animals and humans [9]. The development of T-lymphocytes is the result of the interaction of progenitor cells and immature thymocytes with components of the thymic stroma, which contains several types of cells that create a supporting framework and form a microenvironment for the development of thymocytes [6]. It is known that in the thymus, medullary dendritic cells and some populations of epithelial cells included in the perivascular spaces of the medullary zone give a positive reaction with the neuroectodermal differentiation marker S-100, and with synaptophysin - neuroendocrine cells in the brain zone, which are classified as cells of the DES series [17].

As a result of immunohistochemical studies [7], the presence of serotonin was found in the precursors of T-lymphocytes (CD4-CD8 -), in immature cortical cells (CD4 + CD8), in mature medullary cells (CD4 + CD8 -), as well as in the epithelial cells that form Gass's little bodies.





Autopsy studies of the thymus of people of different age groups made it possible to check the expression of serotonin in human thymus cells at all stages of ontogenesis. There was a significant increase in the number of cells containing serotonin in the elderly and the preservation of this hormone in people of old age and longevity at the same level as at the initial stages of ontogenesis. The intensity of serotonin synthesis during ontogenesis does not change. The data obtained convincingly indicate the preservation of the endocrine function of the gland during aging [13].

The regenerative potential of the thymus gland was studied in adults (54 people) who received chemotherapy for lymphoma for 12 months. The dynamics of thymic activity was analyzed by assessing the structural changes in the thymus using sequential computed tomography, correlating them with the results of the study of the thymus by simultaneous analysis of the circles of excision of T-cell receptors (sjTREC) and CD3i (+), recently emigrated istimus (recent thymus immigrants - RTE) in the peripheral blood. In addition, the regeneration processes in the thymus were assessed based on the recovery of peripheral CD4 (+) T cells after chemotherapy. An enlargement of the target organ after chemotherapy compared with baseline, called recurrent thymic hyperplasia, was found in 20 patients aged 18-53 years (average 33 years). Using general linear models of mathematical analysis, it was found that in patients with hyperplasia, sjTREC and CD3i (+) RTE levels after chemotherapy recovered faster than in patients of the same age, gender, diagnosis, disease stage, and initial thymic function. but without hyperplasia. These data indicate that the thymus gland in adults retains the ability to regenerate after chemotherapy, especially in younger adults. The presence of hyperplasia may contribute to the renewal of thymopoiesis and replenishment of the pool of peripheral CD4 (+) T cells after chemotherapy in adults [15].

The main function of the thymus gland is to ensure the development of T-lymphocytes. The role of cytokines produced in the thymus is mainly to support the main processes in the thymus, that is, T-lymphopoiesis. Cytokines also coordinate cell-to-cell relationships. It was found that the main role in the formation of T cells belongs to IL-7, produced by epithelial cells of the thymus. This process also involves the products of the cell stroma (SCF-stem cell factor, cytokines of the IL-6 family, IL-15, pro-inflammatory cytokines) or thymocytes themselves (cytokines acting through y (C) -containing receptors-IL-4, IL-2 , IL-9) [4.16]. The effect of various immunomodulators on the immune system has been studied. Polyoxidonium, a derivative of heteroceptive polyamines containing high-polarity N-oxide groups, leads to an increase in the number of CD4-CD8 + thymocytes without changing the relationship to CD4 + CD8- cells [8].

In an experiment on white outbred male rats [13], which were injected intramuscularly with cyclophosphamide, imunofan and their combinations, it was found that the course administration of imunofan leads to a change in the morphology of the thymus and the functioning of its bioamine-containing structures.

. Imunofan significantly increases the width of the cortical layer, the diameter and area of the medulla of the thymus gland with a corresponding increase in the mass of





the organ 7 and 14 days after the end of the course of injections. An increase in the number of luminescent granular cells of the cortical-medullary and subcapsular zones is detected after 1 and 14 days. After 14 days, the cells of both the cortical and subcapsular zones become larger and densely filled with granules. It has been shown that the use of Imunofan against the background of the introduction of cyclophosphamide increases the mass of the thymus, the size of the cortex and medulla of the lobes and accelerates the restoration of the cytoarchitectonics of the thymus. Recovery processes begin within 1 day after the combined course. After 7 days, the weight of the thymus and the size of the cortical and cerebral substance in rats with isolated administration of cyclophosphamide and in the group with combined administration of cyclophosphamide and immunophan differ little, but there is a tendency to normalize the structure of the thymus. After the combined administration of imunofan and cyclophosphamide, the structure of the thymus and the supply of cells with bioamine differ significantly from that with the isolated administration of both drugs. It was found that an increase in the size of cortical and cerebral lobules with the introduction of Imunofan occurs due to the activation of proliferation and differentiation of thymocytes, which may be mediated by the inclusion of various factors that control the growth and development of lymphocytes.

## Conclusion

Morphological studies of the central and peripheral organs of the immune system make it possible to assess age-related changes in the functioning of the immune system in response to factors of various nature. Modern immunohistochemical research methods create opportunities for elucidating stromal relationships in the organs under study. Further study of the morphofunctional organization of the organs of the immune system will reveal and analyze the patterns of structural and functional changes in immune organs when the body is exposed to factors of various origins.

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## DIFFERENT APPROACHES TO THE DEFINITION OF THE PROBLEM "PROBLEM APPROACH"

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### Annotation

In recent years, the "problem approach" has taken a strong place in research. Because the main focus is on the formation of "learning skills" in students, which is the basis of educational activities. The problem-solving process is one of the most important aspects of educational activity, in which students gain in-depth skills to apply theoretical material in practice, form creative activities and develop creative abilities.

**Keywords:** Problem, problem approach, non-standard issues, creative ability, problem situation.

### Introduction

Today, researchers are working to create innovations in the field of education around the world, teaching students how to solve non-standard problems in science, providing school students with accurate information on such issues, developing students' creative abilities[15].

In the Strategy of Actions on the five main directions of development of the Republic of Uzbekistan in the Republic of Uzbekistan for 2017-2021 in the priority direction of social industrial development "in-depth study of sciences" This will expand the opportunities to provide the educational process with the necessary information, find and implement optimal solutions for their development. to create the necessary conditions for the manifestation of intellectual abilities and the formation of a spiritually mature person " functions such as

The "matter" and the "problem situation" are in many ways similar. But it is not complicated by the research of many researchers who have done research on this subject. For example, researcher L.M. Friedman considers the problematic situation to be the beginning and explains that the problem arises on this basis. [2].

The problem situation is a broad methodological phenomenon, which includes both the tasks and the subject-learners who perform the tasks. The learner involved in the problem situation thinks actively, uses the available knowledge and experience independently, comes to the solution independently. The learning problem is a problem only for the learner who understands it[11]. In order to make the learning problem a problem for the subject, it consists of two or more tasks. If the learner does





not understand any of the tasks given to understand the problem (e.g., one goose is in front, two are in the back), the second situation (e.g., one goose is in the back, two geese are in the front) is moved. Switching from one learning situation to another provides an understanding of the underlying problem posed. Although the transition from assignment to assignment takes a lot of time, the gaps in education are somewhat reduced[19]. This is the inherent effectiveness of problem-based learning. R. Ibragimov's research work reflects the problem, types of tasks and technologies of their use [4]. The author considers such assignments as a) assignments on problematic issues; b) issues that can be resolved in different ways; c) issues with the same content but different solutions; g) insufficient conditions; d) issues of redundancy; e) issues with completely incorrect information; j) tasks to be solved to generalize various activities; h) types of interdisciplinary issues[4]. In our view, some of the components of the system become an issue for the subject when the issues posed by the problem approach, the need for a specific target issue, and the problem being identified by the person are unknown[10]. According to the author, "whether a person goes in search of a solution or not, there is a problem, because it is important for the subject to understand that the problem system is problematic and to have a target instruction (or subjective need)."

In addition to the above, it should be noted that in applying the concept of issue in one sense or another, it is necessary to pay close attention to the meaning of the term "issue" by the author, which authors he is relying on, and which situations he contradicts[18].

The main feature of the problem is that it does not have temporary solutions, ie it is not possible to directly apply the processes identified in the sequence, the specific content (answers in the general pattern)[9]. This makes the issue relative; and the problematic question is left to the man who does not yet know its solution. In addition, the issue differs from the problematic situation. In the first case, the question is clearly developed, and in the second case it is not yet developed. The problem situation is the basis for the formation of pedagogical issues[8].

The problem with the use of the problem is that in the teaching of science it consists of different aspects: the definition of the function and purpose of the problem in the educational process, the classification and classification of problems, the definition of content and solutions, the improvement of teaching methods, the interaction between theoretical knowledge and the problem. means opening the connection. These and other aspects of the "Question" are reflected in the psychological-pedagogical, didactic and methodological literature. However, it must be acknowledged that not all of the above opinions are correct[21].





In the works of G.A.Ball [1], V.V.Davydov [8], D.B.Elkonin [7], educational activity is described as a system of educational issues. For example, D.B. Elkonin describes the educational process as a set of actions aimed at achieving the educational goals set for students. Specifically, it views the learning issue as a unit of learning activity. This view has led to the emergence of the concept of a problem-based approach in didactics. According to the requirements of this (problematic) approach, the formation of new knowledge, skills and competencies is based on a system of specially designed situations[20]. To do this, a set of educational issues is used.

GD Bukharova presented the problem approach as an activity of students, which requires the application and solution of a system of different problems. This means that at each stage it is necessary not only to identify a system of specific problems, but also to be able to solve them successfully[17]. According to G.D. Bukharova, the problem-based approach is primarily aimed at the formation and development of thinking skills in man, which on this basis ensures the formation of the necessary level of mental actions and actions in man [9, p. 48]. He also tried to justify the relevance of the problem-based approach based on the following: first, the sharp reduction in time for teaching mathematics and science in school; secondly, the study of fundamental sciences contributes to the formation of scientific thinking, scientific outlook in students, the acquisition by students of the necessary knowledge system for future mastery of engineering and technology; third, problem-solving is always focused on the development of a person's mental abilities, developing their creative potential[22]. Throughout his life, he showed that a person has to deal with various issues: social, professional, industrial, educational, domestic and other issues, whether he wants to or not.

According to U.J. Sodikov, the essence of the interdisciplinary approach is to teach students the methods, techniques and techniques of teaching positive motivation to solve educational problems, to notice their creative abilities. [3]

In this regard, it is worth noting that a lot of scientific work has been done on the systematization of non-standard issues, manuals have been created. In these studies, the non-standard issue is classified on various grounds. For example, opinions were put forward on the didactic basis and other characteristics of the teaching process in terms of science, requirements, complexity, mental activity in solving the problem, the development of the declaration of the condition, that is, there was diversity[16].

The research of many researchers emphasizes the need for a specific approach in classifying the issues identified. It should be noted that there is one drawback in the considered options: "different classified sections do not correspond to each other, that





is," overlap ", and their combination does not form a holistic set of non-standard issues[12]."

In recent years, the "problem approach" has taken a strong place in research. Because the main focus is on the formation of "learning skills" in students, which is the basis of educational activities. The problem-solving process is one of the most important aspects of educational activity, in which students gain in-depth skills to apply theoretical material in practice, form creative activities and develop creative abilities. We, on the other hand, offer and recommend non-standard topics that are of great interest and excitement to learners. Because such an approach to the teaching of science, which is typical of the above, has allowed us to develop teaching materials that contain non-standard issues, but also serve to stimulate creative activity in students.

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## **STUDY AND DEVELOPMENT OF METHODS FOR PRODUCING FIRE RETARDANTS BASED ON PROCESSING PRODUCTS OF LOW-GRADE PHOSPHORITES OF CENTRAL Kyzyl Kum**

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### **Annotation**

The paper presents the results of targeted research and developed methods of obtaining compositions for fire retardant treatment of various materials based on traditional and non-traditional methods of processing low-grade phosphorites of the Central Kyzyl Kum.

The results of processing low-grade phosphorites with exhaust nitrous gases, processing of cellulosic materials with products of phosphorite processing - antiprene substances are presented.

Described is a method of using low-grade phosphorites in the production of fire retardant substances, i.e. the use of substandard mineral multicomponent minerals for the production of inorganic materials for special purposes.

**Keywords:** traditional and non-traditional methods, phosphorites, exhaust nitrous gases, fire retardant components, fire hazard, inclusion.

### **Introduction**

На основе результатов проведенных растрового электронного микроскопического (РЭМ) исследования составно-структурных особенностей образцов минерализованных фосфоритов (9-15%  $P_2O_5$ ) нами заключено, что в низкосортных фосфоритах Центральных Кызылкумов (ЦК) содержатся отличающиеся по химической природе составные части [1].

Исходя из этих данных можно предполагать, что подвергая химическому воздействию низкосортных фосфоритов в широком интервале  $pH=1-12$  их можно разложить с образованием фосфатных, силикатных, алюминатных







форм и катионов металлов в растворе. Хотя содержания основного компонента  $P_2O_5$  в растворе (или пульпе) ниже технологического регламента для получения удобрений, но их можно использовать для других целей применяя нетрадиционных способов переработки.

В целях дальнейшего углубления и разработки нетрадиционных способов наиболее эффективного использования низкосортных фосфоритов нами проведены исследования по получению вещества специального назначения. К числу таких веществ можно отнести антипирены и закрепители сыпучих песков и грунтов, адсорбенты и носители катализаторов [2]. Известно, что фосфаты и их различные неорганические и органические производные используются для понижения горючести материалов и порошкообразные пожаротушающие средства. Но в литературе не имеются сведения по применению в этих целях природные фосфорсодержащие сырья, в том числе фосфориты ЦК и их продуктов переработки. На наш взгляд, фосфоритовые сырья в этих целях привлекательны не только содержанием фосфатных, но и присутствием в них силикатных, алюминатных и карбонатных составляющих. Так как, эти компоненты также обладают антипиреновыми свойствами и способствуют получению многокомпонентных средств, понижающие горючести материалов на основе местного доступного сырья [3-11].

Исходя из этого представляло интерес провести изучение и разработать способа получения, на основе продуктов переработки низкосортных фосфоритов ЦК с кислотными реагентами, жидких огнезащитных составов понижающие горючести целлюлозных материалов и твердых - огнетушащих порошков, используемых противопожарных средствах.

Получение фосфатных огнезащитных веществ осуществляли кислотной переработкой водной суспензии низкосортных фосфоритов (13-17%  $P_2O_5$ ) ЦК двумя способами.

### **Первый способ**

Для этого измельченного фосфорита состава %: 15,66  $P_2O$ , 41,17 CaO, 19,06  $CO_2$  погружали в емкость с водой, снабженной мешалкой для приготовления суспензии соотношением Т:Ж = 1:2. При перемешивании образовалась суспензия с рН = 9,5, которую обрабатывали выхлопными нитрозными газами, поступающими в реактор каталитической очистки (АО "Навоизот") содержанием  $NO_2$  0,63-0,90 % ( $\rho_{газа} = 2,4$  кг/с.см<sup>2</sup>,  $t^o = 30 - 45^oC$ , С) до достижения рН=1,5 ÷ 2. Полученную пульпу путем отстаивания и фильтрования отделяли на твердую и жидкую фазы.



Жидкая фаза, полученная после фильтрации пульпы содержит %  $P_2O_5$  – 2,5; CaO – 16,5; N – 9,1 ( в виде  $H_3PO_4$  и ионов  $HPO_4^{-2}$ ,  $H_2PO_4^{-}$ ,  $NO_2^{-}$ ,  $NO_3^{-}$ ) использовалась для пропитки образцов. Данный состав характеризуется присутствием фосфора и азота (в виде нитрат нитрит формах) в жидкой фазе. Предположительно, такой состав должен обладать повышенной огнезащитной эффективностью благодаря синергизму антипиренового действия фосфора и азота. По своей химической природе такой состав может быть отнесен к классу фосфоразотным антипиренам, дополнительно содержащие нитрит-, нитратного азота.

Твердую фазу высушивали и измельчили до тонкого порошкообразного состояния для испытания в качестве комбинированного огнетушащего порошка.

### **Второй способ**

Фосфорита, вышеприведенного состава смешивали жидкой фазой (рН=4,2), полученной по 1-способу, содержанием %  $P_2O_5$  – 2,5; CaO – 16,5; N – 9 при Т:Ж = 1:2. Образовавшуюся суспензию обработали барбатируванием выбросными нитрозными газами (вышеуказанными параметрами) до достижения рН=1,5. Полученную пульпу путем отстаивания и фильтрования отделяли на твердую и жидкую фазы.

Жидкая фаза, полученная фильтрацией пульпу, содержит 30,9%CaO; 6,8%  $P_2O_5$ ; 10,45% N, которая была использована для пропитки образцов. В этом составе доля фосфора и азота выше, чем в предыдущем способе, поэтому ожидаемая огнезащитная эффективность антипирена, предположительно, должна быть выше.

Твердую фазу высушивали и измельчили до тонкого порошкообразного состояния для испытания в качестве комбинированного огнетушащего порошка.

Способность понизить сгораемость различных материалов была изучена следующим образом. Образцы бумаги, древесной доски и ситцевый материал пропитывали растворами выше указанных состав антипиренов путем погружения в раствор 30-60 мин, сушили на воздухе в течении 1 сутки, затем испытывали на горючесть по стандарту BS: 476 [ ? ]. При этом в качестве основных параметров определяли потерю массы (m,г), измеряли длину сгоревшей части образцов (L, см).

Данные по горючести древесины, хлопчатобумажной ткани (ситца) бумаги, обработанные антипиреном с различным составами приведены в таблице 1.



## Результаты по горючести образцов и огнезащитных составов

Исходные и после обработки образцы испытаны на сгораемость в зависимости от состава пропиточного раствора и вида материалов. На основе полученных данных выяснено, что в составе обработанных материалов от 0,5 до 2,2%  $P_2O_5$  содержится фосфатные соединения, благодаря этому конечные продукты характеризуются 20-40% пониженной горючести по сравнению с исходными.

Результаты испытания на горючесть обработанных образцов с огнезащитными составами Таблица 1.

Составы Параметры огнезащиты	I соста в	II состав	III состав	IV соста в	V состав	VI состав
	<b>Древесина</b>					
Потеря массы $\Delta m$ , гр	2,95	2,85	2,68	2,4	2,72	2,91
Длина сгоревшей части образца L, см	4,86	4,78	4,5	4,2	4,65	4,83
<b>Бумага</b>						
Потеря массы $\Delta m$ , гр	2,98	2,87	2,76	2,69	2,78	2,95
Длина сгоревшей части образца L, см	4,90	4,86	4,74	4,65	4,8	4,87

В целом нами разрабатываемым способом многотоннажные низкосортные (9-15%  $P_2O_5$ ) фосфориты (забалансовые руды) могут быть вовлечены в получении нетрадиционных продуктов как антипиреновые вещества т.е. неорганические материалы специального назначения. Тем самым расширится круг использования этого минерального сырья в нетрадиционной технологии и импортозамещающие товары, а с другой стороны можно добываться производства бумажной, текстильной или древесной продукции с пониженной пожароопасностью, т.е. товары улучшенного качества.



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## DEVELOPMENT OF MATERIAL AND CULTURAL SITUATION IN THE HISTORY OF THE PEOPLES OF CENTRAL ASIA OF THE IX-XII CENTURIES

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### Abstract

We see the further rapid development of scientific and cultural life in Central Asia in the XIV-XV centuries, that is, during the Temur and Temurid periods. Amir Temur paid great attention to medicine, mathematics, astronomy, history, literature, linguistics, religious sciences. During the Temur period, the Bibihonim mosque, the Shohizinda mausoleum, Ahsaray and the mausoleum in Shahrisabz, the Ahmad Yassavi temple in Turkestan, the Zangiot mausoleum in Tashkent were built in Samarkand.

**Keywords:** Islamic religion, science, culture, ancestors, thinkers, spiritual-cultural, socio-economic, crafts, trade, development, history.

### Introduction

The Arabs, having captured Khurosan, Movaruankhir and Khorezm, as everywhere, pursued a tough policy of Arabization of the country in our country. Along with the Islamic religion, the Arabic language and the Arabic alphabet were introduced in the region. Arabic has risen to the level of the state language, Islamic religious language and the language of science. Works written in the local language were destroyed, and other connoisseurs were under the rubble.

However, this damage caused by the Arabs did not lead to the complete destruction of the culture of the peoples of Central Asia. The restoration of the rural cage, trade and craft gradually began. In the 9th century, cultural life began to flourish in Central Asia.

In such large cities as Damascus, Cairo, Baghdad, Kufa, Basra and others, the number of our ancestors who went from Movaraunnahr and Khorezm and contributed to the development of science and culture increased.

In particular, the city of Baghdad is the educational center of the East. In Khorezm, the House of Sages was also created during the time of King Mammun ibn Mabmun. Organized in Urgench, Bayt-ul-Hikma-Mabmun Academy (Khorezm Academy). Great martyrs and thinkers studied at the House of Sages in Bogdad and Urganchi at





one time. Among them are such great and great personalities as Ahmad Ferghani, Al Khorezmiy, Beruniy, Ibn Sino, Ibn al-Hammor, Abu Sahl Masihiy, ibn Iraq.

It should be emphasized that in Movaraunnahra and Khurosan in the IX-XII centuries, the main factor and cause of positive successes and successes in socio-economic and cultural development was the emergence of centralized independent states here.

During the times of self-names, Karakanids, treasurers, Saldzhians and Khorezm Shah in Central Asia, who had great attention and authority in the international arena, state khokimism strengthened in the country, relative peace, calm and barkorirism were formed. As a result, material production improved, crafts and trade developed, and culture grew. Bukhara, Samarkand, Urgench, Kiet, Cash, Naqshab, Ghazna, Punjikent, Binokent, Shosh, Termez, Kuva, Kadien, Boikent and other cities, as centers of trade and trade, professionalism and culture. The capital of the Somonites of Bukhara is the second Mecca in the world. Thus, the prevailing socio-economic, spiritual and cultural favorable situation in the country, which arose in the 9th-12th centuries, led by local rulers after the Arab invasion, created such an atmosphere thanks to which from this region with their abilities, free and unique creations, huge cultural and educational masterpieces into the treasury of civilization of world culture.

### **Material and Methods**

Muhammad ibn Muso al-Khorezmiy (783-850) was a Shah of Khiva, who received his primary education from a private teacher and then studied at a madrasah in Marva. After the son of caliph Khorun al-Rashid sat on the caliphite throne of Mahmud (813), Muhammad Musa took al-Khorezmi with him to Baghdad and appointed him head of the House of Sages created there.

He performed in the field of Khorezmian mathematics, geometry, astronomy, geography, history and other sciences. His books Al-Jabr Wal Mukhtobala (Equations and Views), Hisob Al-India (Indian Accounting), Book Shot of Al-Arz (Book on the Depiction of the Earth) Book equestrian history (Book of History), Book of Al-Amal Al-Usturlabat (Book at).

Khorezmiy Al-Jabr was one of the first in the history of mathematics to begin the science of algebra.

The work of the scientist "Book Horse" (Book of History) reflects brief and accurate information about the history of Hurosan, Asia Minor and Movaraunnahr in the VIII-IX centuries. The works of Horezmius on Zij (Astronomical table), the Sun Hour made a great contribution to the development of the science of catastrophology.





Our native soil, our Uzbekistan is Ahmad Ferghani, one of the greatest Siimo and gods, who wants to blind distant and distant generations with a sense of pride and pride. Presumably, he died in 861. Ahmad Ferghani worked in the field of mathematics, geography, astronomy, history, made a significant contribution to the development of these disciplines. In the Muslim East, he received the nickname Hisab. Nevertheless, he became famous for his work in astronomical, geographical areas. His works in the field of science were translated into Latin in Spain in the 11th century and were widely used in their scientific research by Arabic scientists. Ahmad Ferghani wrote his works in Arabic, so Arab scientists consider him the first Arabic astronomer.

Associated with the scientist Ahmad Ferghani Mohammed ibn Muso, with Baitun-Hikma, acting under the leadership of the outstanding scientist Muhammad ibn Muso al-Khorezmiya. He personally participated in the construction of observatories in Baghdad and Damascus.

In 812, Ahmad Ferghani predicted before the Solar eclipse, discovered that the Earth has the shape of a ball. Later, while living in Egypt, he created a device for measuring the water of the Nile River.

One of the largest scientific works of Ahmad Ferghani on the disaster is a book on the complex of sanitary movements and star science. This work also belongs to the foundations of astronomy.

## **Results and Discussion**

The works of Ahmed Ferghani were translated into Latin in the XII century.

One of the largest scientists in Central Asia, the father of the philosopher of the East Abu Nasr Muhammad ibn Muhammad Farabi. He was born in 873 in the town of Wasij near Farab and died in 951 in Damascus.

Farabi's scientific work on philosophy, linguistics, logic, mathematics, and music theory brought her great fame and laid the foundation for the history of world science. Farobius received his first lesson in Farab. Then he visited several cities of Shosh, Samarkand, Bukhara and Iran, improved his knowledge and studied various languages. Then he arrived in Baghdad to further deepen his knowledge.

He lived in the cities of Bogdad and Damascus, raised his scientific level, mastered almost all fields of science and created more than 160 works. He wrote about the goals of the Metaphysical work of Aristotle (Arastou), About the members of a living being, about the achievement of Happiness of the Musical Book of Politics Al-Madonia (Politics over Cities, Shahri Fozilov People The essence of questions Book about laws, About the content of thinking, about entering Logic.





Farobius was an expert on the wisdom of Hellenic culture. If for his outstanding services in the development of science Aristotle was awarded the title of first teacher, then for his excellent knowledge of the wisdom of Farobius Ell, Aristotle, a great contribution to the development of science Al-Muslim al-Soni Second teacher - Aristotle of the East, then this title is a title.

Pharobius gives the order, classification and detail of about 30 fields of science, about the origin of Science, about the classification and other descriptions of sciences known at that time.

One of the great scholars of the East, Abu Ali Hussein in Abdulloh ibn Sinodir. He took the pseudonym Sheikh ul-raiss in the eastern world of science. In Europe, this scientist is known as Avicenna. Ibn Sino was born in 980 in the village of Afshana near Bukhara.

Ibn Sino's scientific views developed in two directions: medicine and philosophy. At the age of 17, they formed as scientists, became authoritative doctors. Ibn Sino was invited to the palace and cured Nuh ibn Mansur, the emir of the Somonians, where the patient was lying. In exchange, Ibn Sinod was allowed to use the library located in the Somanid Palace.

In 1002, Ibn Sino went to Khorezm and showed activity at the Mamun Academy in Urgenich. There were the philosopher Abusakhl Masakhi, the outstanding tabib Abulhair Hammor, the largest scientist of the XI century, a connoisseur of science Abu Raihan Beruniev.

After Khorezm occupied Mahmud Ghaznavi, Ibn Sino moved to the Gurgon emirate, from there to Paradise, Qazvin, and then entered the service in Hamadan. He spent the last years of his life in Isfahan.

One of the works of Ibn Sino is the work of Al-Kif fi-t-tib, dedicated to medicine. This is a unique medical institution consisting of five parts. The book has been translated into Latin, Persian and other languages of the 13th century. This book until the end of the 18th century "served as the main teaching aid in medical educational institutions in Western Europe.

Another essay by Ibn Sino is a healing book (Medical Book), consisting of 18 parts. The book is devoted to various areas of philosophy, logic, mathematics, geometry, metaphysics.

In the Middle Ages, one of the brightest stars of the Mamun Academy, the great scientist and thinker Abu Raihan ibn Ahmad Beruni, was created in Khorezm. Born 120 km from the city of 973 near the ancient city of Kat (now Beruni). He received his primary education in Urganche. Fate was in many cities of the East. For a long time he lived in Gurgon, then worked at the Mamun Academy. Mahmud Ghaznavi occupied







Khorezm in 1017. Beruni continued his scientific activities in the city of Kazna. Together with Mahmoud Ghaznavi, he repeatedly visited India. He died in 1048 in the city of Kazna.

Bernouni in his more than 45 catastrophic works concluded that almost five centuries ago the center of the world was not the Earth, but the Groom. For the first time placed the rotation of the Earth around the Groom in the center.

In the IX-XII centuries, religious knowledge was also widely developed.

We see the further rapid development of scientific and cultural life in Central Asia in the XIV-XV centuries, that is, during the Temur and Temurid periods. Amir Temur paid great attention to medicine, mathematics, astronomy, history, literature, linguistics, religious sciences. During the Temur period, the Bibihonim mosque, the Shohizinda mausoleum, Ahsaray and the mausoleum in Shahrisabz, the Ahmad Yassavi temple in Turkestan, the Zangiot mausoleum in Tashkent were built in Samarkand.

During the years of Ulugbek, sponsorship of science and culture became even more rapid. Ulugbek built mosques and madrasas in Samarkand, Bukhara, Gijduvan and Shahrisabz. A lot of work has been done in the field of historical sciences. During this period, fruitful work was also carried out in the field of literature. In this process, the great merits of Alisher Navoi, a poet and statesman. Jomius, Lutfius, Saccoci created immortal works in which the artistic activity of Kamoloddin Behzod developed.

Scientists from Movaraunnahr at the Mamun Academy. At the initiative of Khorun al-Rashid, a scientific Center-Academy (Bayt ul-Hikma) was organized in Baghdad, which brought together scientists and philosophers from all Muslim countries, including Central Asia. In this center, scientists such as Movaraunnahr and Jurosan Musso Khorezmiy, Ahmad Ferghani, Marvozi, Marvarudiy, Javhari made a great contribution to the popularization of the Baghdad Academy. The establishment of the dominance of the Arab caliphate in Movaraunnahra and one of the positive aspects of the widespread spread of Islamic religion, giving an example from the scientific academy in Baghdad, in the twentieth century, the Mamun Academy appeared in Khorezm, whose members were art historians of their time, rotating Movaraunnahr with their work. Also, prominent religious figures of the Islamic world grew from the territory of our region; as well as adventurers whose names are still on the upper stages of both secular and mythical science.

Mamun Academy in Khorezm. As you know, the history of the development of the peoples of Central Asia with a long past has experienced from the very beginning various events, periods of recovery and lag. Of course, all these periods left their definite mark on history. In particular, in the development of our culture, science





plays the role of the period of the IX-XII centuries. It should be noted that Shah Mahmud ibn Muhammad at the end of the 10th century united Khorezm into a single center, divided into southern and northern parts. In particular, the capital turned Gurgancha into one of the largest scientific and cultural centers in the East. "Baitul Hikma" (House of Sages). It was also called the Mamun Academy. In this place, prominent thinkers Al-Khorezmiy, Beruniy, Ibn Sino, Ibn al-Hammar, Abu Sahl Masihiy, Ibn Irok, Ahmad Ferghani worked. Also among them were great gods from many countries of the East.

Information about Central Asian thinkers.

Abu Abdullo Muhammad Ibn Muso al-Khorezmiy. (783-850) The work of the great thinker and scholar al-Khorezmiy on arithmetic and algebra, "The Book of Al-Jabr Val Mukobal" (Book on Filling and Contrasting), not only laid the foundation for a new period in mathematics, but also served as the basis for its development in subsequent centuries. Thanks to the work "The Book of Indian Arithmetic," first the eastern peoples, and then the European peoples, got acquainted with the system of counting the large positions of ancient India. (Translation into Latin in the XII century). The works of Al-Khorezmiy "The Book of Photos of al-arz" (photo of the Earth) are devoted to geography, astronomy "Astronomical Tables," which glorified the author. Also, such outstanding works as "Rizola at the bottom of the men's clock," "Drawing history," "Drawing about Usturlab," "Drawing music," and also immortalized his name brought great attention to the scientist. Al-Khorazmi's work "Al-Jabr val alternative" later became known as "Algebra" in Europe. His work on astronomy played a large role in the development of asronomic science not only in the East, but also in the West.

(Translation into Latin in the XII century). Al-Abul Abbas Ahmad ibn Muhammad Al-Ferghani. Information about the biography of Al-Ferghani in history has been slightly preserved. He died in 861. Experts in astronomy, mathematics, geodesy, hydrology took an active part in the construction of the observatory in Baghdad and Damascus, where they checked Ptolemy's data in the "Schedule of Stars." Al-Ferghani in his work on astronomy "Fundamentals of Astronomy" streamlined knowledge of astronomy, enriched them with new results. In accordance with the tradition of that time, seven climates were studied by countries. Wedding watch. made a statement, created astronomical instruments. This work of Fergani BC was used in Europe as the main guide to astronomical science.

Abu Nasr al-Foray (873-950). Born in Utra, received his primary education in Shosha, Bukhara, Samarkand, lived for a long time in Baghdad and was in a scientific dialogue with scientists of our time. He wrote more than 160 treatises of various fields of





science. The popular work "The Big Book at Music," dedicated to the theory of music, is one of the first historical sources devoted to the history of this sphere. He's a gray, rich scientist.

Abu Raihan Beruni (973-1048). A native of Khorezm created about 150 works devoted to astronomy, history, medicine, mathematics, jugrophy, geodesy, meteorology, ethnography, philosophy, philology. These works were called Beruni. It is also known that he ran out of stories, poems. Beruni was the first in the Middle Ages to create a globe. He knew perfectly well Arabic, Persian, Indian Turkic languages. His works "Pharmacanasia," "Geodesy," "India," "Mineralogy," "Law of Maksud," "Monuments of Ancient Peoples" have been translated into Uzbek and Russian. Mahmud also served in the Kazan Palace. He was also a contemporary of Ibn Sino.

Abu Ali Ibn Sino (980-1037) created hundreds of works on philosophy, logical clergy, literary criticism, poetry, music, geology, mineralogy, physics, mathematics, medicine, astronomy. The range of scientific interests of Abu Ali was so wide that he created more than 40 works devoted to medicine, 30 astronomical and natural sciences, 185 philosophical, logical and theological.

The development of literature, architecture and religion in the 9th-12th centuries. Great Islamists of Central Asia.

Beautiful mausoleum built on the grave of Ismail Somoni in Bukhara. The building has a rectangular shape; the roof is covered by a dome. The rectangular panel is converted to an octagonal shape using relief flaps. At the same time, this building has four facades. Its four sides are the same, decorated like in front. Simply put, the building is taken away, does not have side and back sides. Everyone is decorated the same way. During the construction and decoration of the mausoleum of Ismail Somani, architectural features characteristic of that time in the Arabs were also used. For example, set the columns on the outer corners of the building. In such forms inside the building, as well as in pre-Islamic monuments, there are also squares overlooking the fog.

On the example of many mosques, one can also observe the delay in the development of architecture of the 9th-10th centuries. Written sources note that many mosques of the Somonian period are built on the basis of the timely adaptation of temples to the Arabs to the mosque. They are one-room, the roof of the mosque rests on a pole. The roof of mosques usually had the shape of a dome. On mosques, especially in the form of mercy, the ornament is decorated with carved bricks, bitten gangs and even pagan waters. Speaking of mosques of this period, one can mention the mosques Magoki Attoron, Poikand in Bukhara, Chorustun in Termiz, Childukhtaron in Shahrستان. These monuments made it possible to trace the development of religious architecture





in Central Asia. Narshahi writes that Emir Nasr ibn Ahmad built a palace for himself in Bukhara Registan and invested in its construction. This palace was very beautiful. And in front of the palace there are buildings for walls. The palace of Amir and Khokim was also located in Nishopur, Marva, Samarkand and other cities. These palaces are distinguished by their maturity and beauty. Often such palaces were built on kushmanzars, in gardens.

Yusuf Khos Hajib (XI century), born in Bolasogum, is also valuable in that the famous work of Yusuf Khor Hajib "Kudadgu bilig" (Knowledge guiding Saodat) is the first artistic work of the Turkic peoples that has reached us. The author outlined in this essay the ways, policies, images and laws of peoples and the moral laws of a centralized feudal state through 6407 bytes. In "Blind Knowledge" there are also bytes about maintaining health, communication and in general about tabobat.

Ahmed Yugnaki (II half of the XII century - the beginning of the XIII century), a native of the village of Yugnak near Samarkand, is especially known for his work "Hibbat the Righteous" (hadith of truth). The work outlines mainly human qualities.

Abu Abdullo Rudaki (; 884-954) - the great mentor of Persian Tajik literature. Born in the village of Rudek near Samarkand. His poetic legacy is very rich and colorful. Fragments of the poems "Kalila and Dimna," "The Age of the Offtob," "Sindbodnom" have been preserved.

Abu Mansur Muhammad Mintius (942 - 1020) was born in Samarkand, unlike the sources of the most famous poets of the 10th century after Rudaki. He lived in the Somanid Palace. He was the first to write "Point." But he managed to write only a certain part and died by accident. 1209 bytes were saved from it. There are also sources that minute music has made a great contribution to the development of science.

Abulkosim Firdavsi (942-1020). Born in the Iranian city of Tue. He is well versed in Arabic and Persian literature. He spent his whole life creating a large epic work "Point," dedicated to the legendary heroes of the Iranian Shah. The work is published in many languages of the world. Pharaoh with his "Sign" created an eternal monument to himself and was grateful to his descendants.

Observing the development of the culture of Central Asia of the 9th-12th centuries, one can observe how during this period the teaching of imagination (sophism) penetrated into all aspects of culture and spirituality. Sufism is based on personal freedom, cleansing and the achievement of spirituality by Alloch. In imagination, the path to perfection of the spirit and its ultimate goal - the achievement of Olloch consists of 4 stages: 1) Sharia. 2) Tariqat. 3) Enlightenment. 4) Truth.





Sufism theorists, scientists carefully studied the knowledge of their time, were experts and thinkers. Since the 10th century, the ideas of Sufism began to spread in the cities of Central Asia. Following this direction below, we think about some thoughts known to the world by their creativity.

Ahmed Yassavi (1105-1165) was born in the city of Iasi (Turkestan). His father, Ibrahim, worked for many years as a sheikh in Sayat Rom. Ahmed Yassavi received his origin from the famous Turkish driver from Tashkent Arslanbob Toshkandia. After his death, he studied science with Yusuf Hamadani. The only inheritance that has come down to us from Yassavius is his Hikmat Wall. It presents the hikmats of Yassavi, "Faqrnoma." The description is reflected. Ahmed Yassavi founded the cult of Yassavia in the imagination.

Suleiman Bakirgani (died in 1186). A worthy student of Ahmed Yassavi, one of the successors of his work. Born in the town of Bakirgon Khorezma. Among the Turkic peoples, the ruling father is also known by the nickname. His works on religion and imagination, hard work and morality were read throughout Turkestan. His major work, entitled "Bakirgon Book," has also reached Uzbek readers in recent years.

Najmiddin Kubro (1145-1221). Poet and scientist. The largest Sufi tributary in Central Asia is Kubravia. Born in Khiva. A common current in the countries of the Middle and Middle East, in the territory of Central Asia, India, Iran, Afghanistan. Najmiddin Kubro, who issued the rules of the brotherhood of Kubravia, at the age of 76 gathered weasels against the muguls who attacked Urgancha and began to attack the people. The recognition of Islam as the main religion in the country, the suppression of other religious beliefs, the deterioration of the way of life of the hardworking national economy began to force them to look among them for an idea that contributes to their advancement and weight relief. This idea became an idea of imagination.

Imam Ismail al-Buhari (810-869) During his life, the great adventurer scholar Imam Buhari collected 600 thousand hadiths, 7275 of which were included in his 4-volume collection "Faithful Collection." The 1205th anniversary of Imam Ismail al-Bukhari, the largest scholar of the Islamic world who spoke at the highest level in Vakhtanism, was solemnly celebrated internationally in 1998, when a pilgrimage temple was finally erected in the city of Chelak, a suburb of Samarkand, where he died. Thousands of people from different parts of the world come here.

Abu Iso Muhammad al-Termizi (824-894) - a well-known adventurer in the Islamic World Imam al-Termizi was born in the village of Bug near Termez. From the age of 26 he began to meet with famous muhaddis scientists in Samarkand, Bukhara, Hijez, Iraq, Nishopur. He is a great adventurer scholar, in his upbringing, the mentorship of Imam Ismail al-Bukhari occupies a large place. A great scientific heritage remains





from At-Termiziy dedicated to collecting life events, including: "The Book of al-Jomye al-Sahih," "The Book of ul ilm," "The Book of al-Tamoyli al-Nabawi," "The Book of al-Zuhl," "The Name of Kitabul wal hun."

Burchoniddin Marganoni. (died in 1197). The full name is Burkhoniddin Marginoni Ibn Abu Bakr al-Ferghani al-Rishtani. Bidoyatul Muhtadi (original title) Al Mazid is a book about children. Burkhoniddin Marginoni's work Hidoya Phi Furu al-Fukh (Fikh Sphere Guide) consists of 56 books, which are called sharia codes.

## Conclusion

In conclusion, the Arabic language and its writing have always been valuable to the Uzbek people. Of course, in which of these areas of study depends on the specialty, goals and objectives of the educational institution, as well as on the teacher and audience. But it is obvious that during the current globalization, any student seeking to master foreign languages is interested in effective methods of language teaching, technical means, and exhibition programs. This requires every teacher of the Arabic language to develop new methods that meet the requirements of the period, to introduce modern technologies into the educational process.

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## THE IMPACT OF MUSIC ON THE HUMAN PSYCHE ON THE EXAMPLE OF MUSIC BY WOLFGANG

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### Annotation

The article talks about the human psyche of music, its healing properties, how the music from ancient times was important, as well as the miraculous properties of Mozart music.

**Keywords:** depression, resonance, effect, Symphony, procedural, IQ, aesthetic, cortex, rhythm, stress.

### Introduction

Music is the art of these sounds, and the content of music is the reflection of - people's emotional experiences, thoughts, impressions of life, joys and anxieties on the consistency of musical sounds or through a complex. Its content consists of certain musical-artistic images that characterize changing moods. Music embodies different moods of people, including joy, pleasure, sympathy, sadness, danger, fear, etc. In addition, the music reflects the willpower qualities of the individual, their perseverance, aspiration, thoughtfulness, temperance and other characteristics, as well as their bright nature.

Greek scientists - Pythagoras, Aristotle Eastern thinkers – al - Farobiy, Abu Ali ibn Sina, Abdurahman Jami , Alisher Navoi, Kavkabi-share these expressive visual possibilities of music. Sufism figures -Imam Ghazzali, Kalabadi Bukhari and others were highly rated, commented and researched.

The power of music to influence human consciousness and emotions is due to its procedural – specific process nature, which synchronizes with its mental processes.





In the content of musical works, artistic ideas are generalized and formed in such processes as the interaction of musical images: comparison, conflict, development. According to the characteristics of this process, the content of music can also have different – epic, dramatic, lyrical characters. Buda is much closer to the “Botinian” nature of music, the lyrics of which tend to express the inner world, spiritual states of man.

The content of music is a unity of personal, national, universal, artistic values, which is expressed in generalized spiritual freshness, pace, Social Thought and experiences inherent in a certain people, society and historical period.

Forms of Music Meet the spiritual, educational requirements of each era, without which at the same time are common with different spheres of human activity: certain collective activities, the interaction of people with each other, the ethical and aesthetic impact, the processes of communication.

The role of music as a means of forming the moral and aesthetic taste of a person, developing emotional feelings, increasing his creative abilities is very important.

It is a powerful tool that is used to influence the spiritual and physical state of a person . Since ancient times, ancient Egyptian and ancient Roman healers have widely used musical sounds to treat a person's body and soul. In ancient China, healers created their own “musical recipes”, because they firmly believed in the magical power of treatment, that is, with sounds.

Music for the treatment of depression began to be used in ancient times. In the third century BC, the beneficial effect of music on the human body was revealed. In the kingdom of Parthia, in special places of music and healing, they were forced to listen to music in order to get out of depression. Ancient Egyptian psychics, Roman healers, Greek thinkers, The Great Physician Avicenna already knew that music has the ability to influence the mood. It was believed in ancient times that church bells cleanse the soul of a person, renew his vital strength and strengthen the spirit.

It is scientifically proven that in the XVII century sounds of different tones and frequencies can have a positive effect not only on humans, but also on animals and plants. It is scientifically justified that the rhythm of dorivor music for depression should be with a heartbeat or slightly slower. In this case, it is proved that the sound power does not exceed an average of 100 ditsebells.

It is no longer a secret to anyone that the sounds that are being scanned from musical works are capable of treating people. Having listened to classical music, knowing the rules of treatment, you can even get rid of cancer, develop creative and intellectual







abilities, even depending on what kind of music the character of people listen to, it can be easily changed with the help of music.

Experiments in the field of music therapy show that by listening to classical music, the process of recovery of patient health changes significantly and has a positive effect on the general condition of a healthy person. Scientists have done a lot of research to study the influence of classical music on a person. As a result, they managed to find out that classical tunes have a positive effect on the human psyche and general well-being. Music heals patients relieves stress and stabilizes the biorhythms of the human body. The role of the works of World classical composers in Bunda can not be overemphasized, because the richness of the melody of classical music is inexhaustible.

Among the great classical composers of the world are Wolfgang Amadeus Mozart, Johann Sebastian Bach, Ludwig van Beethoven, Frans Schubert, Fredrik Chopin, Mikhail Glinka, Joseph Gaydn, Peter Chaikovsky, Giuseppe Verdi and many more works of great composers. In particular, in the works of Wolfgang Amadei Mozart, the expression of a specific mood, cheerfulness, inner senses through bright tone paints is threeraydi. Wolfgang Amadei Mozart was born in 1756 year 27 - th year in Yanvar in the Austrian city of Salzburg. The musical genius was already wounded. He began to create independent music at the age of 4 years. The first symphony he is creative at the age of 9 and writes his successful opera at the age of 12.

During his short life, the composer creates more than 500 works in 40 symphonies, 22 operas and other genres of music. He spent 35 years of his 10-year life in more than 200 cities of Europe, that is, giving a concert. Mozart has left a wonderful musical heritage in his short life, he has been using the product of his musical creativity for many centuries, and his music has fascinated people with the ability to create miracles. The power of Mozart music's influence on the human brain has been scientifically proven in two directions: the frequency of rhythm changes and the true frequency of sound.

This is due to the fact that the human brain has its own cycles in the process of functioning. Especially the nervous system has a rhythm of 20-30 seconds. Scientists suggest that it can cause resonances in the human brain cortex, because sound waves vibrate at the same frequency. For the same reason, in the middle of the last century, studies were conducted on the change in the frequency of sound. By analyzing the frequency characteristics of the music of about 60 different composers at the University of Illions, it was found that 20-30 second waves occur more often in each piece. In this test, Mozart music took the highest place. It is precisely in his music that his 30 - second waves with a sound full of his own nuances are often repeated.





In these melodies, a 30-second “quiet-loud” rhythm corresponding to the biorhythms of the human brain is preserved. The greatest resonance in the cerebral cortex is proved to be received by high-frequency sounds. Mozart's works are literally filled with high-frequency sounds. The effect of Mozart music shows the harmonizing effect of classical music on people. The beneficial effect of classical music on people is known for a long time. Pregnant women were even advised to listen to such music, so that the babies could develop well and reveal their talents.

In the 90-ies of the XX century, wonderful information about the unique impact of Mozart music on the human brain is studied. An unusual effect is called a Mozart effect.

The first experiments in this direction are conducted on rats. For two months they are given 12 hours a day to listen to one music –Mozart's do-major Sonata. As a result, kalamushlar has become “wise” and begins to manage the maze 27 percent faster. They made 37 percent fewer mistakes than other rats. In humans, scientists study brain activity using magnetic resonance. Studies show that all music affects the human brain, that is, it excites the area where the hearing center is. In some cases, areas of the brain associated with emotions are also stimulated.

But just listening to Mozart's music will FA an almost whole brain. As scientists say in the figurative manoda, when listening to Mozart's music, almost the entire cerebral cortex of humans began to shine. The revival of the cerebral cortex of a person is not just a scientific miracle. It is an obyektiv process that stimulates thinking processes and improves memory. Increased brain activity significantly increases the intellectual level of a person.

American Scientists have proved that the IQ level of a person who listened to Mozart's attractive tunes for only 10 minutes increases by 8-10 units.

At the University of Koliforniya, an interesting experiment is being conducted on how music influences the way students pass the test. Students are divided into 3 groups:

1-Group Students sit quietly

2-Group students listen to audio books

And the students in the 3 - TH Group listen to the morsart Sonata.

All students passed the test before and after the experiment.

1-Group 14 percent

2-Group 11 percent

3-Group received the correct answer 62 percent.





European scientists have also determined the growth of the intellectual abilities of people under the influence of Mozart music. Even after 5 minutes of listening to music, it has been found that concentration of attention in humans improves significantly. These tracks have a strong impact especially on children, children develop intelligence faster. In the United States, children have been observed for 5 years. Significant development of spatial thinking was observed in children who participated in music lessons 2 year in a row. For older people, the effect of music has a significant inertia. In some people, brain activity disappears with the last sound of music, and for some, the effect of music persists for a longer period of time, but then the brain again returns to its original state.

Another vivid example of the miracle of Mozart's music was the fact that the famous actor Gerard Depardieu had a serious defect. He was speaking with a whistle and his memory was also very poorly. The famous doctor Alfred Tomatis advised Gerard to listen to Mozart music for at least two hours every day for several months. After that, Gerard Depardieu will completely get rid of stuttering, his memory will improve, which will allow him to become one of the most famous actors. Gerard Depardieu recalls his memories in such a way that "until I met Tomatik, I could not even say one sentence to the end, he would help me to fill my thoughts, he would teach me to understand the process of thinking." In this case, the role and importance of Mozart's works cannot be overemphasized. Tomatis believed Mozart's music was incomparable in his ability to bring harmony, and he used Mozart's tunes. Because in his works there was a lot of influence on the human psyche, when unique, funny, attractive tones looked at other music. Even in the case of Gerard Depardieu, the collection of music, which was most necessary for his body and soul, was chosen.

According to Tomatis, Mozart's works represent a perfectly balanced musical Miracle, which includes all the necessary components. Mozart music it helps people to find peace of mind. If its musical tone steepes the energy and balance in the human body, then all medical systems perform the sought-after function. The tones in Mozart music, not too smooth, not too fast, not too quiet, not too loud, too loud - his charming tunes look like an ointment that is necessary for us, for our psyche.

Another fact:

- The monks of the British monastery found out that the cows were more productive and gave more milk by listening to Mozart's music while feeding.
- In Canada, music performed by Mozart's string quartets is performed in urban areas to regulate congestion. As a result, the beneficial effects have increased, and human consumption of drugs has decreased to some extent.





- Listening to Mozart's music revealed an increase in the productivity of plants and an increase in the beauty of flowers, and a significant increase in the number of buds.

### **Conclusion**

The works of Wolfgang Amadeus Mozart, including classical works, are used in the formation of the human body, psyche, inner world, the perfect development of infants, the development of mental abilities, intellectual development, high IQ, treatment of various diseases. used and is used as.

So music enriches a person's spiritual world, decorates his life. As long as humanity lives, music and its magical world will call people to goodness, beauty and patriotism. He continues to sing all the beautiful feelings of humanity.

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## LINGUISTIC COMPARATIVE ANALYSIS OF QUALITATIVE COMPONENT PHRASES IN ENGLISH AND UZBEK LANGUAGES

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### ABSTRACT

This article is devoted to the field of phraseology, a section of lexicology, in which the qualitative component phraseologisms mainly in English and Uzbek linguistics are analyzed comparatively, valuable information is given about phraseological units, which reflect the mentality, culture, customs and traditions of a particular nation. The study of expressions within the framework of both languages, their semantic-grammatical and functional stylistic characteristics determine the relevance of this work. However, qualitative component phrases are an area not yet studied within the framework of these languages. It is known that expressions are inextricably linked with the spirituality, culture, tradition, lifestyle, history of the people who own a language. From this point of view, the article examined about 50 phrases with quality in their composition, considered in them the manifestation of the culture of the two nations in the language, their interpersonal influence and attachment. The opinions of linguist scientists in this regard were studied and they were given general conclusions.

**Keywords:** phrase, phraseology, linguocultural, lexeme, morpheme, syntactic connection, qualitative component expressions, comparative expressions, linguocultural.

### KIRIS'H

Linguoculturology is a generalization science that occurs between the sciences of culturology and Linguistics, deals with the study of phenomena such as the interaction and interconnectedness of language and culture, the formation of this link, as well as its reflection outside the language and language as a holistic system. Linguoculturology, on the one hand, studies the role of mankind in cultural linguistics, and on the other hand, yesa, the position of man in linguistics. Each language is very closely connected with the history of the owners of the language and also manifests some special aspects of their traditional everyday life, geography, culture that are not written about. Each language without words affects the culture of the owners of the language. Students who study foreign languages in our view face





difficulties in understanding the culture of that nation, the fundamental essence of the original meaning hidden in the expressions of that nation until they learn ways of thinking. About phraseological units are written very - very much, they are grammatic, semantic and syntactic analyzed, but not sufficiently studied linguomadanically.

German scientist V for the first time in the relations of language and culture. background Gumbolt expresses in his works the following: "the more the language of Man gives him information about the subject, the more he lives in this way. Any language will express the way of its existence of the people to which the person belongs"

M.M.Pokrovsky, G.V.Stepanov, A. A. Potebnya, D.S.Likhachev and Y.M.Lotman, F.i.Busayev gave scientific justification to linguoculturology as a science, as a result of his research.

The first research in Uzbek linguistics devoted to linguistics s'HH.Safarov, D.Khudoyberganov, N. Mahmudov and Sh. Carried out by the usmanovas.

In recent years, great importance has been attached to studying Uzbek phraseology from a linguistic, cognitive scientific point of view, comparing it with other languages. Including B.Safaraliyev, G.Boqiyeva, N.Nasrullayeva studied phrases semantically in religious, mythical, historical, literature-related, geographical and national conceptual spheres. Professor A.Mamatov will dwell on the fact that the phrases are formed in historically-etymologically in different ways. According to the scientist, the phraseological units differ, firstly, from the phraseologisms formed on the basis of the Uzbek phenomenon, and secondly, from the fraternal and non-traditional languages, which came into being by mastering and kalkalash.

In the book "explanatory phraseological Dictionary of the Uzbek language", Shavkat Rakhmatullaev mentions that the main part of the phrases in Uzbek linguistics consists of phraseological units Fe'l , as well as ot-component, qualitative and adverbial phrases.

Chinese researcher YU Wang categorizes English phrases into eight categories in terms of syntax.

- 1) Sentence idioms. - Gap iboralar. Butter wouldn't melt in your mouth. Your chickens come home to roost.
- 2) Semi-sentence idioms.- Yarim gap iboralar. Take the bad with the good, keep a bady eye on smb/sth.
- 3) Verbal phrases.- Fe`lli birikmalar. Beat up, come across.
- 4) Prepositional phrases.- Predlogli brikmalar. By the dozen, in doubt.
- 5) Nominal idioms.- Nominal iboralar. Good faith, a golden handshake.
- 6) Adjective idioms.- Sifatli iboralar. Far and away, full of beans.





7) Word in pairs.- Juft so`zlar. Aches and pains, safe and sound, give and take.

8) Fixed similes.- Qat`iy o`xshatish. Flat as a pancake, drunk as a fish, poor as a church mouse.

If we look at the sources of the Internet “Idioms and Phrases” like in many mobile apps, phrases have been sorted based on lexical category. For example, “Age” yosh, all phrases related to the lexeme are concentrated in the same group. Act one's age - yoshiga yarasha qiliq qilmoq”, “golden age – oltin davr”, “age out of something- yoshi o`tib qolmoq” yoki animal, clothes, colours, crime, death, life (hayvon, kiyim kechak, ranglar, jinoyat, o`lim, hayot) as many categories as the same lexeme related phrases are concentrated. Such an approach will provide language learners with a pleasant ease.

I think that in the process of studying phraseologisms, it is worthwhile to understand that qualitative component phrases in English are real, and it is worthwhile to study and analyze them as species by species in morphological terms. In this place, the qualitative component phrases are divided into comparative groups according to their grammatical structure.

1) simple level quality component milling machines. (young at heart, white lie, black market, a sunny smile, a cash cow )

2) comparative degree quality component phraseological units. (Blood is thicker than water)

3) Auger grade quality component milling machines. (Your nearest and dearest)

4) equivalent comparative qualitative component phrases. (As gentle as a lamb, as tall as maypole)

5) and qualitative component phrases associated with the binder. (Bright-eyed and bushy-tailed, alive and well)

### QUALITATIVE COMPONENT PHRASES OF A SIMPLE DEGREE

In the process of our learning of qualitative component phrases in English, they are mainly 2) comparative degree quality component phraseological units. (Blood is thicker than water)

3) Auger grade quality component milling machines. (Your nearest and dearest)

4) equivalent comparative qualitative component phrases. (As gentle as a lamb, as tall as maypole)

5) and qualitative component phrases associated with the binder. (Bright-eyed and bushy-tailed, alive and well) have witnessed its manifestation as a determinant.

If we analyze the phraseological phrases that we follow from the qualitative components of a simple degree, then for example “**big mouth**” – og`zida gap





turmaydigan, gullab qo`yadigan va maqtanchoq ma`nolarida if applicable, in Uzbek language **“katta og`iz-og`zi katta”** – iborasi soxta kibr havoli, maqtanishni yaxshi ko`radigan kishilarga nisbatan qo`llaniladi.”Mexmonning qizarganini payqagan keksa boy, o`z xotining **katta og`iz** va betamizligiga achchiqlanib, yuzini teskari burdi. Oybek. Qutlug` qon.

**“An old chestnut”** the phrase was first mentioned in a conversation between two heroes in the 19 century in England and America, in the work **“Broken Sword”**, belonging to the pen of William Daymond, now yeski is used in relation to jokes and stories in which many marotaba are told and become boring. As an alternative in the Uzbek language **“siyqa gap, siyqasi chiqqan hazil”** – used in many ways, used in a dream, touched by a person (sentence, word, phrase, etc.)k) the phrase is used in oral and written speech of the Uzbek people, we can see in the example on the shore. **“The commandment of the king is obligatory,”** God said, as he is forced to use the old saying.”

**“Thick skin”** – **“Terisi qalin”** while the saying is blind, beti is hard. while the saying is blind, beti is hard.

I don` t worry about what he says- I have a very thick skin. It's interesting what he told me not to eat - my skin is very thick.

**“Thin skin”** – **“Terisi yupqa”** unable to bear the sentence for a while. If you have thin skin, you'll never survive in politics. You will not be able to stay alive in the world of politics if you are so tired of dialing.

**“A blind alley”** – **“Boshi berk ko`cha”** the phrase quot; a difficult situation in which it is difficult to find a way, a way; means an indefinite, foggy, end invisible, useless work. Sooner or later they will have to realize that this is a blind alley and that they need to rethink their own strategies. Sooner or later, they must realize that they are on the street upside down and reconsider their strategies.

## QUALITATIVE COMPONENT PHRASES OF COMPARATIVE DEGREE

When analyzing phrases containing comparative adjectives in the English language, not all of their alternatives in the Uzbek language were involved in the quality vocabulary. Literally in the phrase **“Blood is thicker than water”** the word thicker is used on a comparative level **“qon suvdan quyugroq”** will be translated as. As the Uzbek equivalent of this phrase, which indicates that the family ties of people of English nationality prevail over other relations **“et bilan tirnoq”**, **“etni tirnoqdan ajratib bo`lmas”** the phrase three times in many of our own speech. Morphologically formed from different categories of words, it represents a semantic meaning. We can understand from the example of this phrase that there is a special







role in the development of English culture, how much blood, liver, the bond of love between the children of one parent and the other is valued in the Uzbek nation. **“The pen is mightier than the sword”** the phrase is a metonymic sentence originally written by the English writer Edward Bulver in 1839 year in the marotaba **“so`z qilichdan kuchliroq”** that is, the word power is used to indicate the strongest uniqueness of any weapon from the forces. Of the Uzbek people **“Tig` yarasi bitadi, ammo til yarasi bitmaydi”** proverb, Abdulla Oripov's **“Temur tig`i yetmagan joyni qalam bilan oldi Alisher”** in the Egyptians also described how strong the word, the pen, is a weapon. In support of someone's movement, voiced in order to wish good luck **“More power to your elbow!”** in accordance with **“bilaginga kuch-quvvat!”** we use the phraseological unit. Amen, power to Belling, power to the wrist, let your heart give fire, Allahu Akbar!

#### ADJECTIVE COMPONENT PHRASES WITH INCREASING DEGREE

We have witnessed that the phraseological units, which are composed of adjectives at the only increment level, studying English phrases, are very rare. Although **“The oldest trick in the book”** was used in many marotaba before, haliyam as an alternative to this phrase, which is used in relation to the tricks that give its effect **“eski nayranglar”** we apply the milling machine. **“Be your own worst enemy”- “o`z –o`ziga dushman bo`lmoq”** The beauty of the peacock is its enemy. In this sentence, it is implied that the beauty of the Peacock will in most cases cause him harm. **“The best (or greatest) thing since sliced bread”** this phrase was first used in the advertising of semi-packaged bread in the 1950s, in its original meaning, but now it represents a true or cynical definition in the sense that it is excessively good, New Idea, thing, discovery or the best in relation to individuals. In relation to the closest relatives and friends there is the phrase **“Your nearest and dearest”** ir. **It`s a small gathering-we`re inviting only a dozen or so of our nearest and dearest. Bu kichkina yig`in, biz bor yo`g`i o`ntacha eng yaqin qadrdonlarimizni taklif qilganmiz.**

#### EQUIVALENT COMPARATIVE QUALITATIVE COMPONENT PHRASES

As...as (dek, day, kabi) as a result of the analysis it became known that the amount of such an adjective component phrases compared with the help of a conjunction is more in English than in the Uzbek language. The word combinations presented below lost its meaning and became a stable combination on account of a portable meaning. Comparative phraseological units in English make up the largest part of the qualitative component phrases. In comparative-level qualitative component phrases





the horse is often used in the plural **strong as horses**. Comparative phrases that are equally paired can begin with an as, a binder, or vice versa fall into the first as, but must necessarily be used in the second as sentence: proud as a peacock-tovusday mag`rur.

ENGLISH	O`ZBEK
As sly as a fox	Tulkidek ayyor
As stubborn as a mule	Eshakdek qaysar
As hungry as a bear	Bo`riday och
As free as a bird	Qushday erkin
As white as ghost	Arvohdek oqarib ketmoq
As gentle as a lamb	Qo`zichoqdek yovosh
As hard as stone	Toshdek qattiq
As hard as nails	Mixdek mustahkam
As tall as a maypole	Terakdek uzun
As light as a feather	Patdek yengil
As timid as a hare	Quyon yurak, quyondek jurasiz
As mad as a hornet	Itdek quturgan

Although semantically identical, the comparative phraseology, consisting of different lexemes, was transferred to the people's language on the basis of the culture of the language owners.

#### “AND” QUALITATIVE COMPONENT PHRASES ASSOCIATED WITH THE PREDICATE.

Consisting of a pair of adjectives “**cheap and cheerful**” combination **arzon va sifatli**, “**cheap and nasty**”- **sifasiz va narxi past** it is used in relation to what is being. There are a number of pairs of qualitative phrases (Bright-eyed and bushy-tailed, hale and hearty, rough and ready, far and wide), which are widely used in oral and written speech.

#### Conclusion

In the course of the research, qualitative phraseologisms in English and Uzbek were distinguished and analyzed morphologically, semantically and linguistically. The analysis shows that despite the fact that the English and Uzbek nationalities differ from each other, the meaning of the phrases containing adjectives is very close to each other. Most of them in both languages serve to describe the qualities or flaws of a person. Idiomatic expressions selected from the English and Uzbek languages were based on the linguistic and cultural content.





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## USE OF HYDRO-ENGINEERING FACILITIES AND THEIR SAFETY OF RELIABILITY

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### Announcement

Hydraulic structures - structures built to combat the use of water resources or the effects of water erosion. Hydraulic structures are divided into 2 groups according to their function - general and special structures.

**Keywords:** Hydraulic, canal, trough, aqueduct, culvert, pipes.

### Introduction

Umumiy ahamiyatga ega bo'lgan Gidrotexnika inshootlari tarkibiga suv damlagich, suv olgich, suv tashlama va suv rostlagich inshootlari kiradi. Suv damlagichlar (to'g'on, damba) inshootning oldi va orqasida suv bosimi yoki suv sathida farqlar hosil qiladi. Suv olgich (suv qabul qilgich) inshootlar suvni manba (daryo, ko'l, suv ombori va sh. k.)dan kanallarga oqizish uchun xizmat qiladi. Suv o'tkazgich (vodovod) suvni tegishli joylar (kanal, nov, akveduk, dyuker, quvurlar, gidrotexnika tunellari)ga yo'naltirish maqsadida quriladi; tutashtiruvchi inshootlar (suv tushirgich, tezoqar, shovva, kanal rostlagichlari) Gidrotexnika inshootlari turli qismlarining ravon birlashishini ta'minlaydi. Suv tashlama inshootlar suv omborlari, kanallar, bosimli havzalardan ortiqcha suvni chiqarib yuborishga xizmat qiladi. Chiqarib (tashlab) yuboriladigan suv miqdorini rostlash uchun suv tashlama inshootlarga zulfinlar o'rnatiladi. Rostlagich (yo'naltirgich) inshootlar suv oqimi tabiiy sharoitlarini o'zgartirish va yaxshilashga, o'zan va qirg'oqlarni yuvilib ketishdan, oqiziqqlarning to'planib qolishidan, muz ta'siri va b.dan himoya qilishga mo'ljallangan. Maxsus G. i. gidroenergetika (gidroelektr stansiya binolari, bosimli havzalar va sh. k.), suv transporti (kema kutargich shlyuzlar, pristanlar va b.) inshootlari, meliorativ (magistral va taqsimlovchi kanallar, suvni kerakli balandlikka ko'tarish uchun nasos stansiyasi, kollektor-drenaj tarmog'i, tindirgich, suv taqsimlagichlar, suv o'lchash qurilmalari va b.) inshootlar, suv ta'minoti hamda kanalizatsiya inshootlari va b. kiradi.





Gidrotexnika inshootlari vazifasiga ko'ra asosiy (to'g'onlar, bosimli devorlar, suv tashlama, rostlash inshootlari, tunnellar va b.) va yordamchi inshootlar (muzdan himoya inshootlari, ajratish devorlari va b.)ga bo'linadi. Gidrotexnika inshootlari kapitalligi bo'yicha 4 darajaga (4darajaga yordamchi inshootlar kiradi) bo'linadi. Qabul qilingan kapitallik darajasiga muvofiq Gidrotexnika inshootlari ning mustahkamlik darajasi, ya'ni chidamlilik va barqarorlilik darajasi aniqlanadi, hisobiy maksimal suv sarfi (l/s yoki m<sup>3</sup>/s), qurilish materiallariga talablar belgilanadi. Gidrotexnika inshootlari boshqa muhandislik inshootlardan doimiy ravishda oqib yoki tinch turgan suv ta'siri ostida bo'lishi bilan farqlanadi. Suv Gidrotexnika inshootlari ga mexanik (statistik va dinamik yuk, suvning zilzila paytidagi bosimi, filtratsiya bosimi, muz bosimi, oqiziqqlarning yemirish ta'siri va b.), fizik va kimyoviy (materiallarning zanglashi, gruntdagi tuzlar erishi, katta tezlik va vakuum paydo bo'ladigan kvitatsiya va b.), biologik (o't o'sishi va b.) ta'sir o'tkazadi. Shu sababli Gidrotexnika inshootlari qurishda maxsus gidrotexnik beton, temir-beton va b. pishiq materiallar qo'llaniladi. Gidrotexnika inshootlari dan foydalanishda zamonaviy avtomatika va telemexanika vositalari qo'llaniladi.

Ushbu Qonunda quyidagi asosiy tushunchalar qo'llaniladi:

gidrotexnika inshootlari — to'g'onlar (plotinalar), gidroelektr stansiyalar binolari, suv tashlash, suv bo'shatish, suv o'tkazish va suv chiqarish inshootlari, tunnellar, kanallar, nasos stansiyalari, suv omborlari qirg'oqlarini, daryolar va kanallar o'zanlarining qirg'oqlari va tubini toshqin hamda emirilishlardan muhofaza qilish uchun mo'ljallangan inshootlar, sanoat va qishloq xo'jaligi tashkilotlarining suyuq chiqindilar saqlanadigan joylarini o'rab turuvchi inshootlar (ko'tarmalar);

foydalanuvchi tashkilot — tasarrufida (balansida) gidrotexnika inshooti bo'lgan korxonalar, muassasa va tashkilot;

favqulodda vaziyat — muayyan hududdagi avariya olib kelishi mumkin bo'lgan, shuningdek gidrotexnika inshootining avariya natijasida vujudga kelgan bo'lib, odamlar qurbon bo'lishiga, odamlar sog'lig'iga yoki atrof tabiiy muhitga zarar yetkazilishiga, jiddiy moddiy talafotlarga va odamlarning hayot faoliyati sharoitlari buzilishiga olib kelishi mumkin bo'lgan yoki olib kelgan vaziyat;

gidrotexnika inshootlarining xavfsizligi — gidrotexnika inshootlarining odamlar hayoti, sog'lig'i va qonuniy manfaatlarini, atrof tabiiy muhit va xo'jalik obyektlarini muhofaza qilishni ta'minlash imkonini beruvchi holati;

gidrotexnika inshootining xavfsizligi deklaratsiyasi — gidrotexnika inshootining xavfsizligi asoslab beriladigan hujjat;

gidrotexnika inshootining xavfsizligi mezonlari — gidrotexnika inshooti holatining va undan foydalanish shartlarining gidrotexnika inshooti avariya xavfining yo'l



qo'yiladigan darajasiga muvofiq miqdor va sifat ko'rsatkichlarining cheklangan qiymatlari;

gidrotexnika inshooti avariyasi xavfining yo'l qo'yiladigan darajasi – gidrotexnika inshooti avariyasi xavfining normativ hujjatlar bilan belgilangan qiymati.

### **Foydalanilgan Adabiyotlar**

1. gidrotexnika inshooti avariyasi 2013
2. xavfsizligi deklaratsiyasi 2008
3. xo'jalik obyektlarini muhofaza qilish 1994
4. gidrotexnika inshooti avariyasi 2021





## TECHNOLOGIES OF EDUCATING YOUNG PEOPLE IN THE SPIRIT OF NATIONAL IDEAS

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### Annotation

In this article, it is noted that after independence, the state issued resolutions and decrees on the reform of the educational process in music and art schools, in terms of national ethics and aesthetics, and therefore to support this issue in theory and practice. As a result of the redesign of the new national curriculum and program of children's music and art schools, our children have the opportunity to study and sing the unique masterpieces of our national art - maqom, bakhshi, khalfa, doston, big ashula, lapar, etc. thought about ..

**Keywords:** Khalfa, educated, teacher, folklore, epic, national, technology.

### Introduction

Khorezm folk songs have been passed down from generation to generation as folklore. Folk songs are reflected in the playfulness, enthusiasm, charm of the melodies and the sounds of the words (musical instruments), the structure of the song, the development of national melody, the ethnic way of life and national values. Khalfa is also a part of folk songs, which has been developing for centuries, giving spiritual spirit to our people, encouraging mutual understanding, friendship and fruitful work, and has given and continues to give enthusiasm and enthusiasm. Shukurjon khalfa (1851-1950), Gulkhan khalfa (1874-1935), Bibijon khalfa (1875-1920), Hayitjon khalfa (1875-1955), Aisha kulol khalfa (1880-1949), Durkhanim khalfa (1881-1936) in the development of the art of khalfa ), Anash maram khalfa (1882-1917), Sapo Mughanni (1882-1938), Onajon khalfa (1885-1952), Madrahim Sherozi (1890-1973), Anabibi khalfa (Ojiza-1899-1952), Sharifa Nugay khalfa (1892 -1960), Sharifa khalfa (1900-1972), Yoqut khalfa Saidniyozova (1903-1972) are famous for their brilliant creative work. Khalfa is a word derived from Arabic, which means "Teacher" (B. Madrimov, "Science and Technology Publishing House" - 2009).

The halves were in two directions:

1. The month of fire, which reads religious books and spreads enlightenment among the people.





2. An artist who weaves melodies and songs themselves and serves in women's roundtables.

The Khalfas were male and female musicians who served the people. They took poems from epics and sang them themselves. The most famous of the khalfas named above is Anabibi halfa (nickname Ojiza), who has a very strong memory and is known for his skillful performance and creativity. He was diagnosed with smallpox at the age of 4 and became blind for life. From the age of 13, Ghazal learned to knit, sing, play the lyrics, and memorize folk epics. Ojiza sang the following epics: "Arka qizlar", "Muboraklar bolgay", "Khurshidi jahon galdi", "Shodlik ustina", "Uyalaman", "Oshiq Alban", "Oshiq Mahmud", "Oshiq Garib va Shoxsanam". . His songs glorify the motherland, respect for parents, glorify national values, devotion.

Life and creative activity of Madrakhim Yakubov Sherozi:

Madrakhim Yakubov (Sheroziy) was an excellent performer of musical instruments such as soz (hormone), dutor, rubob (tor), a musician and a skilled makom performer. He was born in 1890 in Khiva. From the age of 7, he studied in the old school, became literate, and read books by classical poets. From a young age, his ability to sing is very strong. Teachers who felt his innate talent: Polly Dozchi, Kurbaniyaz Talqinchi, Kurji ota Avazmatov helped in every possible way. He became known among the people as Sherozi at the age of 15-20. Due to his innate talent, he became famous in Turkmenistan and Karakalpakstan. He was a strong performer who could easily rise and fall on the peaks of the second sayings of the Khorezm maqoms, the cavalry, the chapandoz, and the savti suvaras.

Sherozi performed more of the high-pitched songs, beginning with strong, percussive pauses that could quickly captivate the audience. He repeated the income part of the melody two or three times to warm his voice, and then reached the middle and upper peaks. Sherozi used the ghazals and muhammas of classical poets in his melodies, and Sherazi was one of the talented performers of small national melodies and folk songs. Own Along with Mulla Yusuf ota (doirachi, ashulachi), Matyokub Otajonov (doirachi, ashulachi), Jumaniyaz surnaychi, Otajon Matquliev, he also served the people at the ceremonies and gave spiritual pleasure to the people, calling them to friendship, harmony, patriotism and hard work. He gave concerts in the villages and towns of Khorezm with the Tatar and Uzbek concert brigade organized in 1920 in Khiva.

In 1921, Hamza Hakimzoda Niyazi came to Khorezm and together with Sherozi formed a theater and concert brigade. The brigade, consisting of Hamza, Sheroziy, Matpona ota, Kadam Qutliev, Matyokub Devonov, Jumaniyaz Kalantarov, Sharifa Olloyorova, donated the proceeds from the concerts to the construction of an orphanage in Khojaly. Members of the music expedition to Khorezm in 1934 EE







Romanovskaya and I.Akbarov recorded the second verses of the maqoms and folk melodies from Matyokub Harrat, Safo Mughanni and Madrakhim Sheroziy.

In 1939, Sherozi participated in the construction of the Greater Fergana Canal with his own voice. During the Great Patriotic War, Sherozi worked in the theater in Tashkent (Yangiyul), where he composed the songs "Asrlar orziqib" and "Gul Vatan". For his contribution to the promotion and development of art and culture of the Republic, he was awarded the title of Honored Artist of Uzbekistan in 1949, the Order of the Red Banner of Labor in 1957, the honorary title of People's Artist of Uzbekistan in 1970. We know that in 1973 he died in the city of Urgench at the age of 83, and the street where he lived and worked was named after him, and a house museum was established.

The works on music created by our great scholars to this day have always given spiritual strength to our people and children, calling them to friendship, honesty, purity, moral beauty and enjoyment of life. That is why our state has set the law for the perfect teaching of maqoms in music and art schools to our youth, opening the door to great opportunities for them. As a result, our students were lucky enough to sing our "Maqom" on the stage. As noted in the works of Uzbek classical literature, Khorezmian music is especially rich and diverse. It is safe to say that the singing of the Khorezm maqoms "Barona" as a group is a sign of our musical history life. That is why our state has set the law for the perfect teaching of maqoms in music and art schools to our youth, opening the door to great opportunities for them. As a result, our students were lucky enough to sing our "Maqom" on the stage. As noted in the works of Uzbek classical literature, Khorezmian music is especially rich and diverse. It is safe to say that the singing of the Khorezm maqoms "Barona" as a group is a sign of our musical history.

The ideological and educational purpose of the works and epics staged in the most ancient period of Khorezm history is illuminated by such images as Siyavush, Alpomish, Rustam, Gorogly, Layli and Majnun, Farhod and Shirin. The fact that the struggle between events, happenings, tragedies, good and evil in these scenes is evaluated by the people as a group is also a continuation of the fact that our ancestors sang as a group in the past and gave spiritual spirit to our people.

According to the propaganda of Sufism, man should strive for perfection and achieve the goal. Music has been a key tool in achieving this. That's why singing as a group is common at Darwish meetings. According to historical sources, in ancient times, all the members of the tribe gathered around the house where the sick person lived, sang in groups, and performed healing melodies. This ancient text says, "A song, if it is as true as the law requires, encourages young people to do good deeds by fighting,





strengthens their spirits, strengthens their hearts and increases their courage." (Talhisu navis Aflotun, chapter 8, page 45).

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## THE ROLE OF DUTOR'S INSTRUMENT IN PEOPLE'S PERFORMANCE

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### Abstract

The art of music has a profound effect on the human psyche and is an important means of changing one's mood. It can lift a person's spirits and make them happy, but it can also make them sad and depressed. So understanding music and feeling it is a very complex process. The role of national instruments in inculcating this process in the minds of young people, in acquainting them with the musical works of various processes is invaluable, especially the role of the dutar chols in this regard.

### Introduction

Dutor's role in the performance of folk instruments is invaluable. As for the traditional dutar, they are made of mulberry wood and silk. In practice, there are different types of dutar. The female dutar is slightly different from the male dutar, with a smaller skull and a shorter handle. The weight of these dutars is much lighter than other words and is played much more gently with the fingers. The main part of the dutar is the skull handle and the main body (corpus), as well as the curtain and the harp, the strings of which are stretched along the handle. The dutar bowl has ten or twelve ribs and is shaped like a pear. The top of the bowl is covered with an adhesive lid. There is a small circular hole in the middle of the lid, which is called the sound chamber. There is a shield on the cover, close to the handle. When playing the dutar, this shield protects the cover from accidental damage with nails. At the bottom of the bowl is a hook that holds the words of the dutar. The cover has a two-pronged notch for the strings. When you install the curtain, its position will be the distance between the curtain and the twelfth curtain. The dutar handle is attached to the top of the bowl. The handle and the head are made of the same piece of wood. There are 22 to 24 curtains on the handle, which are made of wood or silk. The upper bouts featured two cutaways, for easier access to the higher frets. The upper bouts featured two cutaways, for easier access to the higher frets. The strings are wrapped around the ears. If it is pulled tight, the volume will increase, and if it is released, the volume will decrease. Right-handed technique is very important in the art of playing the dutar.

Skilled dutarists adjust the dutar differently when playing different melodies. For example, the quartet is set to "Tanovar", the fifth to "Munojot", the second to "Qosh





soz", the sixth to "Bayot" and the octave to Ajam sozi. This style of performance is very useful for playing folk melodies and maqom melodies.

Well-known literary critic and musicologist Abdurauf Fitrat in his book "Uzbek classical music and its history" says the following about the structure of the dutar: more popular. It has a handle of 7.0 to 7.5 decimeters and a bowl of 2.0 to 4.5 decimeters. The curtain is thirteen in some places and fourteen in others. Due to the small number of curtains, the maqom melodies are not played with the dutar. Due to the low temperature of the dutar, many of our dutar players avoid playing the dutar by touching the board with their hands. These days, our most famous dutar player, Hoji Abdulaziz Rasulov from Samarkand, is eagerly listened to because he does not hit the board."

In addition to the words of Abdurauf Fitrat, it can be said that the strings of the dutor are made of silk and, as mentioned above, they are pulled in a rather loose order close to the handle. That's why the sound of the dutar is not so loud. Folk musicians adjust the dutar differently. Its two strings are tuned more to the quartet and quintet, and less to the octave. A characteristic feature of the dutar sound string is that its curtains are arranged chromatically in the lower octave (excluding the fourth stage), with the upper part forming a diatonic sound string. Depending on the amount of curtains, the total range of the sound series ranges from one and a half octaves to two octaves. A piece written for a dutar can also have a double sound.

If we analyze the participation of the folk instrument dutar in the process of passing music lessons, we can say that the most convenient musical instrument for passing music lessons is considered to be the piano or Kashgar rubobi from the national words, many school teachers. It seems that piano and Kashgar rubabs have a lot of opportunities to carry out this process, as other instruments do not have such opportunities, but it must be admitted that in the course of music lessons accompanied by piano, its polyphonic performance there are conveniences such as the ability to select octaves by adapting the children's voice to the alien feature, and a much higher power of the instrument's resonance.

The peculiarity of the Kashgar rubab in this process can be explained as follows: first of all, this word is more common among the population (from young children to the older generation) than our other national instruments. Of course, the contribution of the famous rubobchi - musicians is great. Secondly, the word has a number of conveniences (relative to the squeak) that allow the teacher to sit or stand, and the timbre of the voice is much better, as well as to allow the teacher to walk while standing. However, this does not mean that you can take music lessons only on the





instruments mentioned above. The words tanbur, dutar, and kamonu also play a role in this process.

Bizning nazarimizda tanbur sozida yakka navozlikda va maqom hamda mumtoz qo'shiqlarimizga jo'navozlik qilish, dutorni ko'p holda xonaki asbob deb tushunib, uni faqat tor doirada chalish mumkin degan fikr ko'pchilikning qarashida mavjud. Kamonli sozlardan g'ijjak sozining esa pardalari yo'q, uni o'rganish ancha mushkul, shu bilan birga ko'p holda g'ijjakni o'tirib chalishga mo'ljallangan soz deb o'ylab, mazkur sozni ham maktabda musiqa madaniyati darsini o'tishga ancha noqulay cholg'u sozi deb hisoblaydilar. Aslida esa ushbu sozlar vositasida ham musiqa darslarini ancha samarali o'tish mumkin deb o'ylaymiz.

When we analyzed the textbooks of I-VII-grades, it became clear that in the lesson to get acquainted with the national musical instruments (in particular, dutori, tanbur and gijjak, sato), the history of their origin, types, possibilities of performance much less information is given about. Students do not have a deep understanding of the words mentioned above. There is almost no talk about the potential of these instruments in the process of teaching music culture. To date, dutar, tanbur, and kamon have played an important role in teaching music. For example, the unique timbre of the tanbur, the lyrical sound, the different styles of performance, or the melancholy (or cheerful) sound of the dutar, the twinkling of a bell, certainly attract the attention of the students. As for the word gijjak, it is said in ancient treatises that this word is in fact similar to the human voice. The squeaky sound quickly accompanies the students' voices, making it easy to synthesize the melody.

Accompanied by the above instruments, you can play them while sitting, standing, or walking between class lines during a music lesson. In this case, the word gijjak is played in the form of a belt. Today, not only older singers, but also young talented singers sing to the accompaniment of tanbur, dutar and gijjak. For example, people's singers of Uzbekistan Mahmud Tadjibayev, Beknazar Dosmurodov, Hasan Rajabiy, Honored Artists of the Republic Uktam Ahmedov, Erkin Ruzimetov (tanbur), Nematjon Kulabdullayev, Abdurashid Vohidov (dutor), Ahmadjon Dadayev, Olmas Rasulov, Salohiddin Azizbaev (gijjak) are singing along with these words. The most important thing is that the music teacher is able to play the instrument very skillfully and masterfully.

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## THE IMPORTANCE OF INTRODUCING TAX INCENTIVES FOR INDUSTRIAL ENTERPRISES

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### Annotation

This article examines the role of tax incentives for industrial enterprises in the development of their production base and the views of tax scholars, the role of taxes in the activities of industrial enterprises, the content of tax incentives. It also provides scientific conclusions and recommendations on the current situation with the provision of tax benefits and the use of tax benefits by government agencies to industrial enterprises.

**Keywords:** industrial enterprise, state budget, taxes, tax incentives, investment, efficiency, property tax, land tax, profit tax, budget, local budget.

### Introduction

Much attention is paid to the modernization, technical and technological re-equipment of industrial enterprises. The main goal is to provide the system with new technologies that will allow it to produce competitive and export-oriented products. As a result, the demand for manufactured products in the domestic and foreign markets will increase. At the same time, the economic significance of tax benefits is great.

It should be noted that tax incentives are an effective tool for industrial enterprises to develop their production base, introduce new technologies, encourage investment in income, which will lead to an increase in the tax base, which should be included in the budget in the future.

### Literature Review

A.Vakhobov and A.Juraevs' "Tax benefits are various tax benefits for taxpayers, which can be provided temporarily and permanently, in full or in part, and in other forms. It was interpreted that the types of tax benefits, mechanisms of implementation, criteria for determining are determined based on the level of socio-economic development of the country [2].

According to Malikov, "Tax benefits are a complete or partial reduction of the taxpayer's tax liabilities, delays or deferrals. The incentive function of taxes is carried





out through a system of tax incentives. The tax exemption is reflected in changes in the object of taxation, reduction of the tax base, reduction of tax rates, etc”[3].

Tax incentives in the field of industrial production provide a wide range of opportunities for government agencies to carry out their duties to achieve their goals and objectives. Tax benefits vary according to their object, they can be applied to taxpayers in connection with the implementation of certain types of activities, they may vary depending on the enterprise, region or sector of the economy, and different types of costs, for example, research and can be used in a variety of conditions for development.

### **Research Methodology**

This article uses the methods of comparison, analysis and synthesis to highlight the importance of effective use of tax benefits in industrial enterprises and the world experience in this area.

### **Analysis and Results**

The ability to direct and use funds in the field of industrial production will increase the financial opportunities for businesses.

The main disadvantage of tax benefits is the high cost of providing them, which is typical of tax benefits in an amount that reduces the amount of tax payable, as the taxpayer has to cover research and production costs regardless of the amount of expenses. As a countermeasure to the effective use of tax incentives, its economic impact is not related to the actual cost of research and development, but governments can set costs. The tax breaks eliminate the problem of over-providing these tax breaks. It can be concluded that tax incentives applied to industrial production have a positive impact on the development of private research and encourage investment in scientific and innovative activities in business. Today, Article 471 of the Tax Code on the use of tax benefits to encourage investment in innovative activities in industrial enterprises sets out the conditions for taxation of legal entities with direct private foreign investment.

For legal entities specializing in the production of goods on a list established with the involvement of private foreign investment and approved by law, the specifics of the application of certain tax benefits properties are considered [1].

The high positive impact of the main methods of stimulating enterprises should be optimized for the size of the budget deficit. However, it must be acknowledged that the economic literature has not paid enough attention to studying the purely social impact of tax incentives on industrial production.





Tax incentives for industrial production should be differentiated according to the amount of expenses incurred by the enterprise or research and innovation activities, for example, the introduction of limits on tax benefits for taxpayers or the establishment of different tax rates based on the activities of the organization. It is necessary to create more favorable conditions for tax incentives for organizations with a high share of debt. The attractiveness of the country is not only to increase the volume of production activities, but also to increase the economic sectors and international competitiveness, which is the main goal of the use of tax incentives for industrial enterprises by government agencies, which will help attract investment and develop innovation. Some research that has analyzed the impact of industrial tax incentives on the growth and development of innovation and the competitiveness of organizations has shown that the use of tax incentives allows businesses to develop and introduce new products and processes.

Enterprises producing high-tech products are characterized by a high share of innovative costs. Because the primary innovative product is created at a research institute, the initial stages of an innovative business usually do not require tax breaks, as the main costs are related to the cost of paying highly qualified professionals [4].

A comparative analysis of the experience of more countries is needed to obtain reliable information on the effectiveness of tax incentives. In addition, the results of the studies were largely based on an empirical approach, so applying a different approach could lead to different results in the same country. Finally, there is no fundamental research in the economic literature on the interaction between industrial tax incentives and direct subsidies. A detailed analysis conducted at the level of a research and development organization will allow to determine whether the financial performance of the organization is related to the use of funds provided under applicable tax benefits and subsidies, which will be the basis for similar research in the future. It can be [5].

Over the past decade, proposals for financial incentives to support research and development in industrial production have become a tool of public policy. The increase in the number of member countries of the Organization for Economic Cooperation and Development has resulted in tax incentives for commercial organizations to conduct research.

The use of tax incentives in industrial production allows the company to reduce the tax burden depending on the volume or increase of workload. Tax breaks reduce the cost of industrial production, although they are only delivered after work has been completed in the area. Tax incentives are an indirect means of supporting industry, as opposed to direct government funding for business, research, and development





through grants or contracts. The amount of government funding for industrial production through tax incentives can be large and at the level of direct funding. Due to changes or alterations in the style / thematic composition of production and technological processes, a lower priority is given to the additional share of the product. However, tax breaks can also be used to achieve such policy goals. In addition to this classical logic, there are other political grounds for government support for industry. Tax breaks are often an important investment for long-term growth and national competitiveness. However, investment results are uncertain and difficult to assess by financial institutions due to financial asymmetries. As a result, it may be difficult to obtain external bank financing, and manufacturing companies may be limited to credit. Evidence of market failure is widely used to justify government intervention. However, they are powerless to explain why the government uses specific tools. Tax breaks, such as additional discounts for government research contracts or, in some cases, businesses, are a completely different means of tax breaks. Here, fiscal policy is mobilized to support structural change in the national innovation system. Given these paradigms, government intervention in favor of industrial production should only be evaluated in terms of side effects. Changing the behavior of participants in terms of the thematic content of production and technological processes are issues that need to be considered when evaluating the effectiveness of policy programs, including fiscal incentives.

### **Conclusions and Suggestions**

There are several options you can use to develop a tax credit for manufacturing to support business development and innovation.

- 1) The first refers to the type of tax credit for industrial production
- 2) The second is to choose the basis of accounting, which is the main option for tax benefits, either by size or in stages.

When developing a system of tax benefits, the importance of simplifying tax audits by tax authorities should not be overlooked. It is interesting to consider the experience of France and Germany in this regard. It is estimated that 30% of firms reduce the tax base from the beginning and overestimate their costs from the beginning. In Germany, it is estimated to be a very high percentage in the short term. French experts have focused on 70% of the truth recipients, and the use of a large-scale system rather than a large-scale system for overestimated or underestimated costs will not be sustainable in the long run.

- 3) Another important element is to identify the relevant transactions for tax benefits. For example, one interpretation of the relevant cost definition is to qualify all labor-





related labor costs, and thus the tax credit is an incentive to invest in human capital (e.g., the Netherlands). Other approaches include other recurring costs and amortization of research costs to the relevant research costs.

4) the degree of preferentiality of tax benefits is an element of the tax system that largely determines the value of tax benefits. In world practice, he identified two main elements that determine the level of preferential treatment: the percentage of deductible expenses and the maximum amount of tax benefits that can be declared. In addition, the tax credit system may vary depending on the type of firm, research and development, technology, region, or sector. The first element for tax breaks and other mandatory deductions for research is the percentage of research costs that can be deducted from the tax burden or contribution. This percentage varies widely between countries: 10% in Italy, 18% in the Netherlands, 20% in Canada and Korea, and up to 30% in Spain and France [6].

Thus, important questions in determining the feasibility of introducing tax incentives for industrial production are: Tax exemptions can be deductible from taxable income. One of the most important types of tax incentives for industrial production is a special investment agreement. Incentives for industrial production through the use of investment agreements in foreign countries have been in place for decades, while the economic impact of the countries that have entered into investment agreements has been quite different but quantitatively the same. Based on a study by the Ministry of Industry and Trade of the Russian Federation, we identified the features of the introduction of investment agreements in China and Hungary, which are listed in Table 1 below.

Table 1 Analysis of investment agreements in China and Hungary

Country	Government obligations	Investor obligations	Economic effect
China	Concessional loans provided by the Bank of China. Provision of customs duties and tax benefits for the following payments: housing, grain and export subsidies to workers and employees; Discounts on transportation, communication, etc.	More than 70% of the products are exported; It is necessary to use foreign technologies; Establishment of enterprises in legal fields	Establishing enterprises in the legal sector The annual volume of real investment increased from \$ 4.4 billion to \$ 45.5 billion.
Hungary	Provision of personal tax incentives	Implementation of investment projects aimed at the development of the manufacturing industry; An increase in the average number of employees by 500 people since the beginning of the project	Hungary has the highest per capita foreign investment in Eastern and Central Europe



### **Country Government Liabilities Investor Liabilities Economic Impact**

Concessional loans provided by the Bank of China. Provision of customs duties and tax benefits for the following payments: housing, grain and export subsidies to workers and employees; Discounts on transportation, communication, etc. More than 70% of the products are exported; It is necessary to use foreign technologies;

### **Hungary**

Provision of personal tax benefits Implementation of investment projects aimed at the development of the manufacturing industry;

The increase in the average number of workers by 500 people since the start of the project has led Hungary to become the leading country in Eastern and Central Europe in terms of foreign investment per capita.

An analysis of world practice shows that the main purpose of providing various types of benefits and preferences is to create new jobs and develop the manufacturing industry. At the same time, China is introducing tax breaks along with other benefits, which provide a synergistic effect from the right combination of incentives applied.

Tax incentives have become the main criterion for stimulating industrial production, and it is advisable to reduce the tax burden depending on the size or growth of the costs of the enterprise engaged in production activities.

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## **SPECIFIC FEATURES OF CURRENT SCHEDULE AUTOMATION IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS**

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### **Annotation**

In order to propose a new system of education in the educational process, to introduce an automated system of lesson planning, its advantages and disadvantages, as well as the peculiarities of automation are presented.

It is also explained in the main part of the article that the program to be created will be developed as a result of a combination of several programs.

**Keywords:** military education, technology, optimization, pedagogy, information, database, email, computer, synchronization, specialist.

### **Introduction**

At present, the use of information systems in higher military education is one of the most important issues in the automation of individual work to fully automate their activities. In the context of reforming the concept of higher military education, the task of automatically managing an educational institution is an important but very problematic area.

Regardless of the object of automation, whether it is a pedagogical structure or the administration of the educational institution, such systems are the main objectives of the educational institution - to improve the quality of education and optimize and automate the learning process[1].

Nowadays, it is impossible to imagine almost any activity without automation. Need to speed up complex transactions involving accounts. Automation eliminates the human factor in practice, allowing you to control the performance of the entire organization. It is necessary to automate the educational process and the schedule to save the educational institution from unnecessary expenses [2].





## The Main Part

Here are some examples of positive aspects of the modern educational process: increase the level of spiritual independence of teachers, who have the opportunity to realize the creative potential of all participants in the educational process; the multiplicity and independence of individual educational structures, including the diversity of the choice of research areas in addressing the important tasks of reforming society in accordance with the changing social order; introduction and application of modern web programs in various types of institutions, as well as in higher military education, the introduction of innovative technologies and automated systems in the educational process.

The organization of the educational process in higher military educational institutions includes:

- creation of the staff of the university;
- officers, employees and their supervision;
- development of basic programs in the field of specialization;
- preparation of working curricula and calculation of calendar time in each specialty and strengthening of disciplines for departments;
- control over the quality of the teaching process for cadets and students on the basis of proper lesson planning;
- formation of normative and legal documents;
- preparation of necessary educational and methodical literature;
- automating lesson schedules while providing information to the learning process [8].

Based on this formula, it can be concluded that the university's educational process serves as a system that ensures the unity of goals and content of educational activities, reflected in the form of the university curriculum, subject. The structure of faculty and officers of the educational process, the object of the educational process - cadets and students, the means of the educational process - material and technical, experimental base, educational and methodical literature, information components, buildings, their equipment, libraries and other educational and scientific information warehouses-knowledge, we can take as an example the technology of educational processes [9].

The following are some of the most important tasks in scheduling classroom automation:

- know the number of lectures provided by the teacher, which provides the main transmission of information;
- know the workload of seminars and workshops, laboratory work;







- pay attention to the inclusion of physical training and practical classes in the schedule;
- control of group and individual consultations;
- determine the hours of independent training of cadets and students;
- know when the final attestation (session) and state attestation exams will be held.

Planning programs are becoming increasingly popular because traditionally it is a very laborious process. The table is hand-drawn on paper, which does not preclude a comparison of teacher and room schedules[3].

Automated scheduling, in turn, almost completely eliminates these problems. In addition, the undoubted advantage of such software is that it allows individual professors to display separate reports, certificates, and transcripts, which can be emailed directly from the program. Possible [7].

The program is designed to solve the problem of automatic scheduling of curricula and operational management of university buildings. With it, you can create tables in automatic, manual and mixed modes, taking into account many restrictions and conditions. In this case, it is possible to create both an allowed table and an automated table [4].

If the university has more than one building, the program will take into account the time spent between them. With a traditional scheduling system, at least two Methodists are involved in each faculty – for full-time and part-time departments, and with an innovative approach, a single automated schedule specialist can manage multiple departmental schedules without excessive labor costs. The convenience of using such programs is that you can pre-determine the priorities of teachers, and the benefits are, of course, given to all university teachers [5].

To make it easier to use information about the learning process, it is necessary to create a single database for all departments. The automation of university scientific and technical activities transforms the control and regulation of higher education from a simple and stressful course into a well-structured one that delights the specialist. With the right technology, the overall management efficiency of the entire university will increase.

The automation of the university's educational process helps to organize operations in accordance with the requirements and needs of the organization. A convenient search system makes it easy for us to find the information we need [6].

## Conclusion

In conclusion, we can provide the above-mentioned conveniences by offering an automated system of scheduling to higher military educational institutions.





The relevance of the program, which is designed to automate the curriculum, is to increase the level of requirements for the educational process, to analyze the exact distribution of workload of faculty and cadets, as well as to plan long-term learning activities based on the analysis of the software is divided into the ability to create a solution that simplifies the process of creating a table.

Thus, ensuring that it is easy to create and register documents related to the training process by reducing the workload of the staff is reflected in this system.

In general, the introduction of an automated management system contributes to the more efficient operation of the educational institution, that is, along with further improving the level of knowledge of trainees and cadets, will also be very strong [10].

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## STUDY OF ANTHROPONYMS AND THEIR PLACES IN THE LEXICAL SYSTEM

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### Annotation

The article is devoted to the study of anthroponyms and their places in linguistics; the information on its semantic features and its function in speech are defined as well.

**Keywords:** anthroponym, anthroponomy, onomastics, language, culture, linguistics, nouns, etymology

### Аннотация

Статья посвящена изучению антропонимов и их места в лингвистике; также определяется информация о его семантических особенностях и его функции в речи.

**Ключевые слова:** антропоним, антропономия, ономастика, язык, культура, лингвистика, существительные, этимология.

### Annotatsiya

Maqolada antroponimlarning va ularning tilshunoslikdagi o'рни, uning semantik xususiyatlari va nutqdagi vazifasi haqida ham ma'lumotlar berilgan.

**Kalit so'zlar:** antroponim, antroponomiya, onomastika, til, madaniyat, tilshunoslik, otlar, etimologiya

### Introduction

In the lexical layer of all languages, nouns have a special place. They are inextricably linked with all layers of the lexicon. The study of proper nouns is relevant and important in linguistics both scientifically and practically. Proper nouns are mostly used to give a beautiful name to a new-born family member. Just as everything has a name, so do people have a name as well. For instance, when the word "human" is uttered, a person can be formed before one's eyes, the word "book" is a generic term. These both common nouns can be translated into any language. One of the peculiarities of proper nouns is that they are written with almost the same





pronunciation in all languages without translation. For example, Bakhora , Karim , Jill , Carol , Анна , Максим. In science, these proper nouns are called anthroponyms. Before figuring out the lexical meaning of the word anthroponym, the term anthroponomy should be looked at. In the study of names, a branch of linguistics is onomastics, in which anthroponimics studies names, surnames and nicknames of people. Anthroponomics defines the function of an anthroponym in speech as a person's entry into society, conversion, change in age, social or family status, differentiation, identification, change of names related to the lives of people of other nationalities, their origin, application in society, regulations of usage, the structure and development of anthroponomic systems are an essential part of anthroponomics. Anthroponyms, which are considered the names of people, originally are the words. But it's not just a word, it's a proper noun. For linguists, there are still aspects of anthroponyms that have not yet been deeply applied. No matter how many opinions are expressed about anthroponyms, their comparative study in different languages is still not fully covered. There are so many names in all languages that not all of them have the same meaning. The less the name is used the more ancient it is, the more unique it becomes over time and the more its etymology needs to be studied. All names besides their meanings possess the function of naming. The most important and necessary function of anthroponyms for human society is to serve as a name. So, a person's name is crucial to distinguish and differentiate one person from another. Anthroponyms have historical, geographical and linguistic information. It is also essential that anthroponyms have semantic properties. Sources also have different views and opinions on naming. The anthropologist Ernest Begmatov says: "The habit of naming is born of the need to distinguish one person from another. Subsequent and formal surnames, nicknames, patronymics, ancestral (patronymic) names and their various forms, as well as other forms and methods of naming a person are the legitimate products of such a vital need". A person's name serves to distinguish him or her from other people and can affect him or her in many ways throughout his or her life.

A large part of the Uzbek language vocabulary consists of special names given to people. In science people's capital names are called anthroponyms. Before we can understand the lexical meaning of the word anthroponym, we need to look at the term "anthroponomy". In the study of names, a branch of linguistics is onomastics, in which anthroponomics studies the names, surnames and nicknames of people. "Anthroponym", writes A. Khodjiev - "anthropos-man, + onyma-name, man's capital noun, a name". Anthroponymy is a collection of famous names for all people in the language. In the past, the term "onomastics" was used instead of anthroponymy, and





later the word appeared in the 1960s and 1970s. This science analyzes information about a name, such as a person's lineage, ancestry, nationality, origin, and human qualities. So an anthroponym is a name associated with any named person.

In the further development of linguistics, the scientific study of anthroponyms has been the subject of a number of scientific studies. In particular, E.T.Smirnov, later N.S.Likoshin and Russian traveler and etymologist V.F.Oshanin, turkologist A.Samoylovich conducted research on the collection of Uzbek names and their expression in Russian transliteration. Linguists such as N.Ostroumov, A.Samoylovich, S.Oldenburg, V.Ya.Nalivkin, M.Nalivkina in their works also expressed their views on some issues related to the etymology, ethnography of Uzbek names, nicknames and their traditions namely custom issues were also in the spotlight. S.Ibragimov and M.Rahmonov observed the spelling of Uzbek names and surnames, and N.S.Malitsky studied the names of local people in Tashkent.

Since the 1960s, there has been an interest in the scientific study of the linguistic features of Uzbek names. During these years, some scientific and popular scientific articles on Uzbek anthroponymy were published by D.Abdurahmonov, O.Nosirov, F.Abdullaeyev, M.Shamsiyeva, A.Ishayev, H.Doniyorov. In the study of names Begmatov conducted the main research among Uzbek people.

E.A. Begmatov is a well-known scientist who has made a great contribution to Uzbek anthroponymy. He published a number of important articles on the linguistic, extralinguistic features of anthroponyms, names, nicknames, surnames, lexicon, structure, grammatical features of parent names, and collected a lot of information on Uzbek anthroponymy. In 1965, he defended his dissertation on "Anthroponymy of the Uzbek language." "Names and People" (1966), "Spelling of Human Names" (1970), "Spelling of Uzbek Names" (1972), "Literary Names and Families of Uzbek Authors in Russian Transcripts" (1981), "O'zbek Names" (1992, 2000, 2007) and "The Beauty of the Name" (1994) are important contributions to Uzbek linguistics and they are dedicated to the study of names..

Not only semantic-structural features of names, but also their stylistic features were considered. In this regard, the scientific works published by H. Doniyorov, B. Yuldashev, H. Usmanov, E. Kilichev, U. Kasimov are important because they paid more attention to anthroponyms and considered the methodological features of them.

Sociolinguistic and functional-semantic studies of human names in Uzbek linguistics, especially anthroponyms used in folklore, are particularly noteworthy. D.Abdurahmanov, H.Bektemirov, S.Yuldasheva, B.Fayzullaev, S.Tursunov, A.Ishaev,





I. Khudoynazarov are the researches in this direction. I. Khudoynazarov later defended his dissertation on folk anthroponymy.

In conclusion, the scientific work and achievements in the field of Uzbek anthroponymy are very effective and significant, but a number of problems in this area have not yet been resolved:

These are:

- Compilation of spelling and annotated dictionaries of Uzbek names and their publication in accordance with modern requirements
- Special study of the oldest Sogdian, Uyghur, Indian, Mongol, Arabic, Russian and Persian-Tajik interterminal layers of Uzbek anthroponyms
- Collected information on anthroponyms in Uzbek, Russian, English and preparation of a dictionary of statistical information to determine the prestige of names from other languages into each language

Anthroponyms in non-sister English and Uzbek languages performing comparative analysis is an important task. It should be noted that the issue of the relationship of anthroponyms in both languages to the lexical layer is also a topical issue for linguists today, especially for anthropologists. One of the most important tasks is to cover the issues of the relation of English names to the lexical layer, and the issue of their lexicographic study is also a requirement of the time.

The issue of anthroponyms and their types are also a topical issue. Thereby, the dictionary is characterized by the presence of language and its structural features. The department of onomastics, which studies the history of change, is also divided into smaller systems. Anthroponyms, which belong to the system of capital nouns, are further subdivided into other subsystems. These are:

1. Personal name (birth name) - (Ulugbek, Rayhon, Сергей, Мария, Jill, Jane)
2. Last name (common or last name) - (Nazirov, Nazarova, Mirzayevs, Иванов / Ивановский / Ивановских, Smith / The Smith)
3. Father's name - (father's name - father, grandfather, etc.) - Olimovna, Ahrorovna, Kahramon oğlu, Shuhrat qizi, Иванович / Иванич, Ивановна / Иванна, Peterson, MacDonald)
4. Andronim- (Greek "husband's name" means the name of a woman with her husband's name, nickname or surname.) - Долинюк-Долинючка, Воробей-Воробьяха, Онофрийчук-Онофрийчучка, Тимошенко-Тимошенчиха is another name for andronim.
5. Mononyms - the ancient Greek "monos" - bitta + "onomo" noun - full names consisting of one word (for example, first name, surname and patronymic instead of traditional Russian full names). In some cases the name is given by the person





himself, while in others it is given because of folk traditions or by other people. For example, the use of mononyms is becoming more popular among modern Russian and foreign performers. For example, Madonna, Sting, Shakira., Zara, Алсу, Валерия. In some countries, mononyms are also used by athletes, writers, artists and sometimes politicians who are public figures. A mononym can be a person who takes a complex, difficult-to-pronounce full or simple and unobtrusive name.

6. Nickname - (a name given to a person due to some character, trait, as well as a false name adopted by the person to hide the identity of the person) Nickname is called "pseudonym", which is a pseudonym used by the author. For example, Navoi called himself "Foni".

7. Different types of nicknames, they can be both individual and group

8. Nickname- (Хомяк Тётя, Лошадь Косолапый, Fat Tom, Blind Jill) nickname - nickname is derived from English and means nickname, nickname. "Another name" was later used as "a nick name". Also, such a name is also a network name, a nickname used by the user on the Internet, usually in communication places (blogs, forums, chats) as a short and modern alternative name to the original name. Especially when registering or giving a personal name in online games, you need to include your real nickname instead of your first name. In this case, the nickname describes the person and is a multifunctional means of expressing the statement.

9. Matronym-metronym means the ancient Greek word "metronumokon" meaning mother's name, motherhood is part of the common name given to the child by the mother's name. My mother's matron is the opposite of my technon, on which the child's name should be based, and my father's patronymic.

10. Patronym- Part of the common name given to a child by his father's name (in specialized literature his father's name is called patronymic). A change in a father's name can also be associated with their ancestors, such as their distant ancestors, and others. In the pre-family period, naming by name and patronymic served to better identify the individual, i.e., they served the same social function as modern surnames. My patronymic is an indication of the error name.

In modern Russian, the ending is - ович/ -евич/- ич, -овна/-евна/-ична/-инична ; even in ancient times - ов /-ев/- ин, -ова/- ева/- ина, similar to modern surnames (in Bulgarian it is preserved: for example, Георгий Иванов Стоянов - Георгий И Стоянов , means son of Иван) . The father's name in the nominal formula has a three fold function: it complements the name, separates its owner (in addition to the surname) from the name, identifies the kinship (father-son) within the family and expresses respect. Karim Salimov is the son of Ahmad, that is, Karim is the name, Salimov is the surname, and Ahmad is father's name.







11. Technonym - (ancient Greek "child" + onoma "name") - a type of personal name given to parents by the name of the child. So, according to the naming principle, my technonym is the opposite of father's name, mother's matron. The term was first coined by Edward Burnett Taylor in 1889. Among Arabs, a similar phenomenon (part of a personal name) is called kunya.

12. Kryptonym (pseudonym) - a signature under the work instead of the author's name, the possibility of identifying it with a specific person

13. Anthroponyms of literary works (literary anthroponymy), heroes of folklore, myths and fairy tales (Akhuramazda, Ahriman)

14. Derivatives of anthroponyms-ethnonyms (names of peoples, nations)

15. Mythonyms - (Greek myth, name, title) - a unique name is a myth, the name of an imaginary thing and people in fairy tales.

16. Toponyms (Greek topos-place and onyma-name, name) - place names of geography (geographical names), the laws of their origin or creation, development and change, historical etymological sources and grammatical features, their structure, the study of the distribution areas and the causes of naming. For example: Angren, Angor, Mingbulak

17. Macrotonyms - famous names of large areas, large objects (continents, oceans, mountains, deserts, rivers, cities, villages, etc.).

18. Microtonyms are well-known names of small objects (such as cliffs, hills, wells, streets, forts, etc.).

19. Chronyms (names of historical events)

20. Hydronyms (names related to water)

21. Theonyms (religious names)

22. Astronomies (names of the universe)

20. Phytonyms (plant names)

23. Zoonyms (animal names)

24. Documentonim (document names)

Anthroponyms have linguistic, colloquial, and encyclopedic forms. Linguistically, they refer to individuals and distinguish them from each other. In the verbal form, they refer to the attitude towards the name. For example, a woman named "Ofat" is a person who is prone to quarrels and has a negative attitude towards him. In the third encyclopedic form, (appellate) names with synonymous meanings are used: Mokhichehra, Mokhigul, Mokhlaroyim are based on the meanings of radiance and beauty inherent in the moon.

Usually the names have a breath of nationalism, antiquity, modernity. For example, Otabek, Anora, Hurmatoy, Umriya, Parvina, Nargiza.





The history of names shows that each period has its own custom of naming.

In Uzbek names, we sometimes come across ideologically rude names, which in turn allow parents to embarrass their children: Teshaboy, Boltaboy, Ollakul, Gadoyboy.

“Surnames can reveal a lot about your family history, but they can also be a source of misinformation,” a famous British actor Paul Blake said in his article. Indeed, the common people believed that a name in turn influenced a child's future, and that a person's name was similar to his or her own, and that there were good and bad names in their minds. This belief can be seen in the onomastics of different nations. For example, in the Caragas, the name of the person who died is not given to the newborn. The fact that the Golds chose the names of good people as a name for their child is also proof of our opinion. It was thought that this name, which can evoke good qualities in a child, makes a person happy, and a bad name brings unhappiness, pain, death, and misfortune. V.N.Vasilyev, P.P.Shimkevich, Y.L. Layants, D.K. Zelenins wrote interesting materials referring to this beliefs. Due to the above-mentioned misconceptions, not only Uzbeks but also Arabs kept their personal names secret in order to protect themselves from various coincidences and harms. The child was given not one but two names, the first name was kept secret and the second name was given. The boy's real name was Mukhammad and in reality they used the second name like Yusuf.

In choosing a name, it is a common practice of peoples living on different continents of the world to refer to the proper nouns that served as a name for their ancestors, and to try to choose a name for the baby from those names. This applies to a number of peoples living on the African continent, as well as the peoples of Central Asia. Among the sacred names a number of names are associated with Islam. The main part of them are Arabic names: Mukhammad, Ibrohim, Ismoil, Mukhammad Karim, Fotima. In conclusion, the analysis of names shows that anthroponyms represent the national customs and traditions of the nation, the culture and worldview of the people. Also, the purpose of choosing a name remains an important motive for survival and since this field has not yet been fully studied comparatively, the task of linguists is to study the comparative lexical-semantic features of anthroponyms in three languages namely, in Uzbek, English and Russian.

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## CHARACTERISTIC OF CELL IMMUNITY IN ARTERIAL HYPERTENSION

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### Abstract

The article discusses issues related to cardiovascular diseases, in particular, arterial hypertension and the characteristics of cellular immunity in arterial hypertension (AH). It is known that the presence of cardiovascular risk factors, such as hypertension, diabetes, hypercholesterolemia, smoking, disrupts the structural and functional state of endothelial cells. The author confirms that endothelial dysfunction, which persists for a long time against the background of sluggish inflammation, is accompanied by a decrease in the elasticity of the aorta and large arteries and an increase in the pulse wave velocity in patients with essential hypertension (HD). Analysis of personal data showed that men with hypertension are characterized by a deficiency of the initial content of T-lymphocytes with CD3 + and CD5 + receptors, which is significantly lower than the generally accepted physiological norms. In order to study the state of immunity in combination with indicators of the carbohydrate and lipid spectrum, the author carried out a comparative assessment of indicators depending on the degree of hypertension.

**Keywords:** vasoconstructions, endothelial, dysfunction, aorta, receptors, leukocytes, lipid spectrum, physiological norms.

### Introduction

For several years scientists have been discussing the role of nonspecific inflammation and cell proliferation in the development of many cardiovascular diseases, in particular hypertension [ Krivoshey I.V., 2013; Shavrin A.P., et al., 2006] Nonspecific inflammation is a significant component of arterial vascular lesions. At the same time, the results of clinical and experimental studies on the study of the relationship between the indicators of HB and AH are few and contradictory [Shavrin A.P., et al., 2006].

Endothelial dysfunction is characterized by the predominance of vasoconstriction, adhesion of leukocytes, and readiness for thrombus formation. The presence of cardiovascular risk factors, such as hypertension, diabetes, hypercholesterolemia, smoking, disrupts the structural and functional state of endothelial cells. Endothelial





dysfunction that persists for a long time against the background of sluggish inflammation is accompanied by a decrease in the elasticity of the aorta and large arteries and an increase in the pulse wave velocity in patients with hypertension [Golovach I.Yu., 2013; Zakirova A.N., et al., 2013]. Analysis of personal data showed that men with hypertension are characterized by a deficiency of the initial content of T-lymphocytes with CD3 + and CD5 + receptors, which is significantly lower than the generally accepted physiological norms, and a decrease in the concentration of T-cells was observed in  $90.90 \pm 3.06\%$  and  $100.00 \pm 3.20\%$  of people, respectively [Morozova O.S., et al., 2014].

### **Discussion and Conclusion**

Deficiency of phagocytic protection (decrease in phagocytic number) was established in patients with hypertension which was observed in  $53.33 \pm 2.11\%$  of people. Phagocytic defense is the main one, since phagocytosis initiates the development of a protective immune response of the body, providing the level of its activity and duration [Morozova O.S., et al., 20148]. In 55% of hypertensive patients with moderate and high risk, elevated concentrations of CRP and IL-6 are found in the blood, as well as a close relationship of these indicators with the level of blood pressure, which indicates the existence of HB in hypertension [Dmitriev V.A. et al., 2007; Zakirova A.N., et al., 2013]. Damage to target organs is a natural stage in the course of uncontrolled EAH, which leads to the development of cardiovascular complications (myocardial infarction, stroke, heart and renal failure) [Gavrilyuk E.V. et al., 2008; Mansimova O.V., et al., 2010].

The vascular endothelium regulates vascular tone, releasing vasoconstrictor and vasodilating mediators, which control not only vascular tone, but also the structure and permeability of the vascular wall, local processes of hemostasis, fibrinolysis and inflammation. With endothelial dysfunction, the balance of production of these biologically active substances is disturbed, as a result of which endothelium-dependent vascular relaxation decreases. The endothelin family belongs to one of the most powerful vasoconstrictor substances. At physiological concentrations, endothelin (ET) acts on endothelial receptors, causing the release of relaxation factors; at higher concentrations, it activates receptors on smooth muscle cells, stimulating persistent vasoconstriction, primarily at the level of microcirculation. At the same time, ET plays an important role in the mechanisms of development of acute and chronic disorders of cerebral circulation, ischemic heart disease, myocardial infarction, cardiac arrhythmias, atherosclerotic vascular injuries, pulmonary and cardiac hypertension and other pathological processes [Kawanabe Y., et al., 2011]. It





is the main vasoconstrictor peptide hormone from the group of cytokines; its vasoconstrictor potential is 10 times higher than that of angiotensin II. Currently isolated and purified four isoforms of endothelin, consisting of 21 amino acid residues: ET-1, -2, -3 and -4 [Stepanova Yu.I., et al., 2013].

The detected increased expression of inflammatory markers in the arterial wall (IL-6, adhesion molecules IcAM-1, vcAM-1) proves that hypertension is accompanied by an inflammatory process at the vascular level, which accelerates the development of atherosclerosis. Relatively recently, the involvement of the pro inflammatory cytokine IL-17 in hypertension has been described. This cytokine is produced by CD4 +, CD8 + cells, neutrophils, and killer T cells.

It is known that IL-17 is important in the pathogenesis of psoriasis, rheumatoid arthritis, inflammatory diseases of the respiratory system and intestines. In the experiment, it was found that mice lacking this cytokine are incapable of maintaining a stable blood pressure level, in contrast to the control. It was found that the use of the cytokine IL-17, which activates RhoA / Rho kinase, can reduce endothelium-dependent vasodilation and cause an increase in systolic blood pressure in the experiment, and the introduction of antibodies neutralizing this cytokine into the bloodstream of laboratory animals is accompanied by normalization of blood pressure and restoration of the functional state of the endothelium.

In experimental conditions, it was found that the deficiency of IL-4, a cytokine with anti-inflammatory properties, can play a significant role in the development of hypertensive eclampsia. An important role in the formation of the pro-inflammatory phenotype of the vascular wall is played by the aforementioned nuclear factor for the correction of light chains, kappa of activated B cells (nF-KB), a protein complex that is a key regulator of gene expression in the cell's response to external, including immune, influences.

In order to study the state of immunity in combination with indicators of the carbohydrate and lipid spectrum, we carried out a comparative assessment of indicators depending on the degree of hypertension. There was a statistically significant increase in the absolute number of leukocytes up to  $8.3 \pm 0.2$  in patients of group 2 versus control -  $7.3 \pm 0.32$  ( $P < 0.05$ ). Leukocytes, as the main representatives of the cellular link of immunity, usually increase with the development of an inflammatory process in the body. In the study, the revealed relative leukocytosis indicates the development of complications of the underlying disease, in our studies - complications of hypertension. At present, the morphofunctional aspects of various complications of hypertension, such as coronary artery disease, acute coronary circulation disorder, myocardial infarction, are known and disclosed. In clinical





practice, the complex mechanisms of the relationship between hypertension and metabolic changes in blood leukocytes have been little studied.

In recent years, ideas about changes in hemorrhagic parameters in hypertension have been further developed due to the increased attention of scientists to the issue of the role of leukocytes in the dynamics of blood flow in microvessels. It is believed that the role of leukocytes in determining the rheological properties of blood is determined by the following:

1. Increased leukocyte volume, exceeding the erythrocyte volume.
2. Relative leukocyte stiffness, i.e. its low deformability in comparison with an erythrocyte.
3. The ability of a leukocyte to adhere to the walls of blood vessels.

It is assumed that it is these features that determine the 2-3 times slower passage of the leukocyte through the glass capillary in comparison with the erythrocyte. Of particular importance in the rheology of blood in microvessels is the ability of leukocytes to adhere to the wall of blood vessels. It is believed that the phenomena of adhesion of leukocytes are the main cause of microcirculation disorders under various pathological conditions. At the same time, activated leukocytes synthesize and secrete various biologically active substances (metabolites of arachidonic acid, growth factors, proteases, reactive oxygen species, cytokines, etc.) that affect vascular permeability, vascular tone, chemotaxis, tissue damage, thrombosis, angiogenesis.

Leukocytes can also cause obstruction of the microvasculature at the site of ischemia and a further decrease in tissue blood flow [Zakirova A.N., et al., 2013]. Since the process of vascular remodeling is also influenced by the infiltration of the media of the vessel by inflammatory cells, as noted above, we can talk about the important, although to date, insufficiently studied role of leukocytes in the pathogenesis of hypertension. Scientists have found that acute increases in blood pressure in patients with hypertension are accompanied by the activation of blood leukocytes and a significant increase in the adhesive and aggregation properties of leukocytes in comparison with healthy people [Zakirova A.N., et al., 2013]. Activation of leukocytes contributes to damage to the endothelium, deterioration of the rheological properties of blood, activation of platelets and, ultimately, a violation of microcirculation [Zakirova A.N., et al., 2013].

Taking into account the abovementioned, the obtained reliable result on the increase in the level of leukocytes in patients of the 2nd group indicates the beginning of the development of metabolic disorders and damage to the vascular endothelium with impaired microcirculation. When studying the leukocyte formula, it is imperative to determine the relative number of lymphocytes, which are responsible for the full





functioning of cellular immunity (T-lymphocytes), humoral immunity (B-lymphocytes), as well as for the destruction of atypical cells (NK-lymphocytes).

The study of the relative and absolute concentration of the total pool of lymphocytes in hypertension also showed a statistically significant increase in patients of the 2nd group, against the control -  $31.2 \pm 1.78\%$  and  $2.3 \pm 0.14$  in  $1 \mu\text{l}$ , up to  $38.1 \pm 0.9\%$  and  $3.18 \pm 0.06$  in  $1 \mu\text{l}$ , respectively ( $P < 0.05$ ).

It should be noted that the obtained result is statistically significant for the increase in the absolute number of lymphocytes in both groups of examination of patients with hypertension. At the same time, an increase in the absolute number of lymphocytes was found to  $2.7 \pm 0.08$  in  $1 \mu\text{l}$  with AH of the 1st degree and up to  $3.18 \pm 0.06$  in  $1 \mu\text{l}$  in the 2nd group, against the control values -  $2.3 \pm 0.14$  in  $1 \mu\text{l}$  ( $P < 0.05$ ). And the relative concentration of lymphocytes in the 1st group had a tendency to increase -  $35.0 \pm 1.38\%$ , in the 2nd group it was significantly increased to  $38.1 \pm 0.9\%$  versus the control values -  $31.2 \pm 1.78\%$ .

The obtained results of studying the leukoformula are as follows: relative and absolute lymphocytosis in patients with hypertension indicate concomitant chronic diseases (viral, bacterial, parasitic and allergic diseases) with hypertension. Consequently, the obtained results of studying the leukoformula of blood in patients with hypertension show, firstly, depending on the degree of hypertension in dynamics, leukocytes in the blood increase as a result of damage to the vascular endothelium and disturbance of microcirculation; secondly, the effect of concomitant chronic viral and bacterial diseases on the course of the underlying disease and the development of complications of hypertension has been proven.

Thus, given the importance of the influence of concomitant chronic bacterial and viral diseases on the course of hypertension, for early prevention of the development of complications of the underlying disease, dynamic study, analysis of the number of leukocytes and blood lymphocytes and timely treatment of viral-bacterial diseases, as well as the remediation of foci of chronic infection are necessary.

Analysis of the cellular composition of T-lymphocytes made it possible to determine the relative and absolute values of the subpopulations. It is known that the study of CD3 + - lymphocytes allows the identification of mature intact T cells. In a study in patients with grade 1 hypertension, a decrease in the relative number of CD3 + lymphocytes was found to  $53.6 \pm 1.31\%$  and to  $50.2 \pm 0.9\%$  in grade 2 hypertension ( $P < 0.05$ ), in relation to the control values -  $56.2 \pm 1.67\%$ . The obtained result is statistically significant only in relation to patients of the 2nd group of examination and indicates a relationship with the severity of the course of hypertension. Consequently, a decrease in the level of CD3 + -lymphocytes indicates hyporeactivity



or immunological paralysis in hypertension of the 2nd degree. The absolute values of CD3 + lymphocytes in this case showed an increase to  $1.59 \pm 0.04$  in  $1 \mu\text{l}$  in patients with hypertension of the 2nd degree ( $P < 0.05$ ), in relation to the control values -  $1.29 \pm 0.08$  in  $1 \mu\text{l}$ .

At the same time, the patients of the 1st group showed a tendency to increase to  $1.45 \pm 0.05$  in  $1 \mu\text{l}$  of blood. Quantification of the subpopulation of CD3 + lymphocytes allows differential diagnosis of primary and secondary immunodeficiencies. Based on the analysis of a subpopulation of CD3 + lymphocytes, we were able to determine the nature of immunodeficiency. All that has been established confirms the conclusion that in dynamics, depending on the severity of hypertension, immunological paralysis is formed, which in turn contributes to the development of immuno-metabolic disorders and complications of hypertension.

In the diagnosis of the state of cellular immunity and antibody production, the number of CD4 + lymphocytes is of particular importance. It is known that CD4 + cells are functionally divided into two types of helper lymphocytes: 1st order T-helpers (Th1 cells) and 2nd order (Th2 cells). Different CD4 + T cells produce different sets of cytokines. Th1 cells (also called delayed-type hypersensitivity cells - DHC) are cytokines for the cellular immune response: interleukin 2 (IL-2), IL-3, IFN- $\gamma$ , TNF-a, TNF-b, - among which a discriminate cytokine is IFN- $\gamma$ . Th2 secrete a set of cytokines necessary for the humoral immune response: IL-3, 4, 5, 6, 10, 13, TNF-b, among which the discriminate cytokine is IL-4.

To clarify the nature of the inflammatory process (viral, bacterial or allergic) in the patients of the examined groups, the quantitative and qualitative composition of CD4 + lymphocytes was analyzed.

There was a decrease in the relative percentage to  $31.0 \pm 0.77\%$  in patients of the 1st group ( $P < 0.05$ ), and to  $29.6 \pm 0.47\%$  in patients of the 2nd group ( $P < 0, 05$ ), against the control group -  $34.3 \pm 0.91\%$ , which is statistically significant in both groups and indicates a state of hypo reactivity and secondary immunodeficiency in hypertension. At the same time, the absolute value of CD4 + lymphocytes showed a significant increase to  $0.94 \pm 0.02$  in  $1 \mu\text{l}$  of blood with hypertension of the 2nd degree ( $P < 0.05$ ), against the control group -  $0.79 \pm 0.05$  in  $1 \mu\text{l}$  of blood. And in patients with grade 1 hypertension, its value tended to increase to  $0.83 \pm 0.03$  in  $1 \mu\text{l}$  of blood. The result obtained showed the body's response to the inflammatory process.

Statistically significant results were obtained for CD8 + lymphocytes. A significant increase in both the relative and absolute values of CD8 + lymphocytes in hypertension was established, regardless of the severity of its course. In patients of the 1st group, the relative concentration increases to  $25.3 \pm 0.58\%$  ( $P < 0.05$ ), in the





2nd group to  $29.4 \pm 0.46\%$  ( $P < 0.05$ ), against the control group -  $22.5 \pm 0.77\%$ . The absolute values were also increased up to  $0.68 \pm 0.02$  in  $1 \mu\text{L}$  of blood ( $P < 0.05$ ) with AH of the 1st degree and up to  $0.93 \pm 0.01$  in  $1 \mu\text{L}$  of blood in AH of the 2nd degree ( $P < 0.05$ ), against control group -  $0.51 \pm 0.03$  in  $1 \mu\text{L}$ .

The results obtained led to the conclusion that in patients with hypertension, an increase in the suppressor activity of lymphocytes is observed against the background of a decrease in killer activity. Consequently, with hypertension, depending on the severity, an immune-metabolic imbalance develops; against the background of immunological paralysis, a compensatory response to an acute and chronic inflammatory process is observed.

Today, the prognostic value of the ratio between CD4 / CD8 + lymphocytes (immune-regulatory index - IRI) is known. It is an indicator of the state of the immune system, which shows the changes taking place in the body. The study found a statistically significant decrease in IRI regardless of the severity of AH. At the same time, with AH of the 1st degree, IRI is reduced to  $1.22 \pm 0.03$  ( $P < 0.05$ ), and with AH of the 2nd degree - to  $1.0 \pm 0.03$  versus control -  $1.52 \pm 0.04$  ( $P < 0.05$ ). All the results confirm the formation of a secondary immune deficiency state in hypertension, regardless of the severity. Since patients with hypertension have comorbid pathology and the body's response to the inflammatory process has been established, it was interesting to determine the level of CD16 + - lymphocytes responsible for antiviral immunity. They are also called natural killer cells (NK cells). CD16 + - lymphocytes have cytotoxic activity against various intracellular infections and tumor cells.

To study the state of antiviral and antibacterial immunity, the concentration of CD16 + - lymphocytes in the blood of patients with hypertension was determined. A significant increase in their absolute values was established in patients of the 1st and 2nd groups to  $-0.41 \pm 0.02$  in  $1 \mu\text{L}$  and  $0.59 \pm 0.02$  in  $1 \mu\text{L}$ , respectively, in relation to the control -  $0.28 \pm 0.03$  in  $1 \mu\text{L}$  of blood ( $p < 0.05$ ), which confirms the body's response to inflammation of a viral and bacterial nature. In hypertension, the killer activity was significantly increased in patients of the 2nd group -  $19.0 \pm 0.8\%$  versus control -  $12.4 \pm 1.1\%$  ( $p < 0.05$ ). And with AH of the 1st degree, the relative concentration of CD16 + lymphocytes tended to increase to  $15.2 \pm 1.03\%$ . This means that killer activity increases in hypertension, depending on the severity of hypertension.

To differentiate the stage of the inflammatory process, the level of CD25 + lymphocytes was analyzed, showing an early stage of inflammation. A statistically significant increase in the absolute values of CD25 + lymphocytes was revealed both in the 1st degree and in the 2nd degree of AH up to  $0.58 \pm 0.03$  in  $1 \mu\text{L}$  and  $0.86 \pm 0.02$



in 1  $\mu$ l, respectively, against the control indicator -  $0.41 \pm 0.04$  in 1  $\mu$ l ( $p < 0.05$ ). At the same time, a higher, 2-fold increase in the absolute values of CD25 + lymphocytes in AH of the 2nd degree was revealed, which allows the conclusion that a more severe course of AH is accompanied by activation of the compensatory response of the organism. At the same time, the functional activity of CD25 + lymphocytes increases 1.5 times in AH of the 2nd degree to  $27.2 \pm 0.93\%$  versus  $18.1 \pm 1.29\%$  in the control ( $p < 0.05$ ). A mild course of hypertension is accompanied by a tendency to increase the relative number of CD25 + lymphocytes to  $21.6 \pm 1.34\%$ .

The results obtained allowed us to conclude that in hypertension in patients with immune-metabolic imbalance, the absolute number of CD20 + lymphocytes increases 3.5 times ( $p < 0.05$ ), CD25 + lymphocytes - 1.5 times ( $p < 0, 05$ ), CD16 + lymphocytes by 2.1 times ( $p < 0.05$ ), versus control values. AH in patients develops against the background of an immune-metabolic imbalance and is accompanied by the activation of compensatory anti-inflammatory responses of the body. Consequently, the compensatory anti-inflammatory reaction of the body in response to viruses, bacteria, allergens, parasites, intracellular infections and the risk factors established in the study over time contributes to the depletion of immunity, aggravation of the metabolic syndrome, predicts the development of immunological paralysis depending on the degree of hypertension. Over time, such a complex biological process undoubtedly leads to the formation of focal changes and tissue decay of internal organs with the formation of multiple organ failure and complications of hypertension.

Assessment of the state of cleansing the body from damaged, infected and old cells in hypertension showed a significant increase in both absolute and relative indicators of CD95 + - lymphocytes, regardless of the degree of hypertension. With AH of the 1st degree, the concentration of CD95 + - lymphocytes increases to  $26.9 \pm 1.35\%$  ( $p < 0.05$ ), with AH of the 2nd degree, up to  $28.4 \pm 1.07\%$  ( $p < 0.05$ ), against the control -  $21.0 \pm 1.38\%$  and has a statistical significance. And the absolute value of CD95 + - lymphocytes increases to  $0.72 \pm 0.03$  in 1  $\mu$ l with AH of the 1st degree and to  $0.9 \pm 0.03$  in 1  $\mu$ l in relation to the control -  $0.48 \pm 0.04$  in 1  $\mu$ l ... The analysis of apoptosis showed a 2-fold increase in the absolute number of CD95 + - lymphocytes in AH of the 2nd degree, and in AH of the 1st degree it was increased by 1.5 times.

As a result, the results obtained indicate the activation of the process of apoptosis in hypertension against the background of immune-metabolic imbalance and secondary immunodeficiency. AH often occurs against the background of an immune-metabolic imbalance and is accompanied by the activation of compensatory anti-inflammatory responses of the body. At the same time, with the aggravation of the metabolic syndrome in hypertension, a decrease in immunity occurs. The development of



immunological paralysis depends on the degree of hypertension. The established immune-metabolic imbalance, depending on the length of time and the severity of hypertension, contributes to the formation of focal changes in cardiovascular tissue and multiple organ failure, in general, as a complication of hypertension.

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## **SOME ISSUES THE IMPACT OF THE SHADOW ECONOMY ON THE DEVELOPMENT OF THE RECREATIONAL TOURISM INDUSTRY IN UZBEKISTAN**

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### **Annotation**

The article analyzes the impact of the shadow economy on the development of the recreational tourism industry in Uzbekistan. Measures and regulatory documents on countering the shadow economy are considered. Moreover, the dangers of the shadow economy on the development of the country's regions in cooperation with corruption are identified, the natural, cultural and historical potential of Uzbekistan in the development of its recreational and tourism industry is determined. The high recreational and tourist attraction of the Tashkent region was revealed. Based on the results of the analysis, proposals have been developed to reduce shadow factors in the development of the recreational tourism industry in Uzbekistan.

**Keywords:** shadow economy, attractiveness, shadow recreation, recreational and tourist potential, region, Tashkent region.

### **Introduction**

Uzbekistan is a country with a transitional economy and characteristic transformation processes, which, in turn, are systemic in nature. One of the natural, but at the same time, negative economic relations is the shadow economy. The shadow economy has a close relationship with corruption. Of course, corruption is also characteristic of economically developed countries of the world, the share of the shadow economy in such countries is much lower than in countries with developing or transformational economies. Thus, the share of the shadow economy in Switzerland is 7%, in China - 12.9%, in Italy - 25%, and, for example, in Kazakhstan - 33%, in Russia - 43.6%, in Bolivia - 66.4%. [11] In Uzbekistan, the level of the informal economy can be estimated as high (according to various estimates from 30% to 50% relative to GDP)[12]. It





should be noted that in 2019 (during the months of February-March), the World Bank conducted a study on the shadow economy based on a survey of managers and top managers of 1,239 enterprises of various business levels (large, medium, small), as a result, it was found that 21.5% are confident that they compete with unregistered or informal enterprises, and for 11.5% of respondents, the main obstacle in doing business is the activity of competitors in the "shadow" sector. [6] In this regard, on June 20, 2020, the Cabinet of Ministers of the Uzbekistan Republic approved a "roadmap" to reduce the share of the shadow economy in the country, the main areas of implementation of which were: structural changes, within the framework of this the State Tax Committee, as well as regional divisions will create departments for taxation based on the declaration of individuals, taxation of electronic commerce, reduction of the shadow economy and international integration. It should be noted that now the State Tax Committee is tasked with improving the system of VAT accounting and refund. In addition, departments for the assessment and accounting of the shadow economy and hidden unemployment will be created in the structure of the State Statistics Committee;

Introduction of digital technologies, which, in turn, provide for the formation of a new business management system with appropriate control of the effectiveness and quality of tax audits;

Expanding the volume of non-cash turnover, the Central Bank of the country is tasked with integrating the payment systems "Humo" and "UzCard", which will increase the number of payments using a QR code, payments of B2B business entities will be carried out in a continuous settlement system. In transactions with real estate and vehicles, it is planned to expand the use of modern banking services;

Increase in the coverage of the population with banking services, which will be increased by simplifying the procedure for providing consumer loans with amendments to the Law "On Consumer Credit". The development of non-bank credit organizations is also envisaged.

Reduction of the shadow economy in foreign trade.[2]In addition, on October 30, 2020, the President of Uzbekistan signed a decree "On organizational measures to reduce the shadow economy and improve the efficiency of tax authorities." [1] According to this document, in order to reduce the level of the shadow economy and create equal competitive conditions for entrepreneurial activity until January 1, 2022, the incomes of small businesses in the field of public catering received from individuals using bank cards and contactless payments are not included in the total income for the purpose of mandatory transition to the payment of generally established taxes. Also, business entities are allowed to purchase goods (services)





through corporate bank cards without signing a contract, but with the mandatory receipt of electronic invoices or receipts from online cash registers.

Until January 1, 2022, the tax authorities notify the Commissioner for the Protection of the Rights and legitimate interests of business entities under the President of Uzbekistan on the appointment of a tax audit and on-site inspections.

The decree creates a special commission to reduce the shadow economy.

### **Territorial Commissions will be Engaged in:**

- assistance to entrepreneurs in legalizing business, obtaining the necessary permits;
- combating the sale of goods imported illegally or counterfeit products, as well as goods transported within the country without documents;
- prevention of entrepreneurial activity without registration and concealment of revenue, primarily by identifying the facts of illegal production, sale and storage of excisable products;

identification and suppression of the facts of informal labor activity, primarily at construction and service facilities, as well as the payment of wages "in envelopes". [1] The danger of the shadow economy for the sustainable functioning of the state is comparable to the lack of vital oxygen or a cancerous tumor for the body, and, according to A. Balgimbayev, "the special danger of corruption is that it undermines the foundations of statehood. Reaching a certain level, corruption becomes a threat to national security." [5] Today, for Uzbekistan, which is striving for full-scale integration into the world economy, the problems of the shadow economy in cooperation with corruption are a serious barrier on this path. That is why, at the 75th session of the United Nations General Assembly, the President of Uzbekistan stated that today the issue of uncompromising fight against corruption is one of the most important tasks, the solution of which cannot be delayed. [8] To address these issues, an independent structure was created in the country – the Anti-Corruption Agency. [17]

So, what are the dangers of the shadow economy in interaction with corruption?

Firstly, corruption catalyzes the development of the shadow economy and constantly stimulates it. That is why in "poor" countries the level of corruption is kept at a high level, and democratic institutions are weakened and dysfunctional.

Secondly, the shadow economy, in cooperation with corruption leads to a decrease in the incomes of the population, encouraging them to conduct illegal activities, and also seriously undermines the public's faith in the power of state institutions. This problem, in turn, grows from economic to socio-political.





Thirdly– as a result of the rapid development of the shadow economy, there is a danger of a shortage of goods and services. Of course, this state of affairs directly affects the activity of competition, the quality of goods and services.

Fourth– today in Uzbekistan, the shadow economy does not allow us to see the real picture in the development of construction, transport, tourism and other spheres. Speaking about the tourism industry, we note that today Uzbekistan pays special attention to the development of the recreational and tourism sector as one of the leading sectors of the country's economy. (fig.1.)

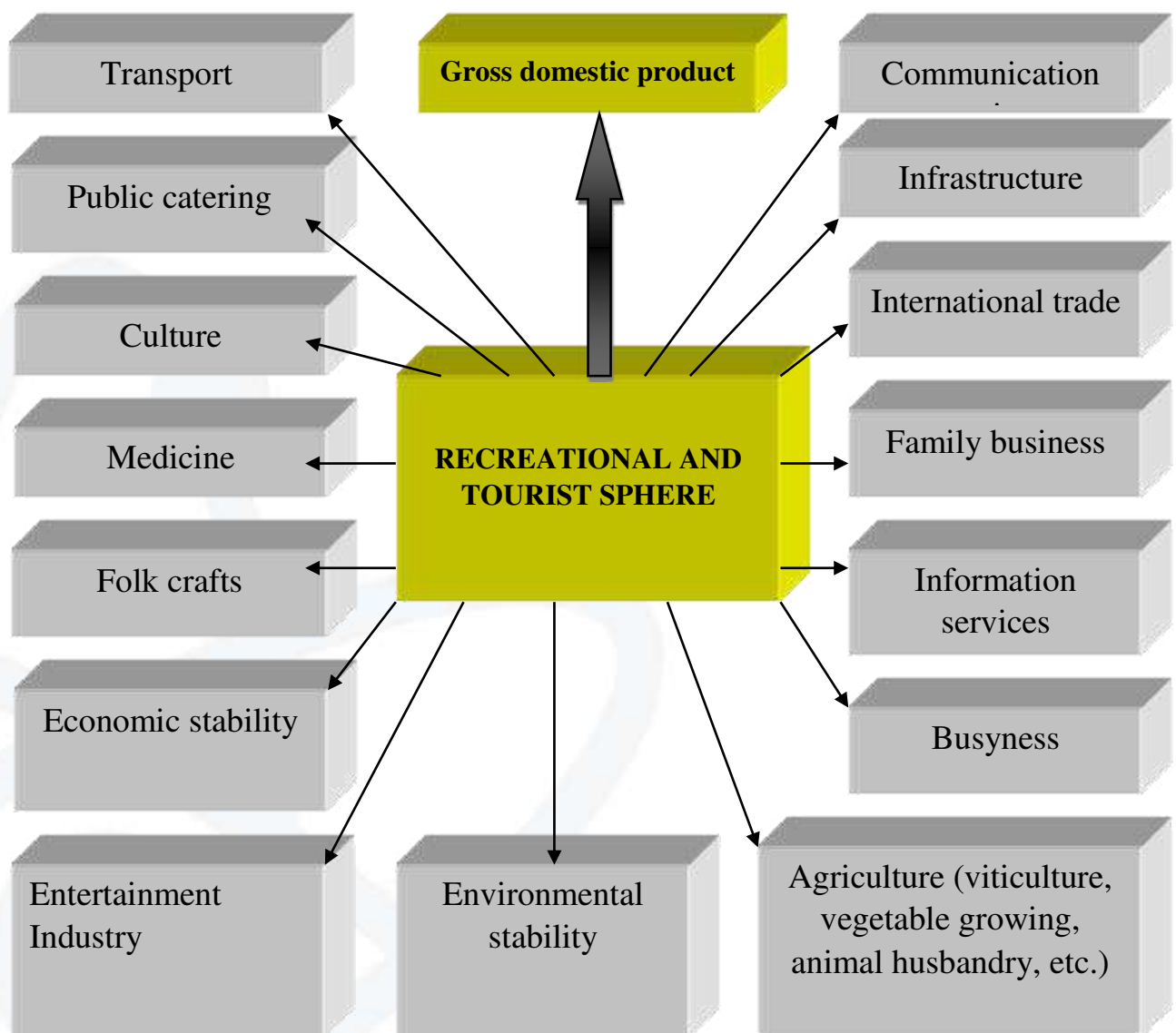


Fig.1. The influence of the recreational and tourist sphere on the economy of the regions of Uzbekistan.



Uzbekistan has a huge natural, cultural, historical potential, which makes possibility to develop tourism as a spectrum of opportunities. So, for example, Samarkand is the beauty of the East, where there are such historical and architectural monuments as: Afrosiab (VIII century BC), architectural and memorial complexes Shahi Zinda, Khoja Ahror Wali, Imam Al-Bukhari, Hazreti Khizr mosque, Bibihanum, Namozgoh, Ulugbek madrasah, Sherdor Madrasah, Tilla-Kori, Rukhobod, Aksaray, Gur-Emir mausoleum, Ishrathona, Chupon-Ota, Khoja Abdi Darun, Chorsu Bazaar (late 10th century).

One of the most interesting ancient cities of Uzbekistan is Bukhara. This is a major historical and architectural center, where the sights of the city have been preserved. The most famous of them are: Kukeldash, consisting of a madrasah of the 16th century; the Lyabi-Hauz Ensemble, Baha-ad-Din Naqshbandi; Poi Kalon, consisting of 3 architectural structures: the Kalon minaret, Kalon Mosque and Mir-i Arab madrasah; the oldest archaeological monument of the city - Ark fortress; the Paykent settlement, located in one of the strongholds on the transcontinental route of the Silk Road; the Sitor-i-Mokhi Khosa Palace; the Bolo- House; mausoleum of the Samanids; Mausoleum of Chashma Ayub; Mausoleum of Sufi Sayfeddin Baharzi and Buyan-Kulikhan; cult complex - Mazar Khoja Zaffaron; Mazar Khoja Ubbon; Sufi women's monastery of Kiz-bibi; Madrasah Abdullaziz Khan; Madrasah Ulugbek; Madrasah Chor Minor; Honako Khoja Zainuddin; necropolis Chor - Bakr; Magoki Attori Mosque; Hanako Faizabad. [14]

The western regions of Uzbekistan, which include the Republic of Karakalpakstan, are territories - concentrations of a specific nomadic culture. The most famous sights are Ayaz-kala, Giaur-kala, Dzhanbas-Kala, Koi-Krklgan-kala, Kyzyl-Kala, Maslumkhan-sulu Mausoleum, Mizdakhan, Toprak-kala, Chilpyk. [15]

The southern regions of our country give a special flavor to "Uzbek" tourism. One of them is the city of Karshi, which is located in the Kashkadarya River basin, on the western edge of the Pamir-Alai mountain system, with a 2,700-year history. The most famous monuments of historical and architectural architecture are: the mosques of Bekmir (XVI), Kilichboy, Kok-Gumbez (late XVI century), Khoja Kurban, the ancient settlement of Yerkurgan, the buildings of the madrasah of the XIX century, Magzon and Charmgar (XIX-XX), the only educational institution for women of the madrasah of Odin. [16]

One can talk endlessly about the recreational and tourist potential of Uzbekistan, so vast are the opportunities and prospects in this industry, but it is in this area that the issues of "shadow recreational and tourist activity" are particularly acute. The most vulnerable to the shadow economy in the tourism industry can be considered







recreational activities or so-called "shadow recreation", which is directly related to domestic tourism.

One of the regions of our country with recreational potential is the Tashkent region, which is rightfully called the pearl of Uzbekistan. Today, there are 120 organizations in the region providing services to local and foreign recreants and tourists, including 15 tour operators and 45 hotels with the ability to serve 2,440 tourists per day, 71 sanatoriums and recreation areas, and the total number of recreational and tourist facilities is 225 units. According to official data, less than 290 thousand recreants are placed in the Tashkent region annually. [7]

However, our field studies conducted in 2019 showed that 150 thousand recreants rested only in the Charvak reservoir area this year, and only in the summer season, and repeated studies in 2018 and 2019 showed that this number doubled, and more than 300 thousand people already rested in the coastal territory. In this regard, I would like to note that the statistics of domestic tourism needs a serious revision of the scientific, methodological and practical bases of accounting for recreants. It should also be noted that the strategic objectives set for the development of the tourism industry require deep and fundamental research in this area.

One of the first and main problems that a researcher faces when analyzing recreational activities is determining the exact number of recreants and tourists. This is due to insufficient statistical accounting of local recreants, which, in turn, is a hindering factor in identifying and identifying problematic aspects of the development of domestic tourism. The main data regarding local recreants are provided by travel companies that specialize in foreign recreants and tourists, and the issues of providing and accounting for tourists, both foreign and local, are conducted systematically and accurately, as well as hotel data keep records and registration, and if the recreant does not stay at the hotel, then no one will know about his trip, as well as the direction and frequency of the trip. That is, the data that are provided to the State Committee of the Republic of Uzbekistan for Tourism Development are not complete, which means that they require a fundamental rethinking of the issues of accounting for local recreants.

Today, the participation of the recreational sector in the regional budget cannot be seen in total terms due to the above-mentioned problems. But in order to have at least some idea about the share of recreational activities in the regional budget, in 2019 we developed two questionnaires: "Problems in the service sector" and "The state of recreational tourism in the Tashkent region". As a result, 1,500 respondents were interviewed and the approximate amount of money that the recreants want to spend on vacation, including the cost of the trip and the road, was determined:





- from 300-500 thousand soums - 320 people (20.3%);
- from 500 thousand soums –1 million. sum – 552 people (36.8%);
- from 1 - 3mn. sum – 300 people (20%);
- from 3-5mln. sum – 266 people (17.7%);
- above 5 million. sum – 62 people (4.2%).

According to official statistics, less than 290 thousand recreants rest in the Tashkent region every year, however, our field studies have shown that more than 300 thousand people rested only in the coastal territory of the Charvak reservoir during the summer period, i.e. the main number of recreants remained invisible in statistics, which means that their value in the regional budget also remains unaccounted for. The questionnaire survey allowed us to determine the minimum amount that recreants are willing to spend for a vacation - this is 300 thousand soums. Now we can say that the regional budget of the Tashkent region annually suffers enormous losses, and this state of affairs needs a complete rethinking of the order and methodology of accounting in this area.

The expansion of "shadow recreation" is also due to the rather low level of non-cash settlement in the process of implementation and satisfaction of recreational needs, as well as the insufficient development of modern tourist infrastructure and facilities.

There is another serious problem associated with the activities of unaccounted-for recreants - this is ecology. As a result of the "predatory" consumption of recreational resources by recreants who independently organize their holidays in natural areas, unique trees and plants are destroyed, and household waste pollution occurs in natural areas. The intensity of such consumption of natural and recreational resources can lead to the depletion of natural territories and change the entire ecosystem of the region. So, in the Bostanlyk district in the summer, recreants and tourists left behind more than 100 tons of household waste.

Solving the problems of "shadow recreation" involves creating a "modern" recreational and tourist infrastructure. So, for example, the construction of a modern resort area "Beldirsai-Chimgan-Nanai" with all the possibilities and digitalization of the process has begun in the Tashkent region. The project cost is 482.4 million US dollars, the concept and economic model of the complex was developed by a French company. [3] Note that the concept of "modern" today is identical to the concept of "digital". Indeed, the digitalization of the economy with its branches will reduce the level of the shadow economy and at the same time will become a powerful incentive for healthy economic growth. In this regard, President Shavkat Mirziyoyev, at a video conference held on September 22 this year, noted that it is necessary "... to digitalize, first of all, those areas that people face most often, and thus make life easier for





citizens. Based on this requirement, working groups have prepared 530 regional and 280 sectoral projects" [4]

In conclusion, based on the results of the analysis, we offer:

1. Make appropriate changes to the procedure for providing statistical information on recreational citizens of the Republic of Uzbekistan by tourist firms specializing in servicing the local population to the State Committee of the Republic of Uzbekistan for Tourism Development.
2. For companies organizing tours that involve overnight stays, to develop a system of insurance services, and this, in turn, can become one of the indicators for determining quantitative characteristics in this segment.
3. It is necessary to develop a system for accepting payments for recreational and tourist services on the website with the connection of an online cash register. This approach is convenient for both clients and tourism organizations that strive for sustainability and transparency of their activities.
4. In the market of walking tours and tours, it is advisable to develop a mechanism for the supply to the register of tour operators. This will reduce the number of "shadow" tour operators that create unequal competitive conditions in the implementation of this type of recreational and tourist activity.
5. It is necessary to continue stimulating non-cash payments in the tourist services market with digitalization of the process of organizing and conducting tourist and recreational business.

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## **SYSTEMATIC UNDERSTANDING OF THE LANGUAGE SYSTEM AND THE DEVELOPMENT OF FERDINAND DE SAUSSURE'S TEACHINGS**

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### **Abstract**

This article is devoted to the emergence and development of system-structural linguistics in 18th century Europe, the syntactic views of Ferdinand de Saussure and his followers, the linguistic trends of this period.

**Keywords:** Modality, word and speech, stylistic tendencies, inclination, attitude and time, immanent aspect, transcendental aspect, system, structure, element, “sign, definite and definite”.

### **Introduction**

The 18th century was a classic period for a number of young grammar philosophers in Europe. At the end of the 19th century, the language problems between time and modality were analyzed in depth. Various phenomena of modality have been studied. Charles Bally, in his book *General Linguistics and French Linguistics*, emphasized the term "modality": "Modality is the spirit of speech; we cannot define the value of a sentence until we find another expression instead of modality, no matter what. But we can already find the term in Ferdinand Bruno's talk about "methods of ideas."

### **Literature review**

In the early twentieth century, the students of the Swedish linguist Ferdinand de Saussure, Charles Balli, Albert Sesheey, and Albert Reidlinger, ensured the publication of his *General Linguistics* course after his death. Following in the footsteps of his mentor, Charles Balli expressed his views on Buffon's phrase “style is man, even” on his traditional concept of “beautiful writing” rules (a concept that is, in a social sense, anti-language).

On the one hand, he rejected the normative tendencies of stylistics, because the purpose of this science is not to describe the art of writing, on the other hand, it is impossible to address language through interest in the writer, literature, written text.





## Analysis

Charles Bruno used the term "judgment period" to describe the peculiarities of modality. It is worth noting that the book has been reprinted several times (his latest work, *Précis de grammaire historique de la langue française*, is in perfect form).

Gustav Guillaume also conducted his first study of the modern French language in 1919, noting that it revealed many different subtleties of word meaning. He distinguished in the early twenties by observing two states of the horse's existence - a strong state before the speech state and an effective state observed after the state in speech. He described the transition of the meaning of a horse from a strong state to a productive one as a sign of a horse. Guillaume thus gradually established the first principle of the analysis of language theory, that is, he found that the difference between the two levels of the spoken language at the stage of language and speech is different everywhere. In this case, the operation of thinking, which allows the language to move from one state to another, is a necessity. Guillaume explained this theoretical view with his "need to include the operative parameter of time in the analysis of language" and scientifically substantiated it in his second work, "Time and Verb" (*Temps et verbe*, 1929). This work helped to accurately describe the relationship of time in the verb from a linguistic point of view. Recognizing the different aspects of the speech process from language, Giyom called chronogenesis (its unit "chronesis") the relationship between tendencies and time, noting that the duration of a process expressed in a container state could form a separate system depending on its location in different ways.

Thus, any operation "chrones" is a very short-term thought operation. The symbolic chronos, which determine the time of operative action, is the language layer that keeps speech at a point along the axis of the circle in relation to the time of development of this action. Chrones gives a more or less clear picture of the existence and reality that corresponds to the speech situation that is expected to occur sooner or later during the operative period.

In each time operation, more or less a feature of the universal tense - chronogezi - is associated with the verbal tendency. Under each verbal inclination, the verb tenses consist of many inconsistencies, one of which differs from the other, and their incomplete functional character is determined by the value of the place in which they are in conflict with each other.

## Discussion

In French, the contradiction between the simple and compound forms of a verb is based on a systemic aspect, and the opposition of any process is based on a set of





systematic positions that can be expressed in the aspect system as well as within the duration of any process (immanent aspect: boire; boit; buvait - to drink; I was drinking; I was drinking, etc.) or its continuation in appearance (transcendent aspect: avoir bu; a bu; avait bu - to be drunk; drunk; drunk bo and others).

He says: The part of speech called "verb" in this context appears as a system of systems that exist for the subject of speech, and when it is necessary to form a sentence, it determines the meaning of the verb ; allows you to create. Based on this discovery, Guillaume tries to analyze the way different words are constructed during speech movement, that is, to reconstruct the different psychosystems that determine their structure."

In short, the teachings of Ferdinand de Saussure improved to the point of need and spread not only in Europe but throughout the world.

Thus, systematization, that is, categorization according to importance, has an important philosophical and methodological significance for the functional activity of the elements. In general, structure (Latin for structure, order) is a relatively stable connection, interdependence, and relationship of the elements that make up a system. In the current philosophical views, it is preferable to look at the structure as an aspect of the system. The structural structure of the elements that make up the system determines the state of its existence and prospects for development.

"The state of existence and development of the elements in the structure of the system of human cognitive activity depends directly on the study of objective laws, their organization in accordance with the purpose. That is, they are characterized by the effectiveness and expediency of the organization, management, control activities of the person, the effective use of different categories. A system is a systematic, gradual development of the connections, connections, and relationships of things and events. Structure is the state of existence of a system that ensures the unity of events, connections, and relationships in space and time" [3-341]

According to the theory of knowledge, it is important that we identify these separately. System, that is, "system, structure, element, is one of the most important categories of philosophy. System is a Greek word that logically means wholeness, integrity, a combination of elements. The content of the system category corresponds to the structural relationships of the elements that make it up [3-341]."

Followers of the Swiss linguist Ferdinand de Saussure Sh. The philosophical-systematic doctrine of language was developed by Balli, A. Seshevel, L. Tener and others. With the advent of this doctrine, theoretical linguists emerged in Europe. Initially, there were opponents of this trend from Romanism to Germanism, which allowed Ferdinand de Saussure to be better studied and introduced to the world.





Ferdinand de Saussure was the first to explain his Lectures on French System Linguistics to his students, but he did not have time to publish it. His ideas were introduced by his followers after his death [Malmberg Bertil, 1972].

Ferdinand de Saussure was inspired by the humanistic views of the German philosophers Gegel, Kant, Bop, and Wilhelm von Humboldt in terms of the theory of knowledge, language, and thought [Humboldt 1984, 154; Gegel, 1970, 201-245]. Based on their linguistic ideas, lison // speech difference - "signification, signifiant, signifié" created a geometric triangle and clarified the essence of lison // speech [Cahiers F. de Saussure, XII, 1954, p. 9-28, 1957]. In this case, the language is studied as a whole based on the system; its elements are interconnected within the framework of this whole, based on the principle of organization. At the same time, language // speech phenomena were clarified on the basis of the methodology of dialectical laws.

It is well known that according to dialectical laws, language is an identity and speech is a changing phenomenon. The size of language events is normal and the size of speech events is normal. Language is common to all, its laws are regulated by the state and society. Speech, on the other hand, is an individual event, subject to certain and definite rules, and has a special significance in the process of communicating according to the rules.

The relationships of the elements that make up an entity are divided into 'internal structure' and 'external structure', depending on the characteristics of space and time. An element is a relatively independent component of the structure that makes up a system, providing interdependence, interdependence, and relationship. In society, the element is manifested in the form of concrete manifestations of social relations. For example, if we consider society as a whole system, the element in it is seen as a conscious relationship of individuals, social strata, classes.

## Conclusion

It is important to note that each element can be considered as a relatively independent system, depending on how people approach things and events according to their specific interests and needs; including society and language. For example, language is one of the most important elements in the structure of society, but if we analyze language as a special social phenomenon, we see that it is an independent system of internal elements. Accordingly, language is also a specific system, that is, "system, structure, and element are relative concepts, and as categories, they are concretized within the framework of the relationship to it. Therefore, philosophical categories such as "system", "structure", "element" are the systematic approach to the knowledge of things and events, the general methodological basis of the methods of structural







analysis. «Elements are studied according to their structural importance in the organization of the system: important and insignificant, basic and non-basic. Because each concrete element has its own significance in a particular system according to the characteristics of space and time. It is divided into two categories in philosophy: "essence and phenomenon", "content and form", "cause and effect", "necessity and chance", "possibility and reality", "generality" and "specificity", as well as "whole". , Can be defined by the categories of "part", "structure", "element", and these are inextricably linked.

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## GENREAL CHARACTERISTICS OF NEWSPAPER LANGUAGE

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### Abstract

A well-known genre is a type of work of art that has its own characteristics in terms of form and content. The genres of journalism also have their own characteristics in terms of form and content, which, like genres in literature and art, grow from small to large, from single to general, from simple to perfect. Genres related to the artistic type of journalism include sheets, essays, feuilletons and pamphlets.

**Keywords:** features, journalism, feuilletons, widely, indicates, genres, related, processes, countless, communicative, acquire, acquired, specifics, concepts, generalization, convey, perceives, related, formation, interdisciplinary, field, stylistics.

### Introduction

The diversity of genres also determines the diversity of newspaper language. Because the genre "glitter" requires the use of language tools with different stylistic features and characteristics. The fact that they are widely used in the press, both quantitatively and qualitatively indicates that the language of the newspaper has its own characteristics that distinguish it from the language of television and radio. For example, the basic requirements for information genres are concreteness and accuracy, speed, generalization, and conciseness.

Influencing the audience through the delivery of information is one of the most important of the tasks listed above. However, excessive emphasis on colloquial vocabulary leads to a violation of literary norms. This is hampering the newspaper's educational mission. Indeed, "the language of the press should remain the model language."

### Literature Review

Most people who enter into a conversation stay ready and speak and write through words and phrases. This suggests that standardization, which is traditional for the press, is a universal feature. However, the linguistic pattern manifests itself differently in different styles. For example, in the language of the newspaper in a moving and changing form, while the standard in the information genres is noticeable, it is almost imperceptible in fiction.





The most common and frequently used phrases and sentences in the newspaper are based on a ready-made template. They are developed in the process of preparing newspaper material and are presented in the form of linguistic templates. This is also observed in the language of Uzbek newspapers. For example: allowed; emphasized that; directed; led; emphasized; was told about; observed; tasks were described, relevant tasks were described. "... the tasks concerning each of us concerned are stated"; "The tasks concerning all citizens of our country are stated". The basis of press material, regardless of the genre in which it is written, is information.

### **Analysis**

The information, which forms the basis of the newspaper material, sets the following requirements that must be reported without delay: urgency; speed; generality; compactness; sensitivity.

Syntactic units play a key role in revealing the informative function of language. Fact-basedness, objectivity, and informativeness are the main criteria in messages, and syntactic units are used accordingly.

Another peculiarity of the message is that sometimes the message consists of two or three simple sentences or one or two connected compound sentences. With the launch of the service provider, the opportunities for the development of small business and private entrepreneurship in the region, the provision of quality communication services to the population have further expanded. It should be noted that over the past period, 5 "Single Window" services have been launched in cities and districts of the region.

Before talking about the language of analytical genres, it is necessary to determine what types of information fall into this genre. Analytical genres include major media materials such as correspondence, articles, and commentary.

In the correspondence, it is possible to describe this or that episode of life in a conspicuous way, to give a characteristic dialogue that helps to reveal the essence of the event. In correspondence, the use of analogies and comparisons is allowed. It can use a variety of elements of fiction, such as epithets, metaphors, rhetorical questions. Often the author enlivens his correspondence with sharp proverbs, parables, and similar language tools. At the same time, some journalists compose the material in the form of standard phrases. This annoys readers from the newspaper, confusing the author's mind.

The article is a unique genre that occupies an important place among the newspaper materials, provides the most information, encourages the reader to think, discuss,





express his "pain". That's why article titles are chosen from bright, meaningful language tools.

Unlike other genres of the newspaper, phraseologies, folk sayings, and interrogative sentences are often used in articles in an influential form (abbreviated or modified) as a title.

Another characteristic feature of the articles is that the headlines are presented in an impressive way - with a subheading. In this way, the content of the title is further clarified, its effectiveness is enhanced: the title "Common interests and destinies" is subtitled "values are the basis of mutual relations" ("Voice of Uzbekistan", 8.09.2012). Theoretical, problematic, critical, and propagandistic types of the article genre also have their own characteristics in terms of language and style. These types of articles are especially important for their meaningful, broad, and compelling headings and titles, and for their richness of figurative, vivid, and impressive language tools.

## **Discussion**

The language of reviews is almost indistinguishable from genres such as articles, news, reports. This is because the use of neutral language tools is more prominent in both them and the review. But the difference is that language tools that increase expressiveness in review are rarely used. The possibilities of expressiveness in articles, reports, etc. are much wider, and in the review, phrases, analogies, metaphors, sometimes interrogative sentences, some grammatical forms play a role in the expression of expressiveness.

Artistic journalism is a socio-creative activity that illuminates life from a literary point of view. The basic law of artistic journalism, the main feature of which is the presence of image and imagery in it.

The art-publicist genre stands out from the rest with its appeal. It is no coincidence that there are many fans of materials in this genre. Because feuilletons, essays and pamphlets written in this genre are distinguished by their interest, richness of visual aids and, therefore, the ability to attract the reader's attention. Nowadays, feuilletons, especially tapestries, are almost non-existent in our press. However, a number of road, portrait and problematic essays are being published. The essay, as its name implies, should be able to draw lines of an event, nature, or person, and thus take a permanent place in the reader's memory. Therefore, in the essay, the descriptive means of language, such as adjective, analogy, metaphor, metonymy, reinforcement and reduction, are widely used.

It is known that journalism is divided into several types. One of its most important types is comic journalism. Humorous journalism is a special type of journalism that





follows the laws of social humor - satire and humor - in reflecting and influencing reality.

Feuilleton is one of the genres that have emerged from the connection between fiction and comic journalism. The word feuilleton means "leaflet" in French. This is stated in the interesting and highlighted materials on socio-political, literary-critical issues published in the press in the early period. Such materials are mainly given at the bottom of the newspaper page. Print newspapers, which first appeared in Europe, published a large number of such materials.

Feuilleton is a separate genre of comic journalism and plays an important role in social life. The main task of this genre is to cover all aspects of socio-political, economic and cultural-educational life of society. In terms of form, the feuilleton is primarily divided into small and simple feuilletons. A small feuilleton highlights a fact, shortcoming, or problem that is of relatively little importance in life.

Publicist feuilleton is also the most common type of this genre. In a journalistic feuilleton, the fact, the problem, the social conclusion to be drawn from it prevails, and in this type of feuilleton the fictional elements are limited.

The formal manifestations of the feuilleton genre are diverse. It can be feuilleton-report, feuilleton-conversation, feuilleton-diary and other forms. The phrase "comedy does not choose form" also applies to feuilleton, an important genre of comic journalism. A feuilleton can be poetic in conjunction with being prose. A poetic feuilleton, like a prose feuilleton, may be devoted to a specific, specific fact or event in life, to a human activity, or to a general issue, a problem. Poetic feuilleton must meet the requirements of comic poetry, which is an important type of fiction, but also have a journalistic character.

It is well known that comic journalism makes extensive use of social laughter in its reflection on life and in the fight against social evils in it, and it covers all aspects of public life. They perform the social functions of comic journalism. But comic journalism is not limited to these genres; it uses other genres to cover life. Until now, it has been argued that scientific works and textbooks on comic journalism, such as parables and epigrams, are also part of comic journalism. Although the Ammobu genre community has a critical spirit, it has not been scientifically helpful to call them a genre because clothing is seen as a literary genre.

As with other works of art and journalism, the plot and composition of the pamphlet must be well thought out, serve the purpose of the published journalism, revealing the received theme. His language and style come from the same purpose. Unlike a feuilleton, the language of the pamphlet is required to be sharper, sharper, and more precise in its approach to the target.





## Conclusion

In conclusion, the role of the media in the development of language is enormous. The media today is defining the state and characteristics of our modern language. In the science of language, this is reflected in the concept of "media language".

The existence of a specific language of the media is one of the general laws of the era of mass informatization of society. Using the linguistic, social and cultural-historical memory of specific languages, this language is used in the creation of mass communication texts that have an interethnic character.

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## FEATURES OF ACUTE EMERGENCY IN CHILDREN WITH ALLERGIES

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### Abstract

Allergic diseases are among the most common diseases in children. According to epidemiological studies, they currently affect up to 30% of the child population. In recent years, there has been a tendency towards a further increase in the prevalence of allergic pathology in children, which is associated with environmental pollution by chemical compounds, an increase in the frequency of food allergies, uncontrolled use of drugs, and changes in the lifestyle of the population.

**Keywords:** allergic diseases, bronchial asthma, allergic rhinitis, aeroallergen.

### Introduction

The interaction of genetic and environmental factors plays a leading role in the development of allergic diseases in children, while atopy, defined as a congenital tendency to overproduction of general and specific IgE, is given the most important role in the pathogenesis of allergic pathology in childhood.

Fetal sensitization can occur already in the antenatal period due to pronounced exposure to exogenous allergens with excessive use of highly allergenic foods by the mother during pregnancy, long-term drug therapy for acute and chronic inflammatory diseases and complications of pregnancy, as well as constant contact of the mother with chemical compounds at the place of professional activity, smoking it during pregnancy. The transferred viral infection is considered as a high risk factor for the subsequent occurrence of allergic reactions and diseases in children born. Infections transferred during pregnancy can activate IgE synthesis by altering the balance of Th2 and Th1 lymphocytes with a predominance of Th2 cytokine profile, manifested by overproduction of IL-4, which induces IgE synthesis. Respiratory syncytial viral infection transferred at an early age promotes the activation of IgE production [1].

The formation of an atopic phenotype occurs already in the prenatal period. The manifestation of atopy in the form of increased IgE production can occur already in the antenatal period with an increase in the formation of atopic diseases in early childhood and subsequent periods of childhood. Atopic diseases (bronchial asthma, atopic dermatitis, allergic rhinitis) are most common in children. Their pathogenetic basis is IgE-mediated allergic inflammation, induced by preformed and synthesized







de novo mediators, pro-inflammatory cytokines and chemokines in the shock organ [2].

In young children, the most common manifestation of allergy is atopic dermatitis; bronchial asthma and allergic rhinitis are less commonly diagnosed.

Atopic dermatitis in young children is characterized by the predominance of exudative and erythematous forms of the disease, while the onset of the disease is most often associated with sensitization to cow's milk proteins, eggs, fish, soybeans, gluten; in some children, its formation is due to sensitization to household allergens. dust, *Dermatophagoides pteronyssinus*, *Dermatophagoides farinae*, to allergens of domestic animals (cats, dogs), sensitization to certain vegetables, fruits, cereals. In young children, mild and moderate atopic dermatitis prevails, less often severe atopic dermatitis is observed [3].

In preschool children, the erythematous form of atopic dermatitis often develops with lichenification, less often erythematous and lichenoid forms of atopic dermatitis are noted [1]. Along with the importance of food allergy in these patients in the development of the disease, the importance of sensitization to aeroallergens of dwellings in the pathogenesis of atopic dermatitis increases. At the same time, when a repeated allergological examination is carried out for children aged 4-6 years, in comparison with the results of an allergological examination up to 1 year, a decrease in the level of sensitization to cow's milk, chicken eggs, beef, seafood is revealed. covey, potatoes, soybeans, rice, wheat and an increase in sensitization to allergens of eggs, fish, chocolate, nuts, oranges, strawberries, raspberries, grapes, peaches, apricots, apples, tomatoes, green peas, sunflowers [5], which indicates about the possible development of tolerance to the first group of products and an increase in the level of sensitization to the second group of products due to their wider use in nutrition.

In some patients with atopic dermatitis, it is noted in preschool age that the disease is associated with allergic rhinitis, bronchial asthma, and hay fever. In young children and adolescents, erythematous with lichenification and lichenoid forms of atopic dermatitis prevail [4]. The pruriginous form was found in 3.2% of adolescents. In the majority of children of primary school age and adolescents with atopic dermatitis, allergological examination reveals sensitization to house dust allergens, house dust mites, epidermal and food allergens. In such patients, the main disease is often accompanied by bronchial asthma, allergic rhinitis, hay fever. Children with atopic dermatitis in adolescence are more likely to have a mild and moderate course. At the same time, a number of patients have a severe course of atopic dermatitis. In a number of patients with atopic dermatitis, its exacerbation is observed when clinical





manifestations of pollinosis occur, which is caused by the effect of sensitization to pollen allergens. A more severe course in children has atopic dermatitis, complicated by secondary bacterial and fungal infections.

The cause of exacerbations of atopic dermatitis in children may be layering of intercurrent acute respiratory infections. Their attachment is accompanied by an exacerbation of the allergic skin process in 29% of patients. Exacerbation of atopic dermatitis in 89.2% of cases was observed with parainfluenza or RS viral infection [3]. Bronchial asthma can occur in any period of childhood, starting from the first year of life. Its onset at an early age is often associated with the addition of acute respiratory viral infections. In 70% of children, the occurrence of the first attack of bronchial asthma is caused by an acute respiratory viral infection [6]. Subsequently, the importance of exposure to exogenous allergens in the development of exacerbations of bronchial asthma increases.

During bronchial asthma in children, there are some features associated with the age of patients. In young children, an exacerbation of bronchial asthma is accompanied by a more pronounced exudative component of inflammation in the form of wet wheezing, which is associated with a well-developed network of blood and lymphatic vessels in them. In this age group of patients, food sensitization is often causal in the onset of asthma exacerbations: in 7.4% of patients in the first year of life and in 19.8% of patients for 1 to 3 years [5]. In the development of bronchial obstruction in children during the first two years of life, infection with the respiratory syncytial virus is often significant [6]. In a number of young children suffering from bronchial asthma, during an allergological examination, sensitization to aero-allergens of dwellings is revealed: house dust allergens, *Dermatophagoides pteronyssinus*, *Dermatophagoides farinae*, mold allergens, epidermal allergens. The onset of bronchial asthma in young children was preceded by atopic dermatitis in 48.0% of cases. It should be noted that in some young children, the diagnosis of bronchial asthma is made with a delay. A number of patients were admitted to hospitals before the true nature of the disease was established with diagnoses of pneumonia, bronchiolitis, obstructive bronchitis, acute respiratory viral infection with obstructive syndrome. On debut in young children, a more severe course of bronchial asthma is noted. [4-7]

In preschool children, bronchial asthma in most cases is typical. In addition to the connection of the disease with causally significant sensitization to exogenous allergens, they show a connection between exacerbations of the disease with a layer of acute respiratory infections, exposure to nonspecific trigger factors (air pollution with chemical compounds, passive smoking, unsatisfactory living conditions). It should be noted that among preschool children suffering from bronchial asthma, 44.0% can be





attributed to the group of children who often suffer from acute respiratory viral infections that induce the development of exacerbations of this disease. When carrying out an allergological examination in this age group of children with bronchial asthma, in addition to sensitization to house dust allergens, mite, epidermal and fungal allergens, pollen sensitization is revealed in some of the examined patients.

In children of school age, as well as in children of preschool age, bronchial asthma proceeds typically, while the greatest significance in the development of exacerbations belongs to exposure to exogenous allergens and the effects of nonspecific trigger factors. In this group of patients, the importance in the pathogenesis of its sensitization to allergens of domestic animals, cockroaches, bird feathers, pollen allergens and the phenomenon of nonspecific bronchial hyperreactivity increases. In schoolchildren with bronchial asthma, the examination usually reveals other concomitant allergic diseases: atopic dermatitis, allergic rhinitis, chronic urticaria, angioedema, hay fever.

Bronchial asthma in many adolescents is a continuation of this disease, which began in the previous periods of the child's development. In a number of patients, the onset of asthma is noted in adolescence. In adolescents, a moderate course of bronchial asthma prevails. As in children of school age, in adolescents, its development is determined by the influence of environmental factors, among which allergenic effects and the effects of nonspecific factors are also determining the course of this disease. A significant influence on the course of bronchial asthma is exerted by age-related changes in adolescents in the system of neuroendocrine regulation, which have a certain influence on the formation of an adolescent as a person, his behavior. A sharp change in mood noted in adolescents with bronchial asthma, impulsive behavior, dependence on the opinion of peers, increased demand, failure to comply with the attending physician's prescriptions, the presence of complexes for diseases, excessive use of short-acting inhaled bronchospasmolytics, the presence of bad habits (smoking, drinking alcohol) can aggravate the course of the disease. These factors can be the reason for the uncontrolled course of bronchial asthma in adolescents. [5] This can also be facilitated by an imbalance in nutrition, the lack of a proper psychological climate in the family, and a tendency to stress.

In some children and adolescents, with age, the course of bronchial asthma takes on a milder course and it is possible to achieve in them, under the influence of treatment, a long and stable remission. It should be borne in mind that in addition to typical bronchial asthma in children, there are atypical forms of asthma, the true nature of which is established on the basis of clarification of the allergological history data, clinical and allergological examination. To such atypical forms of bronchial asthma





can be attributed to cough bronchial asthma, asthma of physical exertion, refractory to therapy bronchial asthma.

Allergic rhinitis is a very common allergic disease in children and adolescents. There are two forms of allergic rhinitis: intermittent (seasonal) and persistent (year-round). The pathogenetic basis of allergic rhinitis is immune (allergic) inflammation of the nasal mucosa [7]. The development of intermittent (seasonal) allergic rhinitis is most often due to the development of sensitization to pollen allergens and is characterized by the appearance of clinical manifestations of it during the flowering season of causally significant plants. In patients with intermittent seasonal allergic rhinitis, the most often causal are allergens from tree pollen, cereal composites. The onset of intermittent allergic rhinitis may be due to food allergies. Due to the presence of hypo- and overdiagnosis, the diagnosis of allergic rhinitis in young children must be verified in all cases.

The development of persistent (year-round) allergic rhinitis is most often associated with sensitization to aeroallergens in dwellings (house dust allergens, *Dermatophagoides pteronyssinus*, *Dermatophagoides farinae*, allergens of pets, especially cats and dogs, mold fungi allergens). Exacerbation of year-round allergic rhinitis may be associated with sensitization to bird feathers and dry fish food when birds and aquarium are kept at home. The reason for the exacerbation of allergic rhinitis can be the use of medications, more often antibiotics, nonspecific anti-inflammatory drugs, sulfonamides. Allergic rhinitis in children may be caused by latex sensitization. [11]

Intermittent allergic rhinitis is characterized by a more acute onset of the disease with a predominance of the exudative component of inflammation; persistent allergic rhinitis is characterized by a less acute onset of the disease with a predominance of nasal congestion in the clinical picture.

In young children, the predominant form is the intermittent form of allergic rhinitis, the development of which is associated with food allergy and sensitization to airborne allergens in dwellings. In cases of allergic rhinitis in the first year of life, the appearance of its symptoms makes it difficult for the child to suck and can lead to malnutrition. The connection of exacerbations of allergic rhinitis with food sensitization is most often traced in the first or second years of life.

The onset of seasonal allergic rhinitis as a manifestation of hay fever usually occurs at the age of 5 to 6 years [8]. In a number of children, it is preceded by other allergic diseases (atopic dermatitis, bronchial asthma, persistent allergic rhinitis).

In schoolchildren and adolescents, in addition to exposure to exogenous allergens, the development of allergic rhinitis is significantly influenced by the effect of nonspecific





trigger factors (tobacco smoke, other chemical pollutants, changes in meteorological conditions), leading to the development of nonspecific nasal hyperreactivity.

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## INTRODUCTION OF DIGITAL TECHNOLOGIES INTO EDUCATIONAL PROCESSES: THEORY AND PRACTICE

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### Abstract

The article discusses the need to modernize education in the digital economy on the example of the Republic of Uzbekistan, as well as the role of science as an objective link, where one of the priority directions of the development of the digital economy, including Uzbekistan, is the introduction of digital technologies in the educational process. Arguments are given about the dependence of competitive organizations, firms, industries and regions not only on the effective use of personnel, but also on the availability of human resources. The difference between the innovative economy and the traditional one is shown. The proposals on the role of the state in solving these issues are presented.

**Keywords:** education, digitalization, digital economy, digital technologies, artificial intelligence, pandemic, human resources, state.

### Introduction

In the digital world, it is necessary to have digital literacy, to be able to customize digital ecosystems for yourself. Research shows that a person has something to add to artificial intelligence in order to be stronger - this is creativity and creativity. As for education, it is difficult to dispute the fact that live communication is extremely important. You can talk about online learning, but a young person needs feedback from a teacher. When even a venerable academic gives a lecture over the Internet, perhaps he is able to establish control in an audience in which 100 people listen to him. But if at least every second person wants to ask him about something personally, how is this possible with virtual communication? This cannot be done in real time. Live communication - is something that needs to be preserved in education. Undoubtedly, online education is necessary, because it allows you to connect an audience, maintain a quality level and accessibility for millions, and gives a person the right to choose. But the scientific school ensures continuity.

Digitalization will lead to the death of some elements of education that are familiar today. In a few years, dissertations in such sciences as economics, linguistics, and law will disappear: artificial intelligence systems will cope with analysis better than





scientists. At the same time, in some little-studied areas, dissertations will be equated with a discovery. As for big data processing systems, there is an elusive goal - to create a computer identical to the human brain. But humanity simply will not find enough energy to ensure the operation of such a device. This is the advantage of a person. The topic of balance is extremely important. It is impossible to separate humanities from natural sciences, online education from traditional. All this is important in order to maintain humanity's control over the surrounding world.

Currently, the education system is on the verge of serious changes. It is obvious that it is no longer possible to carry out the educational process as it has been happening in recent decades. The amount of data that we have to work with at the moment, the rate of their obsolescence, is enormous. Perhaps you need to learn something else in the modern world, because the computer will always overtake a person in terms of knowledge, and everything he learns will become obsolete. However, no one and nothing can replace the teacher. Mass online courses are good, but when it comes to values, ethics, they are transmitted only from person to person. It is no coincidence that in a post-industrial society, a sought-after skill is the ability to negotiate with people, to feel a partner. It is important to understand what you can do and transfer these competencies to other areas. If a person can only perform routine operations that do not require thinking, then he will soon be replaced by a robot vacuum cleaner, an accounting program, etc.

In the light of all these trends, the concepts of "digital economy" and "knowledge economy" are becoming inseparable. Science and the new knowledge it produces are the central core on which almost all aspects of the modern economy are "strung", based on the scientific and technological paradigm - general principles and standards of development based on innovative sources of growth associated primarily with the use of breakthrough results of fundamental and applied research. This paradigm includes the widespread use of the most modern methods and technologies for research and development, including on a digital basis.

In these conditions, the role of science as an objective link is increasing, where one of the priority directions of the development of the digital economy, including in Uzbekistan, is the introduction of digital technologies into the educational process. Although the attitude of society to the digitalization of education, today, cannot be considered the same. Supporters of paper and methods of work in the old-fashioned way consider this process premature and actively discuss this topic in social networks. Someone just turned a blind eye to innovations and does not use the opportunities provided, but for someone they really became the solution to many problems. For example, the application for children Edu Market. This program was created by







Game Zale developers and implemented by the Center for Innovation, Technology and Strategy under the Ministry of Public Education of the Republic of Uzbekistan. The platform is designed to provide equal opportunities for the development of children in the world of modern technology in the form of educational exercises (with a selection of classes by age), to promote the development of skills in the IT field, attention, memory and logical thinking. In other words, the application is designed to turn the gadget into a learning tool, to make the learning process more convenient, interesting and accessible. However, there were also those who believe that gadgets "blunt" the consciousness of children and do not help to develop in any way.

But today the picture of the world has changed dramatically - a global pandemic, complete social isolation, closed schools. Therefore, accelerated modernization of educational technologies is even more relevant for the Republic of Uzbekistan than for countries with developed market economies, since the potential of the education system is the main social resource that provides a real opportunity for an innovative breakthrough to a higher level of economic development [6]. It is no coincidence that 2020 was named the year of the development of science, education and the digital economy. "We need innovative development like air. We have set a goal to enter a number of developed countries, and we will be able to enter this list only through accelerated reforms and the development of science. The formation of the digital economy will require huge funds and resources. But we have to start this today, because tomorrow it will be too late"[1].

On the scale of the entire industry, one of the main policy documents defining the vector of development of the ICT sphere in the near future is the decree of the President of the Republic of Uzbekistan "On measures for the widespread introduction of the digital economy and e-government". According to it, it is planned to increase the share of the digital economy in the country's GDP by 2 times by 2023 and the volume of services in this area by 3 times, bringing their exports to \$ 100 million. Accordingly, in the period 2020-2022, 268 projects are planned to be implemented in various areas of economic and economic activity [5].

The central place in solving scientific and technological problems belongs to the state, whose role cannot be limited only to individual instruments of macro-regulation, tax policy, budget financing or co-financing of innovative projects. We need modern institutions and mechanisms for the transfer of capital to high-tech sectors of the economy, including small and medium-sized businesses. Currently, scientific and technological development - the transformation of science and technology into a key factor in the development of the country and ensuring its ability to effectively respond to major challenges - is considered as a strategic path for socio-economic





transformations in the Republic of Uzbekistan. That is why one of the priorities of the development of the digital economy in Uzbekistan is the introduction of digital technologies in the educational process.

The first mention of the use of technological solutions in schools in Uzbekistan can be found on the web back in 2006. Then the school-online project appeared. Its meaning was to provide parents with a copy of the paper magazine in electronic format, as well as sending grades via SMS messages. Later, several more similar solutions appeared, but they were applied locally, in a very small number of schools, and practically did not develop. As a result, the information systems market in the Republic's education has been stagnating for more than 10 years.

After a long lull, this issue began to be discussed vividly in 2018, which was given an impetus by the President of the country Sh.Mirziyoyev. In the summer of the same year, the Ministry of Public Education announced the selection of companies for cooperation aimed at digitalizing school education. According to the results of the competition, the experts of the Center for the Introduction of Information and Communication Technologies in the Field of Public Education of Uzbekistan selected Kundalik from 20 applications for cooperation. This platform is designed for teachers to compile lesson schedules, keep records of attendance and academic performance, and automate reporting. Students and parents can view grades and homework in Kundalik at any time, and communicate within the system on school issues. The platform, which was not taken seriously by many, together with the efforts of the Ministry of Public Education, helped to continue teaching children online during the prolonged quarantine due to COVID-19. During the quarantine period, digital platforms for education have indeed become one of the most popular resources among Uzbeks. In the top sites of teachers and parents: Zoom, Kundalik, Khan-Academy, Edu Market, Kitob.uz, Online-Maktab, Uzedu.uz , Utube.uz .

A big impetus in the development of digitalization of school education in the Republic of Uzbekistan was the mass quarantine imposed in the country on March 16, 2020. The issues of Internet speed, low digital literacy have become acute, many have expressed distrust of new forms of education. With the arrival of the pandemic, many business projects, medical institutions, and the education system were on standby. Despite the unforeseen situation, for which no one was ready, the study continued, but in a completely unusual format for everyone. The Ministry of Public Education, together with the National Television and Radio Company of Uzbekistan, organized the broadcast of video lessons on TV channels in accordance with the curriculum. In addition, an online maktab portal was created for this purpose. Video lessons were





also posted on the website of the digital educational platform Kundalik, on the TAS-IX network and in the official publications of the MNO.

Today, regular videoconferences have become commonplace, which a few years ago were a dream, or a performance. The launch of the unified corporate computer network "E-education" changed everything for universities. The formation of a common resource base has also started due to the creation of digital libraries, systematically replenished with textbooks, methodological manuals, multimedia courses and other materials.

Despite the understanding of the importance of ICT, unfortunately, there is still an insufficient level of use of information technologies throughout the country. Until recently, Uzbekistan ranked 181-st among 207 countries in the ranking of states by Internet speed from WebsiteToolTester [6]. This is the main stumbling block on the way of technology implementation. But, despite this, there is a noticeable progress in this issue. From January 2019 to January 2021, the speed of fixed Internet in Uzbekistan increased more than 3 times from 10.89 Mbit/s to 34.26 Mbit/s. According to the service data Speedtest.net Uzbekistan is currently ranked 94th in the overall rating for Fixed Broadband Internet speed. In January 2021, the country managed to climb two positions. According to the indicator, the data download speed in the republic was 34.62 Mbit/s. Mobile Internet speed reached 12.94 Mbit/s. Uzbekistan also improved its performance on this index and rose by two points, taking 128th place.

Quarantine has had a dramatic impact on the Internet situation, which the government and many private companies are currently trying to change for the better. During the pandemic, many mobile operators provided free access to all educational resources and some media, and on April 28, 2020, a decree of the President of Uzbekistan was signed [4], according to which all healthcare institutions, schools, preschool education organizations should be connected to high-speed Internet in 2020-2021. By 2022, digital knowledge training centers will be opened in all regions of the country, and the share of electronic public services is planned to increase to 60%. "If we do not complete this work in the next two or three years, every year of delay will cost our country ten years of progress," the President of the country stressed [2]. To solve problems with the technical equipment of schools, a pilot project of the Ministry of Public Education of Uzbekistan was also launched in February 2020 to provide tablets and laptops to teachers in installments on preferential terms. A little later, the Ministry of Public Education signed another agreement, under which a project for the production of computer equipment for smart classrooms was to be implemented by the end of 2020. The state and private EdTech companies are doing





more than ever before to ensure that the process of digitalization of education does not drag on for decades.

The main resources of such development are the intellectual potential of the nation, fundamental science, technology and innovation, which are based on the latest knowledge about nature, man and society. The results obtained in the course of scientific research, including negative ones, contribute to the development and dissemination of knowledge through the education system and increase the overall intellectual potential of society. The leading role of science requires appropriate approaches to forecasting and knowledge management, including from the point of view of the necessary resource provision. At the same time, it should be borne in mind that investments in knowledge do not give a quick return, but work for the future, sometimes quite distant. And if a new powerful intellectual potential is not created in a timely manner, communities of specialists with new competencies are not organized, the country will not be able to realize itself in the global digital space. The human factor will become the most important obstacle to economic growth and innovation, including in Uzbekistan, the development of its competitiveness up to global. In this regard, within the framework of an active scientific and technological policy, a large-scale maneuver is required with all available resources - both material and financial - and the skillful use of digital technologies will be of great importance within this maneuver.

The digital economy assumes unprecedented digitalization, robotization, when robots will perform many functions of human life, up to the functions of lawyers, judges, investigators, doctors, teachers. As for Uzbekistan, this fact cannot but affect the labor market: the day is not far off when only the best employees will keep their jobs in companies, otherwise the principle of "leave or develop" will be applied, because in the competition between technology and education, those who stimulate the improvement of skills, who are able to take advantage of digital opportunities, win.

Now the competitiveness of organizations, firms, industries, regions, countries as a whole depends not only on the efficiency of using available personnel, but also on the availability of human resources.

Personnel and education, as well as the formation of research competencies and technical reserves, are among the basic directions of the development of the digital economy. This issue has been repeatedly noted by the President of the country Sh.Mirziyoyev in his speeches.

In this regard, it should be noted that the pace of economic growth is directly dependent on the amount of human capital concentrated in the field of obtaining new knowledge. Unfortunately, in the practice of State management of the economic and





social development of the country, such guidelines and proportions are not established and are not justified. As a result, negative trends are forming in the economy and in the social sphere, causing inefficient use of intellectual resources and the gradual loss of relevant competitive advantages.

To correct the situation in the system of public administration of innovation, education and scientific research, it is necessary to include a mechanism for accounting for costs and results that characterize the effectiveness of the use of professional personnel employed in these areas of activity, to assess their impact on economic growth, production structure, social development, labor productivity and competitiveness of the country.

It can be concluded that the application of any method of evaluating the effectiveness of research and development should be based on the personnel component, which is subject to accounting and forecasting not only at the national, but also at the sectoral, regional, corporate management levels.

As a rule, the more developed a country is, the higher the share of the service sector in the structure of GDP and in the number of employees. The innovative economy within the framework of the scientific and technological paradigm also differs from the traditional one in that in the process of its functioning, the share of intellectual property in the creation of new property is growing at a higher rate. Intangible assets, such as theoretical knowledge, scientific and technical developments, and, above all, innovations, become a determining factor in the development of production. Scientists, engineers, designers, designers and other specialists, as well as entrepreneurs, become the main actors of the economic system based on digitalization, ensuring the introduction of scientific developments that are the locomotive of the development of other industries. In the model of such an economy, the main added value is created with the help of the "knowledge" factor, the consumption of the "land" production factor is reduced. In the new conditions, the key to economic superiority is leadership in the production of high-tech products and control over the flow of information.

The number of people employed in the research and development sector is one of the significant factors influencing the pace of technological progress in endogenous growth models. With an appropriate combination of parameters, an increase in the share of people employed in this sector leads to an acceleration of scientific and technological progress, which causes an increase in GDP per capita. Unfortunately, Uzbekistan cannot yet state the fact that it occupies a leading position in terms of the absolute scale of the personnel potential of the research sphere in the ranking of states. Scientists, including young people, continue to leave Uzbekistan.





The effects of overflow and accumulation of knowledge (including learning in the process of work) have an impact on the possibilities of applying the results of scientific research in the digital economy. The dissemination of knowledge takes place during the purchase of equipment, technologies, hiring of specialists, whose training should take place continuously in the process of introducing new technologies and mastering innovative methods. Knowledge in the conditions of digitalization can be accumulated and transmitted almost continuously. This fact causes the rapid development of technologies that constantly require new scientific discoveries. As a result, the results of science can be translated into real economic growth faster.

The state performing managerial functions bears the burden of developing institutions and mechanisms that support the development of science and at the same time create conditions for increasing its economic impact in order to dynamically develop high-tech sectors of the national economy, which will allow it to take its rightful place in the world, including in the field of digital economy. In the meantime, this place is quite modest.

For example, China, which has significantly strengthened its position in recent years in almost all areas, has moved closer to the main leader: it holds one second, four third, three fourth and one fifth place. Thus, in terms of the number of global technological reserves, China is comparable to or ahead of Japan, Germany, and the United Kingdom [3].

One of the main problems of the domestic scientific and technological sphere is the lack of a clear state science management system that would allow for long-term forecasting and planning of the development of this sphere, including monitoring the achievement of goals and the effective spending of allocated funds. The difficulty lies in the fact that, on the one hand, different aspects of the national innovation system are distributed among various departments, organizations and development institutions, on the other hand, the practice of different countries shows that it is impossible to create one effective "super-agency" dealing with science and innovation. At the same time, management in the scientific and technological sphere requires effective interdepartmental coordination and control.

In our opinion, it is academic science that should play an integrating role here, ensuring the unity of the scientific space. With this approach, the functions of public administration in the scientific and technological sphere will also be facilitated.

Today, many branches of knowledge that previously developed on their own have become a single field. Modern science and education are multidisciplinary. There has never been anything like this in the history of mankind, this is the point of transition to another civilization, so the responsibility of scientists to society is growing. The





more powerful science is, the more dangers there are, therefore, the task arises of training people who are able to realize this danger, and the role of the state in solving this issue is even more strengthened.

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## THE CHOICE OF A METHOD OF TEACHING A FOREIGN LANGUAGE, AS AN INDIVIDUAL TEACHER'S APPROACH TO THE LESSON

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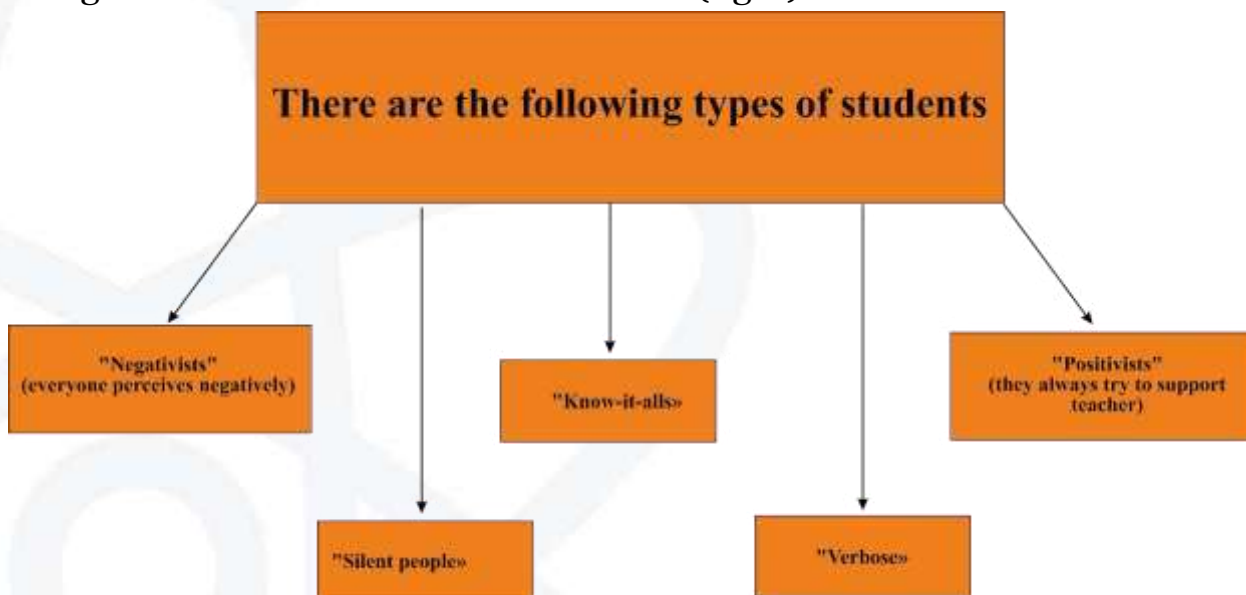
### Abstract

The article describes the methods of teaching a foreign language. The essence of their application during the lessons of teaching a foreign language.

**Keywords:** Methods, forms, pedagogical technology, audience structure, grammatical-translation method, lexical-translation method, direct method, mixed method, consciously – comparative method, collaborative learning method, communicative system-activity method, project method, interactive teaching method.

### Introduction

There are many methods of teaching English, and each teacher has the right to choose a method that is comfortable and close to himself and his teaching style. The choice of a teacher depends on many factors. For example, a teacher analyzes the psychological structure of a student audience. (fig. 1)



Thus, the teacher forms the pedagogical technology of the teaching process.

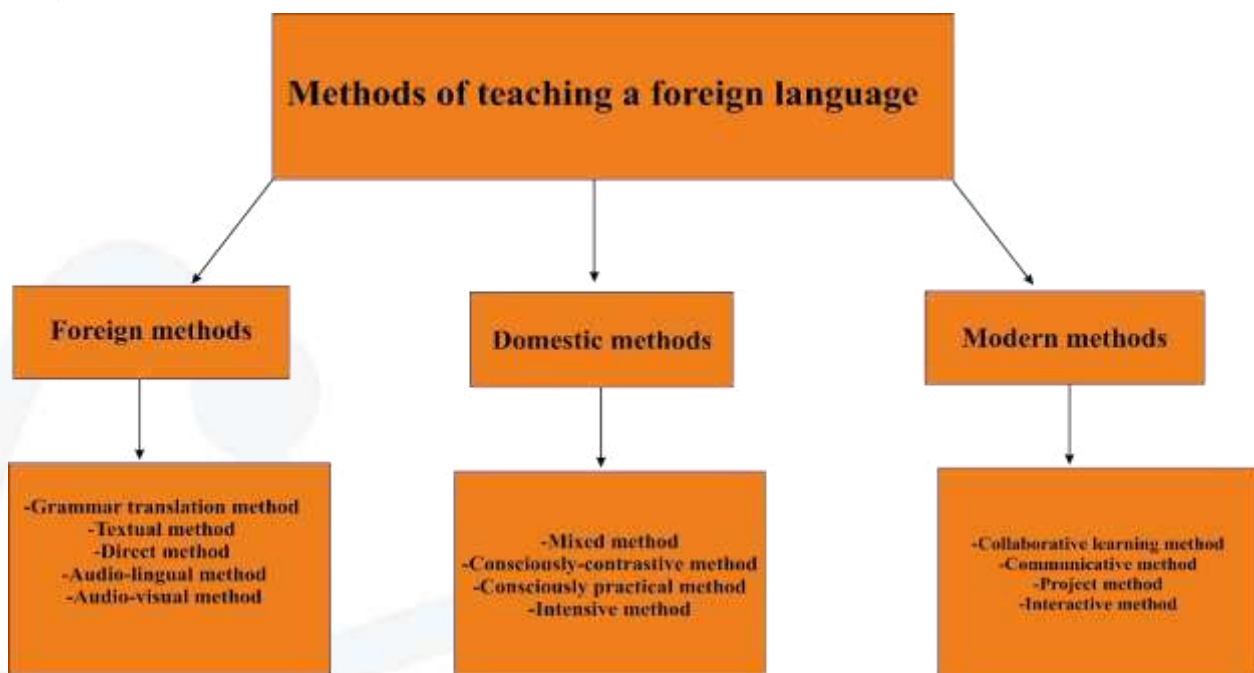
Pedagogical technology is a set of techniques, an area of pedagogical knowledge that reflects the characteristics of the deep processes of pedagogical activity, the peculiarities of their interaction, management, which ensures the necessary effectiveness of the educational process [1].





The use of modern pedagogical technologies in the process of teaching foreign languages allows you to reproduce learning situations, helps to complement traditional teaching methods, contributes to the formation of fundamental skills of foreign language communication from the awareness of the ability to express thoughts in another language to the independent solution of communicative problems, increases the desire, interest of students in learning, makes -a new look at the studied subjects, thus revealing their creative and intellectual capabilities, talents [2].

Thus, the teacher is faced with a choice of teaching methods, the structure of which is set out below:



The grammar-translation method is a method, the essence of which is to study the language formally, in a semi-conscious semi-mechanical way. With this method, all the material, rules, examples, everything is memorized. This method gives good results in understanding the readable text and translating text from a foreign language.

Lexico-translation method – at the center of this method is vocabulary, this method is memorizing original works, vocabulary in this method is relegated to the background and is studied only as a commentary on the text. This method achieves general educational goals, reading and translation of the text.

The direct method is a method that arose on the basis of the natural method, and was called the direct method, because its supporters sought to associate the words of a foreign language and its grammatical forms directly (directly) with their meaning. The methodological principles of teaching by the direct method are as follows:



1. The basis of teaching is oral speech, since any language by its nature is sound.
2. Exclusion of the native language and translation.
3. Particular importance was attached to phonetics and pronunciation, since mastering the sound side of speech is an indispensable condition for oral communication.
4. Learning a word only in context, that is, as part of sentences.
5. Learning grammar based on induction.

The mixed method is a combination of the extreme positions of direct and grammatical-translation or text-translation methods.

The characteristic of the mixed method was the recommendation regarding the teaching of grammar. As a rule, at the initial stage, grammar was studied «practically», that is, without realizing and singling out the rules – intuitively. At the second stage, all representatives considered it necessary to analyze the phenomena and rely on the rules. At the third stage, it was recommended to systematize the previously studied material.

Consciously - the comparative method is a method in which productive and receptively assimilated material were clearly distinguished. For the first time, criteria for the selection of productive and receptive vocabulary were developed, divided into basic and additional ones.

The consciously-contrastive method is based on the comprehension of the action, and not the mechanical development of a skill, conscious, and not intuitive mastery of the language.

Consciously comparative method played a positive role in the development of methods of teaching foreign languages. The need for further improvement of this method was dictated by life. Conscious mastery of a foreign language as a means of communication presupposes awareness of linguistic phenomena and the functioning of phonetic, lexical and grammatical material in speech in accordance with the communication situation, the acquisition of practical knowledge as a base for self-control and self-correction. This is ensured by a rational combination of theory and practice (80% of the time is devoted to training exercises and speech practice, 20% - to mastering language knowledge); using the techniques of conscious and unconscious imitation, leading to the purity of sound and structuring, as well as the strength of skills.

collaborative learning method – the essence of the method is to create conditions for active learning activities of students together in different learning situations. In this case, the students in the class should be divided into small groups of 3-4 people. In a small group, students should be psychologically compatible with each other.





Otherwise, there will be no educational cooperation with students in small groups. This subgroup has one common task. Each student in the group is given a separate assignment for this task. That is, each student is responsible for completing the assigned task, and it is explained that the main task is to get the result of the task.

The communicative system-activity method is a communication-based method in which the learning process is likened to the real communication of students. Participants in this method try to solve real or imagined problems by communicating and discussing it using a foreign language. But this method requires the language readiness of the students.

### **Design Method**

The project is an opportunity for students to express their own ideas in a creatively thought-out form that is convenient for them: making collages, posters and announcements, conducting interviews and research (with subsequent design), demonstrating models with the necessary comments, drawing up plans for visiting various places with illustrations, a map and etc. With this method, at the center of the learning process moves from teacher to student, which allows you to raise the student's internal motivation, it is with this method that students have the opportunity to reveal their creative potential, to show research and organizational skills, imagination, activity and independence.

Interactive teaching method – in this method, the key concept of the interactive method is interaction, which involves interpersonal communication, and the most important feature is the ability of a person to «take the role of another», imagine how a communication partner or group perceives him, and accordingly interpret the situation and construct his own actions.

Which of the listed methods the teacher chooses depends on his approach to the lesson, the goal set by him, which he wants to receive after completing the English language course.

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## THE DIFFERENCES BETWEEN WORD, ATAMA, ISTILOH IN UZBEK AND COMPILING TERMINOLOGICAL DICTIONARIES

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### Abstract

Language is complex phenomenon, influenced by majority of systems. Fixing a word for a specific meaning and attaching cultural meaning to words becomes challenging. Here translators and dictionary users get confused. This article introduces the differences between word, term, atama, istiloh in Uzbek and shows the stages of compiling terminological dictionaries, and classification of terminography and terminological dictionaries.

**Keywords:** term, atama, terminography, compiling dictionary.

### Introduction

Words and phrases used in special fields in linguistic research are interpreted as terms. Most linguists argue that the term is, first of all, an equal member of the lexical system of the language. The word term comes back to Medieval Latin ‘terminus-term’ in the meaning of “limit in time, set or appointed time”, and ‘end, boundary’. Terminological systems appear and develop in the holistic language system in accordance with its general laws. There is no insurmountable boundary between the term and the word, they do not differ significantly in “form or content” A term is essentially a word, but a separate type of word.

Terminology can be defined as a system of terms related to the system of concepts of a particular discipline. “A terminology is a set of terms representing the system of concepts of a particular subject field”. A system of specific terms corresponds to any system of concepts. The development of terminological systems goes hand in hand with the development of science. Moreover, in contrast to common words, terms are consciously introduced into scientific and practical circulation. “Terms do not appear, but they are “invented” and “created” when needed”.

Word, term, (“atama”, “istiloh” in Uzbek language)





The main difference between a term and a word is the nature of reference. Term is characterized as mono-referential in a very specific concept at high degree relating to a specific area or field or discipline. It involves linguistic (lexical, syntactical and semantic) as well as concepts (generic, portative and casual) restrictions. Scholars worked out and made clear the distinction between 'word' and 'term' quoting the renowned scholars of the fields.

Pearson quoted Sager's distinctive definition between 'terms' and 'words':

"... the items which are characterized by special reference within a discipline are the 'terms' of the discipline, and collectively they form its 'terminology'; those which function in general reference over a variety of sublanguages are simply called 'words' and their totality is the 'vocabulary'".

In this regard, we need to return to the ideas that have been said and are being said about the use of the word term in the Uzbek language, the synonymous relationship between "atama" and "istiloh". Over the last 10-15 years, the use of "atama" instead of the term has been artificially activated due to some subjective assumptions. Even the word terminology has been officially replaced by the word "atamashunoslik". These words have been stamped in manuals and pamphlets published in the past, in more than 50 terminological dictionaries. It is true that in our language, if we find a mutually acceptable equivalent to a particular intermittent word, it is necessary to replace it. However, in the above case, that is, when using "atama" instead of the term, the very fact that the definition of the term is confirmed by the definition of the term indicates that such a substitution is unacceptable. A. KHodjiev also expressed reasonable opinions about the wrongness of such a change, its causes and consequences. We think that, hence, the word term refers to words and phrases used in a field or branch of science, "atama" is expedient to use the word in a broad sense in relation to conditionally given names, including names of geographical objects, toponyms. It is not advisable to use "istiloh" in the name of the ever-evolving concepts of science and technology. However, the use of this word in historical texts does not seem to raise any objections.

### **Kinds of Terminology and Function**

According to scholars working in the field of terminology mentioned the kinds of terminology:

Classical terminology: in which terms must be univocal (monosemous), its value defined by external, nonlinguistic reference points, e.g. ISOs.

Descriptive terminology: Terms can be called the special use of polysemous words defined in the dictionaries.





Socio-cognitive terminology: it discusses the cognitive aspect of terminology in domain-specific language related to verbal, situational and cognitive contexts of various discourses.

The function of terminology is to identify the precise association between the term and concept, while the term exists already. Jennifer Pearson mentioned two kinds of terminologists: “Traditional Terminologists” who study terms in isolation without its context, and “Modern Terminologists” who keep in view its usage determining its meaning according to textual variations. The term as a lexical unit belonging to a limited lexical layer is the main object of terminological research, an important source for the creation of terminological dictionaries. While lexicology deals with the study of lexical units of common language, lexicography deals with the theory and practice of creating dictionaries by collecting, arranging and describing these lexical units. Similarly, terminology is a branch of science that studies specific lexical units – terms. The terms are mainly used in the creation of dictionaries, and the set of dictionaries created by many linguists and specialists is called “terminological lexicography”, “scientific and technical lexicography”. After linguists A. A. Reformatsky and A. D. Hayetin, S. V. Grinyov proposes to use the term terminography, which is synonymous with the term lexicography, instead of this compound term and describes it as a theory and practice of compiling special or terminological dictionaries.

It is clear from the above that terminography deals with the creation of terminological dictionaries, both theoretical and practical aspects of terminological activity. Nowadays, in terminology, a terminological or special dictionary is a type of encyclopedic dictionary that covers, explains and interprets the names of concepts and objects in a particular field of knowledge and science and technology.

A terminological dictionary can explain only a narrow field of terms (for example, a dictionary of botanical terms), or it can cover terms of different, usually related fields of knowledge (for example, a dictionary of computer science terms). However, the terminological dictionary should be monolingual (summarizing the terminology of a particular field in one language and interpreting it in the same language) or bilingual, trilingual and multilingual (terms of one language are terms of another language or other languages can be explained by).

Terminological dictionaries usually cover synchronous material, but they are becoming more and more important not only in the history of relevant terminology, but also in the history of the language in which these terminological dictionaries are created.





## **Terminography**

The creation of terminological dictionaries, namely, terminography, is an integral part of general lexicography, although most of the processes in them are similar, but they also have many differences. In particular, the classification and definition of terms differs significantly from the classification and definition of words in the common language.

Carolina Popp mentions that terminography is the practical side of terminology. It compiles, classifies and properly organizes nomenclatures which are terms sets of a particular field. It is a practical discipline of applied science based on theoretical foundation. Its objectives and aims being a practical activity, as Carolina suggested, are to solve problems of communication.

The pamphlets and manuals published in different years of the last century give clear instructions on the terminographic activity, ie the work of compiling terminological dictionaries, which consists of several stages, and what should be done at each stage. Linguist S. Akobirov, based on the "Note for workers on the regulation of scientific and technical terminology" of the Moscow Committee for Technical Terminology, recommended that the work on terminological research and terminological dictionary must be carried out in 6 stages and classified each stage.

### **Stages of compiling terminological dictionary**

S.V. Grinyov, on the other hand, studies the views of a number of terminologists on how many and what are the stages that represent the sequence in the work of creating a terminological dictionary, and defines them into four.

In the first stage, the type of the future dictionary and its main characteristics - the lexical layer to be classified, the purpose and function of the dictionary, the range of users of the dictionary, aspects of vocabulary coverage and description, the approximate size of the dictionary, the criteria for selecting specific vocabulary to be included in the dictionary, the structure of dictionary articles and, in general, the dictionary, etc.

In the second stage of the work lexical material (words and phrases) is collected and a list of special lexical units to be classified in the dictionary is compiled. Special lexical units are selected by dictionary compilers from pre-defined sources (scientific and technical literature, normative and technical documents, dictionaries, etc.) in accordance with acceptable, official criteria. When choosing a special vocabulary, each lexical unit is copied on a separate card and placed in alphabetical order.

In the third stage of compiling the dictionary, the special vocabulary included in the dictionary is directly analyzed and described. According to the purpose and tasks of the dictionary, synonymous, hierarchical and associative relations between the





selected lexical units are defined and noted, they are described or equivalently selected from foreign language materials, lexical units described where necessary are provided with grammatical characteristics. The combination and structure of articles are determined, the main and additional indicators are formed.

In the fourth stage, the results of terminological work are formed in the form of a concrete dictionary, the prepared material is edited, the links between individual articles of the dictionary are identified and checked, the Introduction part is prepared, the publication of the dictionary is carried out.

## Conclusion

Lexicology deals with the evolution of the vocabulary units of a language, lexicography is a lexicological study, but it has already been defined as a special technique, the writing and compilation of dictionaries, widely refers to the principles that underline that process of compiling and editing dictionaries.

Terminology, being the science of creating terms and putting them in use, play a key role in the life of a translator and interpreter. It is evident from the above discussion that term is different from a word as term contains a concept in a specific domain. Terminography means the science, work of describing terminology and it is a practical discipline.

It is evident from the above discussion that in Uzbek language, we use term, atama, istiloh for different purposes, and their usage in various fields.

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## METHODS OF DEVELOPING INTEREST AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS IN THE ARTISTIC CULTURE OF UZBEKISTAN

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### Abstract

The article discusses various methods of developing interest among students of higher educational institutions in the artistic culture of Uzbekistan, in particular using non-standard and author's types, types, forms and elements of classes.

**Keywords:** culture, artistic culture, artistic values, aesthetic perception, modeling, interest, aesthetic culture, discussion, debate, motivation, logical structure, landscape, portrait genre, paintings.

### Introduction

The culture of student youth is in the focus of the state educational policy, including the call to improve the content, forms, technologies, methods and means of the educational process, as well as the emphasis on the use of extracurricular forms in cultural work with students.

In extracurricular classes in higher educational institutions, in order to develop aesthetic culture among students, it is necessary to intensify interest in this culture by studying the artistic values of Uzbekistan.

To conduct classes, it is necessary to use the following types of classes: explanatory-illustrative, problematic, explanatory-problematic and modular.

The forms of classes were chosen: individual, microgroup, group, collective.

Non-standard and original types, types, forms and elements are used (unusual, interesting and very original): an impromptu lesson at the request of students; conducting a lesson by a student (previously prepared with a teacher); "immersion" of students (with creative imagination): "transferring oneself" in the Middle Ages to the Registan Square in Samarkand; playing the role of a witness to the construction





of the greatest building in the medieval world of the Bibi-Khanym mosque in Samarkand; acting as a contemporary of Behzad, a witness of his work, a connoisseur of brilliant works of miniature paintings; "empathy" with the artist - creator of artistic values of Uzbekistan (emotional, aesthetic, moral); aesthetic perception of artistic values of Uzbekistan; artistic and analytical study of artistic values of Uzbekistan; independent schematization, modeling, construction of the process of artistic and aesthetic perception of works - ancient architectural art, miniature painting of the Middle Ages, decorative and applied art of Uzbekistan, its types, modern works of painting (landscape, portrait and other genres); classes are also conducted according to the interests of students; credit-reporting classes are practiced - on written works (their reading - evaluation); classes - mini-lecture (informative and educational reports and mini-lectures of students on the artistic culture of Uzbekistan); classes - Kaleidoscope [2], very interesting in the world of artistic culture of Uzbekistan (on a competitive basis); exhibition of students' works in the classroom, etc.

The logical structure of methods, techniques and methods depends on the construction of the content of classes [1].

The study examines the methods of the teacher's work: appeal, appeal, message, information, motivation; story; retelling, recollection, explanation; statement of a specific problem, question, keywords and concepts; definition of starting positions; explanation, interpretation (on questions); conversation (introductory, message, heuristic, synthesizing, consolidating, systematizing; individual, group, collective; prepared, spontaneous); dialogue; mono-dialogue; argumentation, proof; dispute, discussion, debating; discussion; lecture (monologue, repeat, review, systematization of the material covered; consultation; lecture - press conference); report; concentration (attention); synthesis, analysis, systematization, generalization, conclusion, conclusion, formulation; instruction, algorithmization; consolidation, repetition, memorization, correction; correction, correction; stimulation, encouragement; control; outcome; perspective forecasting; reminder, instruction, advice, wish, guideline.

The visual and illustrative specifics of the study require special attention to such methods as:

visual – in conjunction with verbal and practical, in order to visually and sensually familiarize students with the artistic values of Uzbekistan in their natural form or in a symbolic image using drawings and reproductions;

methods of illustrations – artistic values of Uzbekistan through various manuals, paintings, etc.;





methods of demonstrations – artistic values of Uzbekistan through various technical means.

Here, the following are observed: the measure, quality and volume of the material shown, its relevance; highlighting the main thing, attracting students to search, including material on artistic values of Uzbekistan; the effectiveness of using a set of methods; explanatory and illustrative reproductive, problematic and partially search, as well as mini-research.

### **Methods Offered to Students**

free choice (of interest(s)) in the artistic culture of Uzbekistan; attempts, trials, repetitions (in exercises – oral, written, graphic) requiring intellectual-creative and visual-creative efforts; exercises – reproducing, training - on perception-analysis of works from a number of artistic values of Uzbekistan;

perception - memorization - repetition - application - activity; solving certain tasks; performing tasks, assignments, intellectual and creative works; answering questions; following rules, tips, guidelines, recommendations; perception (aesthetic) - analysis (artistic) of artistic values of Uzbekistan; search, mini-research; "discoveries" (as the study of a specific artistic value of Uzbekistan; "entry" (in the role; epoch, in the plot of the work); "creative imagination" (as an individual and creative study of a work of art from the national artistic heritage of Uzbekistan; reflection, reflection, judgment, inference, formation of their own rules, conclusions, opinions, points of view, their protection; preparation of reports, mini-lectures, discussions, quizzes; visual-illustrative and textual materials dedicated to the artistic culture of Uzbekistan, artistic value, national artistic heritage of Uzbekistan; visit: museums of arts, decorative and applied arts of Uzbekistan, monuments of ancient architecture on the territory of Uzbekistan.

In the center of the initial and further attention are methods: offering students a free choice of interests in the artistic culture of Uzbekistan; studying the range of interests in the artistic culture of Uzbekistan, the artistic value of Uzbekistan. These methods concentrate students' individual-need-attention - desire - interest in a particular topic, its key issues of their choice for deeper independent study. At the same time, it provides for going beyond the topic (if the interest extends to other objects and even the artistic culture of other peoples). The author suggests an interest in the perception - analysis - evaluation of a work of art as an artistic value of Uzbekistan.

So, the method of familiarizing students with the range of possible interests in artistic culture works - as they study the artistic values of Uzbekistan (according to the subject of classes, with a focus on dominant and derived interests).





Students receive presentations on very interesting questions on the subject of the following classes: "Ancient architecture on the territory of Uzbekistan as a national treasure and world heritage", "Medieval miniature in Central Asia as a world artistic value", "Painting of Uzbekistan, its artistic values", "Decorative and applied arts of Uzbekistan of world recognition". The methods used cover the purpose - educational, educational, developing, educating, - determine the successful solution of the tasks assigned to the teacher and students.

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## TASHKENT EASTERN TORCH

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**«EACH SOVEREIGN STATE HAS ITS OWN UNIQUE HISTORY AND CULTURE. THIS HISTORY, THE REAL CREATOR OF THIS CULTURE, IS RIGHTLY THE PEOPLE OF THIS COUNTRY. »**

**SH.MIRZIYOEV**

**PRESIDENT OF THE REPUBLIC OF UZBEKISTAN**

### **Annotation**

This article briefly describes the centuries-old history of our native city "Tashkent". The article covers events related to socio-economic and cultural life, relying on historical data.

**Keywords** Ark, International, Fountain, more, neighborhood, rukun, master, majmua, Hanako, hunarmand, zakot, shi, Shosh, Choch, Jangah, well, guzar.

### **Introduction**

"Tashkent is for all of us, first of all, the beautiful capital of our independent state, the heart of our country, in other words, the sacred threshold of our homeland for the people of the world to get acquainted with our homeland," said the first President of Uzbekistan I.Karimov. to whom it does not depend.

The city of Tashkent has a rich history of many centuries, and the "Great Silk Road" has played an important role in its socio-economic, political and cultural life and has become a major international trade center. Information about nature, economy, handicrafts, religion in different periods is reflected in toponyms.

According to young researchers, in the Tashkent region, about 90% of scientists live and explain their creativity.

In ancient Chinese sources, Tashkent was mentioned by the names of Chinese layout, Yuni, Zheshi, Zhechji, Zhesi and Shi: the Chinese word "shi" means "stone".

In medieval Persian written sources, too, the name of the city is indicated as "Choch". In Arabic sources, the name "Choch" is given in the form of "Shosh". In general, at first the term "Choch" was mentioned in the ancient Bible "Avesto" of the fire worshippers.

The most ancient name of Tashkent " Choch "before the appearance of the city of Tashkent, the lands surrounding the Chirik and Ohangaron rivers were prosperous with the waters of these rivers, and the local inhabitants of the Tashkent oasis called" Choch".





In the works of Abu Rayhon Beruni "law-Ma'sud" and Mahmud Qashgari "Devon lugatit-turk" the Turkic naming of "Binkat" is interpreted as "Tashkent". The formation of Tashkent as a city and water supply in its development was one of the most necessary tools.

In ancient times, the city was supplied with water from the Bozsuv canal, which was mined from the Chirchik River, and from it the rivers mined.

At the end of the XI century, at the beginning of the XX century, the number of large, medium-sized V-capillaries in the territory of Tashkent was close to 180.

Residents of Tashkent used several springs and about 600 wells with their own names. At the beginning of the XX century in the old part of Tashkent there were 280 neighborhoods, separating them from each other mainly narrow streets. The adjoining areas of the streets are referred to as the Guzars, they are considered the Centers of the neighborhoods and are the most populous places. These are: Karatas Lake, Archer Lake Big Lake, zangiota road, Kokand road, Chimkent road, Prakent road, depending on which side of the city to walk.

About the division of the city of Tashkent into four districts in the second half of the XVIII century, the historian Mukhammad Solikh gave detailed information in his works "history of jadidiy", "Tashkent". But while the author calls the geniuses "Rukin". he ran the" more " stage. These are: Shaykhanurur, Hazrati Imam Shoshal Shashiy, Zangiata, Sheikh Zainiddin's pillars.

1. Kaffol Shoshiy - North Doha.
2. Zangiota-South more.
3. Shaykhanurur-East Doha.
4. Sheikh Zayniddin-among the inhabitants of the city, even called West Doha, were considered Sebzor, Beshyagach, Shaykhanur, poppies.

From the eastern gate of the city to the western gate was 8500 steps, from the northern gate to the South 8100 steps.

In every genius there were dozens of neighborhoods, several mosques, madrasas. For example, in the genius of Shushiy – Sebzor, there were 38 neighborhoods, 3 madrasas, 10 mosques, and sebzur leagues were engaged in painting, horticulture, ethics.

Zangiota -five wooden genius of 32 neighborhoods 3 madrasas, 68 mosques were. The inhabitants of daha were mainly famous for their saddling, sewing and weaving, and also had their own fruit gardens.

In the genius of Sheikh Zayniddin-Kukcha there were 31 neighborhoods, 3 madrasas, 51 mosques, they were mainly engaged in tanning, ethics.





In the genius of shaykhanurur there were 48 neighborhoods, 6 mosques and 3 madrasahs, the inhabitants of which were engaged in saddle-making. Geniuses are divided into neighborhoods and they are named as eight groups from the content aspect of their names.

1. Profession and population are related to the social sphere (Degrez, saddle-maker, Sorkhumdon).
2. It is associated with natural geographical location (Almazar, Kattahovuz, large garden).
3. The name Lar associated with the release (Oktepa, Roundtepa, Kufgontepa).
4. The city gate symbols are associated with the symbols of the name (Samarkand gate, Tahtapul, Chaghatoy).
5. The name of the neighborhood is associated with the symbols of the mosque, the cemetery, the Bazaar (Eskijuva, pitcher, Sturgeon, felt Market, Archer pit).
6. The well-known person Lar is associated with the name Lari (Zangiota, Huvaido).
7. Ethnicity is associated with a lik (Kashgar, worm).
8. Related to historical reality (Jangah, Hornishintepa).

The old part of Tashkent also included the names of gates, neighborhoods, streets, canals, various institutions and cities.

The last 12 gates of Tashkent, named after four more saints of the city, were repaired and rebuilt in the early 19th century during the reign of the military princes.

These are: Quymos, Kokand, Kashgar, Labzak, Takhtapul, Karasaray, Sagbon, Chigatay, Kokcha, Samarkand. Named after names like Kamolon, Beshyogoch.

The meaning of the ancient names of Tashkent After the independence of Uzbekistan, it is possible to learn that it was one of the ancient cities, which served as a center of high culture, art, crafts, agriculture and trade was created.

Tashkent City has become a major industrial center in the years of independence. Although it is a multinational international city, it has a population of about 3,5 million, consisting of about 140 representatives of nationalities.

From the side of the International Organization of AISESCO in 2007 to Tashkent City was given the name of “the universal capital of Islamic culture”, an important event in the spiritual life of our people.

The restoration of the Khasti Imam (Hazrati Imam) complex adds to the beauty of our city and demonstrates the Uzbek government's respect for Islam.







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## **OBSERVATIONS ABOUT THE NOMAD SAK, MASSAGETAE TRIBES IN ANCIENT TIMES**

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### **Annotation**

The article describes the tribes that lived in ancient times - sak massagetae. Their unity is defined in terms of their struggles and lives in tribal solidarity and lifestyle. The opinions of Greco-Roman historians about them are provided.

### **Annotatsiya**

Maqolada qadimgi davrlarda yashagan qabilalar – sak massagetlar haqida bayon qilinadi. Ularning uyushishi qabilaviy hamjihatlikda olib borilgan kurashlari, turmushi haqida yoritilgan. Ular haqidagi yunon-rim tarixchilarining fikrlari bayon etilgan.

### **Аннотация**

В статье описаны жившие в древности племена сак-массагетов. Их организация описывается с точки зрения их борьбы и жизни в племенном единстве. Описаны мнения о них греко-римских историков.

### **Introduction**

The victory of the Massagetae over the Iranians once again proved their fighting prowess. The external threat, the brutal attack of the invaders, required the unification of the nomadic tribes into a single alliance in the political arena of Central Asia.

According to the historian Herodotus, in ancient times the Turanians, especially the Massagetae, worshipped the Sun and the Earth.

Herodotus described the patriotic aspects of the Massagetae in detail. They also have a clear sense of solidarity. Because the Massagetae did not act alone in this struggle, they were quickly joined by the Saks and Derby, who were part of this alliance. According to Greek authors, the Saxon king Amorg came to the rescue with a cavalry force of 20,000 men.

According to Strabo, one of the main Scythian tribes was the Doy (Dakhs), who lived in southern Turkmenistan, in the eastern part of the Caspian Sea. Thus, in the VII-V





centuries BC, in their northeast, on the southern shores of the Aral Sea, the Sak-Massagetae tribal alliance was living on the base of military-political rule. In other words, in the territory of Khorezm there was a union of Sak-Massagetae tribes (confederation) consisting of Atasians, Derbiks, Alans, Saks, Kharsmiys, Kanglys. Each tribe in the alliance had its own genius.

The Khorasmians ruled the Union of Sak-Massagetae living in the Khorezm oasis. These ethnic groups formed the ancient roots of the population of the Khorezm oasis. The ethnogenesis of the Khorezm people involved mainly two ethnic elements - Turkic and Persian-Tajik. According to Abu Rayhan Beruni, the Turkic tribes are one of the oldest ethnic groups in Khorezm, and the Khorezm people are descended from that ethnos. That is why they consider the ancient Turkic tribes as their ancestors. However, the population living in the desert-sand zone was semi-nomadic, semi-sedentary, engaged in animal farming and hunting.<sup>1</sup>

The Saka people lived in the lower reaches of the Syrdarya before the conquest of Alexander the Great, and later moved to Karki Khalif, northern Afghanistan. Strabo calls them, as we have mentioned, "Dakh," "Day," and "Dev." Ancient Chinese sources say that they were called "daha", who lived in the south of the Amu Darya. Ancient Greek and Iranian sources state that the saka people of Parthia, Margiana, and Sogdia paid tribute to the Achaemenid state. The Saks lived as nomads in the mountains, deserts and steppes of present-day Kazakhstan and East Turkestan, from northern Amudarya and Syrdarya to southern Siberia.

They settled in Sogdia, Bactria and Parkana. As mentioned above, the history of nomadic ancient tribes is studied in relation to the history of the Iranian state. The Achaemenid king Darius I (522-486 BC) was a prominent statesman and military commander of his time. He put an end to the independent actions of the local rulers. In foreign policy, he organized invasions of neighboring territories to expand the borders of the empire.

In the third year of his reign (519 BC), Darius I marched on the Saka-Tigrauxadas. Behistun's account of Darius I's march against the Saks is as follows: "King Darius says: .... then I marched the Saks' land. After that the Saks who wearing sharp pointed hats began fighting. When I crossed the river, I completely crushed the Saks, and took the rest captive.... the leader named Skunkha was captivated and brought to me.... At that time, I selected another leader for them. That's what I wanted. "

That is to say, Darius' conquests in Central Asia were not easy. This time, also, the Iranians faced strong opposition from the free-spirited people of homeland everywhere. Nevertheless, the armies of Darius I managed to conquer the southern





and central regions of Central Asia, some parts of the Amu Darya and Syrdarya - Parthia, Bactria, Ariana and Sogdiana, as well as the Saks, a part of Khorezm.

However, most of the warring Sak tribes and the Khorezm state managed to maintain their independence. They were ruled by their own rulers.<sup>2</sup>

The historian Polyene (2nd century BC) described the Persian conquest of the Saka-Tigrauxadamas in his book *The Military Tricks*. The play also tells the story of the Scythians and Sak tribes of Central Asia who were entrepreneurs.

Also, if we look at the information in the work, we see that Darius was the first to instruct the governors to determine the amount of tax and collect it so as not to make himself look bad to the peoples under his control. Darius did not believe the Saks defeat them right away. He does not move his residence to deceive them. Leaving a few warriors in the camp, he ordered them to light fires in several places at night, and retreated with the main army. Later, the Sak tribes realized that this was Darius' trick. But now it was hard to catch up with Darius.

Capturing a detachment of Saks, Darius puts his warriors in their uniforms and sends them to the Saks. The Saks greeted them as their friends who came to help. Thus, the rest of the Saks were killed, too.

The story "Shirak", which is called a legend in the oral tradition of the Uzbek people, has come down to us through the work of Polyen. It is said that when Darius surrounded the Saks, their commanders, Sak Esfar, Omar, and Famirn, gathered for a verbal consultation. A horseman named Shirak came and said that if you give my children a house and a lot of money, I will destroy Darius' army alone.

The Saks agreed with this offer. Shirak cuts his nose, ears, and other parts with a razor blade and sets off, and enters Darius in a sad state, saying that I must take revenge on the Saks for putting me in this situation, and that I will help you. Darius believed what he said.

So Darius leads his army and leads them to a distant desert. There was no water, no tree there. The military chief Ranosbat asked Shirak, "Where did you lead us?" Then Shirak laughed and said, "I defeated you. In this way, I helped to protect my country." Upon hearing this, Ranasbat immediately beheaded Shirak. Then Darius begs Apollo, "Bring me some water." After that, it rained in the desert and many warriors were saved from death. With this they reached the Bactrian River.

There are many legends about Darius's journey to the Scythian land. Almost all of them tell the story of Darius' defeat of the Scythians, while the story of Shirak, quoted by Polyenes, tells of Darius's defeat of the Scythians, and of Herodotus, Darius himself took part in the battle with the Scythians.





Herodotus (Herodotus, History, 1, 215) and Strabo (Strabo, Geography, x 1, -8) include the Khorezmians in the composition of massagetae; The writings of Darius and Cyrus, on the other hand, refer to the Khorezmians, who are like the Saks and sogdiys who paid tribute.

Apparently, the Union of Massagetae was not a nomadic union, but united under the rule of the Khorezm kings. These kings were the descendants of Farasman, who owned the oases of southern Turkmenistan bordering Bactria and Media before the expansion of the Achaemenid lands.<sup>3</sup>

The Farasman ambassadors came to Zariasp to Alexander not as Achaemenid deputies, but as Khorezmian political representatives who had retained their independence. Khorezm kingdom in the 4th century, according to King Farasman (Arrian, Alexander the Great, IV, 15), was bordered by a powerful Achaemenid state and probably extended its borders to the Volga region and the northern Caspian region.

As mentioned above, the expulsion of the Scythians to the Cimmerian lands by the Massagetae in the lands of Southeastern Europe testifies to the unification of the Khorezm-Massaget union before the time of Herodotus. This political alliance was apparently led by Khorezm. That is why the Sogdian and Bactrian fortifications, which played the role of fortifications called "rocks", were built in the form of cattle-style cities built inside large castles and agricultural oases. Initially, this type of city was a large rectangle surrounded by two rows of thick walls, the walls of which protected the population from nomads who often attacked the oasis, and even during military operations, the population found themselves inside these walls.

The cultural traditions and customs of the nomads did not differ much from each other in terms of their economy and living conditions.

It is known that in the "Avesto", the oldest pastoral and nomadic tribes of Central Asia were called "tur", "danu", "xyaono". They lived in the era of military-political tribal associations among the nomads. This period corresponds to the period of the military campaigns of the heroes and kings mentioned in the Avesto. In other words, Kavi Vishtasp's victory over Darshin, the "treasure of the giants" by Ashtarvant, is in line with this.

It is known from history that BC. Beginning in the second millennium, cattle-breeding nomadic tribes settled within the boundaries of agricultural oases and established new ethnic, cultural, socio-economic, and political processes.

In later times, other nomads settled in the lands of the Sak-Massagetae. They were also located on the borders of Central Asian settlements (Sogdiana, Khorezm, Bactria and Parthia).





In the study of the history of the first settlers in the Lower Syrdarya BC. Pogispén's tombs date back to the 7th century. They were rectangular, ring-shaped tombs made of mud bricks. Immigrant leaders and community elders were buried here. <sup>4</sup>

The burial mounds of the Saks were found and examined in the Pamir Mountains near the Bactrian lands, on the borders of Sogdiana, in Lower Zarafshan, around Khorezm, and in the Lower Syrdarya.

The history of the pastoral tribes and the farming population is inextricably linked, and the history and culture of the peoples of Central Asia have developed on a new basis.

In historical sources, the kings of Iran also mobilized the local population in Central Asia to fulfill various obligations, including the construction of canals and dams, castles and palaces. Irrigation networks have been skillfully used to generate additional income. In his writings, Herodotus records that five huge dams were built on the Atrek River (Tajan) by Darius' order, that the locals were left without water, and that the citizens begged for water. The dams were then allowed to open one by one. In return, the population had to pay an additional fee. During the Achaemenid period, the administration of the provinces was entrusted directly to the tribal chiefs and local rulers. The kings of Iran try to influence them as much as possible. To this end, local rulers were given great privileges.

It is known that the Saks and Khvarasmians paid taxes to the Iranian state on the basis of a separate satrap.<sup>5</sup> Considering the superficial dependence of Khorezm and the Saks, Darius I organized a march on the Scythians on the North Black Sea coast in 512 BC. The aim was to cross the Scythians to the rear and then strike Khorezm, Saks and Derbeks across the Caspian and Aral Seas, thus extending the empire's borders to the Aral, Caspian and Northern Black Sea coasts. As we have already mentioned, Darius' march on the Scythians did not work.

Thus, it is clear from the above data that the way of life of the tribes that joined the Sak-Massaget union was determined by the geographical location of the area, the natural climatic conditions, and the specifics of daily activities. As the existence of the productive economy developed, the appearance of the first political alliances began to take shape.

The following conclusions can be drawn from the results of the study of the emergence of tribal associations or the first problem of statehood in the nomadic tribes of Central Asia:

- Until the 1930s, Western historiography focused mainly on the state of Bactria and Khorezm, with little focus on the emergence of tribal associations in nomadic tribes or the problem of early statehood;





- In Soviet historiography, this issue was studied on the basis of a comparative analysis of written and archeological data, the development of a nomadic tribal confederation-type state in the vast steppes and deserts of Central Asia before the Achaemenid period. recognized;
  - Various publications published in the 60s and 80s of the XX century contain extensive information about the political association of nomadic "tour" tribes, led by Francesyon, Ashtarvant, Arjatasp, mentioned in the Avesto, but this issue is still discussed. controversial and unresolved;
  - Soviet historiography states that the first nomadic states in Central Asia appeared under the influence of ancient Eastern civilizations, and their formation required hostility, confrontation, governance and the emergence of the state. However, comparing the historical processes that took place in the Ancient East, and transferring them directly to the conditions of Central Asia, is a matter of historical controversy;
  - It was noted that the process of statehood formation in the nomadic pastoral regions of Central Asia in the late 80s of the twentieth century began in the northern regions of the region in the Early Iron Age, and the chronology of the development of the first states was considered on the basis of new data.
- In general, in the modern historiography of the region, including Uzbekistan, there are not enough scholars who specialize in the management system of the ancient nomads and the problems of the first statehood.

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## DEVELOPING THE COMPETENCE OF ORAL PRODUCTION AMONG LEARNERS OF EFL

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### Abstract

As one of the four skills targeted in the process of / learning any language, including English, the skill of oral production (and the concern to develop in learners), continues to study pedagogues, teachers and researchers in the field of English as a foreign language.

**Keywords:** oral competence, methods, exploitation work, language teaching, English language learning

### Introduction

According to Opara [4, 272], one of the reasons is that, despite the efforts of teachers in the classroom, many learners still have difficulty expressing themselves correctly. Consequently, at all levels of teaching EFL in Uzbekistan, especially at the secondary and higher level, we can see that speaking remains a real nightmare for learners; because we keep hearing remarks like "I don't speak English well"; "I only speak English a little"; "Let me speak Uzbek (or Russian)," among many others. However, the desire to be able to express themselves fluently in English is felt at the same time among these same students. So how can we help them overcome this language barrier? What strategies or techniques should be adopted to develop oral production skills in these students? What roles must the teacher and the learners themselves play in order for this process to be so successful? These are all relevant questions that we are asking and waiting for we will try to find some answers in this work.

Techniques and strategies to develop the competence of oral production and pedagogical use

First of all, it is useful to recall here that technique is defined as the set of processes employed to produce a work or obtain a determined result [6, 218]. The strategies, on the other hand, are a set of metacognitive, cognitive and socio-affective operations that the apprentice uses to acquire, integrate and reuse the foreign language [8, 6]. Competence means the ability to perform a given task. There are a number of possible techniques and strategies for developing speaking proficiency in EFL learners. In the







following lines, we'll take a look at some of these techniques, along with supporting examples.

#### (1) Dialogue

Textbooks value dialogue because it is the cornerstone of the practice of daily oral expression, and especially in the context of the classroom where interactive / communicative activities begin for almost all learners in secondary school. [5, 7]. Dialogue is, in the broad sense of the term, the key word in human communication. It represents the simplest and most dynamic enunciation and communication situation in the EFL classroom. Recognizing the capital importance of dialogue in language pedagogy, Sheils quoted by Owhotu [5, 10] specifies that: "Dialogue activities take into account not only the precision of forms, but also their appropriate use in a situation. Learners therefore need to know unambiguously who is talking to whom, about what, for what purpose, where and when. It is also important to make them aware of how the dialogue is structured, of the ways to initiate, maintain and close a conversation, of the strategies used by the speakers to negotiate meaning, so that their communication efforts reach the goal. aimed. "(Our emphasis)

Exploitation work (Educational sheet)

Communicative objective: Introduce yourself

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic procedures: The teacher introduces the course by answering a student who asks him questions about the presentation. It gives information such as name, first name, nationality, marital status, etc. Then he asks the learners to take turns doing the same. He will ask them to pair up to dialogue using this information.

#### (2) The role play

This technique is part of the simulation exercise which aims to bring into play the students and the language they are learning. As the name suggests, role play is about getting the learners to play, each their role, in order to get them to speak. As Olayiwola [3, 10] points out, "games, fiction, 'as if' allow them to escape reality, casuality, stereotypes, to invent and to create." To take full advantage of this technique, it is necessary that the examples are drawn from the daily experience of the learners.

Exploitation work (Educational sheet)

Communicative objective: Express your feelings

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic approaches: The teacher introduces the lesson by announcing to the learners the objective to be reached at the end of the lesson, namely, to express his feelings. It





gives words and phrases related to expressing feelings for example, for someone who is sick, nurse, doctor, etc. For example, "Having pain in + part of the body". Then he asks the learners to start playing the roles.

### (3) The pun (Neither yes nor no)

This technique which drives creativity in learners will be very useful in preventing learners from repeating the same answers to different questions. In other words, it's always easy to answer a direct question with either a yes or a no. However, with this type of pun in a EFL class, learners are required to think and answer questions that are asked to them while making complete sentences. The rule of the game is as follows: "You will not say YES or NO, but you must answer the question asked by making a complete sentence".

### **Exploitation Work (Educational Sheet)**

Communicative objective: Asking questions and answering questions

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic procedures: As an introduction to the course, the teacher explains the objective to be achieved. Then he asks the learners to ask questions using "Is". Then he asks them to answer these questions using complete sentences and avoiding the use of YES or NO. Afterwards, the teacher can invite the learners in pairs to practice this game among themselves.

### 4) The phonetic game

The primary objective of this technique is to train learners in the pronunciation of English sounds and this is an integral part of the competence of oral production. The teacher will find here a very effective strategy for teaching sound production in EFL class, especially in a heterogeneous class where the famous phenomenon of linguistic interference is seriously felt in some students. Through the repetition of the sound in question, the learners manage, little by little, to overcome the difficulties linked to the production of English sounds.

Exploitation work (Educational sheet)

Communicative objective: Phonetic correction

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic approaches: To begin with, the teacher writes down the sounds he wants to teach on the board, then asks the learners to pronounce them by repeating after him. Then, he emphasizes the sound or sounds in question using a relevant phonetic game. For example, to teach the sound [h], he can introduce the following phonetic game by





asking the learners to pronounce: "A hunter who knows how to hunt must know how to hunt without his hunting dog. Or, to teach sound [3], he could use the following sentence: "Today is Thursday, the young men have no money. "

#### (5) Reading aloud

Reading aloud is another effective activity for developing speaking skills, specifically correct pronunciation, in English as a foreign language learner. We also believe that there is no better approach to teaching pause management, articulation, intonation, bonding and observing punctuation marks (in a written text) than by reading at high voice. Ajiboye's words [1, 83] confirm this point of view. According to him "Reading a passage well means reading it with all the necessary articulation and intonation contours to bring out the inner meanings of the passage". To fully exploit reading aloud in the EFL classroom, the texts to be read can be taken from books, newspaper articles or other authentic documents relevant to the field of interest and level of the learners.

### **Exploitation Work (Educational Sheet)**

Communicative objective: To reproach someone

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic approaches: The teacher must select a text whose content reflects the intended objective. For example, to achieve the goal mentioned above, he must use a text relating to judgment and reproach. In such a text, learners will discover the correct use, if not the correct application, of punctuation marks such as exclamation mark, question mark, etc. To start this exercise, the teacher should read the text two or three times before inviting the learners to take turns reading it. He will be sure to highlight words that he finds his learners have difficulty pronouncing. He will train them until they have mastered the correct pronunciation. However, the teacher is not advised to interrupt the learner during reading to correct any pronunciation errors noticed. Better to wait for the learner to finish reading before the teacher steps in to correct.

Moreover, there are tasks as the report of a document (film / novel), oral presentation (Debate / Symposium), the song and a theater. The Image is another great technique through which the teacher can work to develop speaking skills in his learners is the still image. It is, according to Sanni-Souleiman [7, 158], a real "speech trigger" in the sense that it stimulates learners to speak voluntarily in class. In addition, the image serves as a reminder, because it fixes in memory what we learn by watching. It also allows one to see the unseen, thus allowing the learner to engage in their own universe





of creativity and to express themselves generously of their own accord. With the image in front of him, the learner is no longer just the one who receives the information but the one who exploits and gives information.

What role should the teacher play?

Having seen the different strategies available to the EFL teacher to develop oral production skills in his learners, it remains to know what his role consists of and how he could well play this role. Perspectives that we advocate in this article. At first glance, it should be recognized that the role of the English teacher today is not what it was before. According to Laditan [2, 3], traditional teaching holds that the teacher is the main and undisputed source of knowledge, the only mediator of knowledge. But, nowadays, language teaching has evolved (and it still does) and this is how the English teacher should evolve if he wants to retain his profession.

The English language teacher today no longer has a monopoly on the teaching / learning process. He is now a partner and cooperator with his learners. He must also be very versatile and resourceful, ready not only to teach, but also to learn. As the saying goes, "to teach is to learn". It will therefore be in his interest to know a bit of everything, in order to develop speaking skills in his learners using the different strategies that we have just outlined. The implication of all this is that the role of the teacher is multiplied. He is not only a teacher, he is also a psychologist, educator, animator, monitor, gamer, actor, director and even playwright [3, 10]. The EFL teacher should know that this is no longer a teacher-centered pedagogy, but rather the learner.

In addition, for the teacher to succeed in his task of developing oral production skills in his learners, he needs rigor, diligence and patience. Rigor to go a little further to find real teaching aids or to improvise if necessary. Attendance to prepare well for lessons and deliver them well despite the conditions that can sometimes be unfavorable. And patience, because his learners aren't going to start expressing themselves overnight as they would have liked.

He would then have to have the patience to correct their mistakes and answer their sometimes annoying questions. The ideal teacher of English as a foreign language must recognize the fact that "to develop is to participate and to involve". This means that he must be ready to play, sing, dance, chat, etc. with his students in order to get them to express themselves better in English.

And the learner?

Just as a swallow does not make spring, a teacher alone cannot achieve any educational goal he can set for himself without the input of his learners. It is an inescapable truth that there is no teacher without a learner. Of course, learners also





have a role to play for there to be success in the teaching / learning process, especially that of EFL.

"It is by forging that you become a blacksmith", as we also mentioned at the outset. If this is the case, the greatest role of the learner, in our opinion, would be to be ready to express themselves in English, over and over. If it's true that the secret to speaking English is to always speak English. "Speaking English comes by speaking", EFL learners must therefore strive to make use of the language they are learning, always and everywhere. The importance of independent learning and what recent research calls self-communication cannot be underestimated here. It is about the practice of speaking English to oneself, as if there are other interlocutors present.

### Conclusion

If, throughout this work, we have focused on the techniques and strategies that can help develop oral production skills in learners of English as a foreign language, it is to say that its need and necessity are very important. You cannot claim to be able to communicate in a language without using it orally. Hence the importance of everything we have discussed so far. We are convinced that teachers and learners, working upstream and downstream, will find the techniques proposed in this communication as a step forward towards fulfilling the main objective of the language teaching / learning process., in this case the English language, which is communication.

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## **PEDAGOGICAL IMPORTANCE OF USING MODULE EDUCATIONAL TECHNOLOGIES IN THE SYSTEM OF CONTINUOUS EDUCATION ON THE BASIS OF MODERN APPROACHES**

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### **Abstract**

In this article shows the effectiveness of education through modern approaches to education is one of the main requirements of modern education. Through the use of modular learning technologies, students develop the skills of applying theoretical knowledge in practice, independent thinking, analysis, assessment of their knowledge and skills, correction. When using modular learning technologies in the teaching process, the topic used in the lesson is divided into logically complete thought parts, that is, modules, and each part is structured with assignments for students to master independently.

**Keywords:** Technology, knowledge, system, skills, pedagogy, feedback, module.

### **Introduction**

In order to ensure the training of competitive specialists of the Republic of Uzbekistan and the objective assessment of the quality of education, the introduction of new modern pedagogical technologies, their implementation in practice. Making education more effective, making wider use of its potential, remains one of the key requirements of modern education [5].

One of the most popular methods of effective teaching today is the "modular system of teaching". "Module" is a Latin word meaning "part" or "part". It is known that the acquired knowledge has a certain amount of value, for example, let's take concepts. Concept is a form of thinking that reflects the general and important features of things in the human mind [8]. The idea that is formed in the formation of a concept is expressed through speech in the form of a combination of words. Thus, the concept is the main indivisible component of knowledge, and this norm of knowledge, which cannot be divided, is a module (Definitions, rules, theorems, laws, axioms, etc)[31].

The modular learning system is based on the learning system of the human brain. The human brain perceives information (information) as a flow, not as a whole, but as a





quantum (indivisible quantity). Therefore, it is recognized that the most effective way to organize education is to adapt it to the system of assimilation of the human brain. The modular system of education is now widely used in higher and secondary special education institutions. In this case, based on an in-depth analysis of the curriculum in the training of specialists, a group of interrelated disciplines is identified, that is, the overall curriculum is considered as a set of individual modules (specialty disciplines) [29].

Each micro-module has a specific purpose and function in the formation of the specialty, the goals of which are reflected in the state educational standards and represent the main purpose of training. In short, each specialty is considered as an integral module, and the system of sciences studied in it are micro-modules of an integrated module, which in turn are divided into smaller modules, and the student passes through this system of modules. on the basis of specialization [2].

The higher education curriculum consists of a group of humanities, natural sciences, social sciences, and general technical sciences. Each of these groups includes several disciplines. The curriculum of each subject is defined in the State Education Standard, which reflects the minimum level of knowledge, skills and competencies to be acquired [27].

The purpose of midterm examinations is to determine the level of mastery of knowledge acquired by students in the period between midterm examinations, ie the standard control of knowledge acquired in the classroom, approved by the Ministry of Higher and Secondary Special Education is the norm. We decided that the interval of intermediate controls should be defined as a module, because each control includes the knowledge of the previous hours of training, and the next intermediate controls are developed taking into account the knowledge in it[12]. Another important aspect of considering mid-term lessons as a single module is that it is easier for the teacher to design the module to achieve the desired result, which is the principle of educational technology in the development of this module. In short, it is possible to implement a modular system of teaching in the educational process. This will ensure that you get the results you are looking for. The introduction of a modular system of education will open the way for the individualization and stratification of education. As you know, the tasks of education reform have been temporarily resolved, and a new phase of change is underway [22].

At this stage, it is necessary to completely reorganize the educational process, to achieve high quality. To solve these problems requires the use of innovative technologies in the educational process.







Today, in the process of continuing education, many effective technologies are being used to improve the quality of education. One such technology is modular learning [25].

Using modular learning technologies in the learning process, the topic used in the lesson is divided into logically complete thought parts, i.e. modules, and assignments are created for students to master each part independently. At the end of each module, a review is conducted and a conclusion is made [17].

The essence of modular technology is to design the educational process on the basis of modules (regulation of the content of the subject and its sections, the division of professional activity into logically completed parts that are not divided from a certain stage of education). Then, for each module allocated, the content and scope of activities specific to that module are defined [7].

The module will be implemented step by step to achieve the goal of the module technology. Every action in this process is considered a learning element. The learning element of module technology includes: theoretical and practical information related to the teaching of specific elements of the activity; information about the materials that provide the activities needed for education; goal identification; training materials; monitoring the learning environment (conditions necessary for students to achieve the desired results - conditions: tests, goal benchmarks, etc.) [10].

The general purpose of the module technology process is clarified at the following levels: the purpose of the educational institution and the identification of the teacher and his methodical activity, the purpose of the subject, the purpose of the module and the module of teacher-student interaction, its diagnostic end results. The following steps should be taken when transitioning to modular learning technology. It is planned to create methodological complexes, to provide didactic, methodological and organizational support to the educational process. Modular learning technology is developed and implemented in accordance with accepted principles of teaching [32]. These include the principles of activity, systemic quantization, motivation, modularity, problem-solving, cognitive visualization, and reliance on error. Training based on modular technology is carried out in the following sequence:

1. The first condition for the organization of training on the basis of modular technology is the analysis of the conditions. In order to prepare for the training on the basis of modular technology, ie the organization of theoretical and practical training, work is carried out in three areas: the state of preparation, the existing conditions, the analysis of teaching methods.
2. Define the learning objectives and content of the module. In teaching based on module technology, the purpose and content of teaching the subject, the purpose and





content of the modules are determined first [19]. Learning Objectives at the end of the module, learning outlines the knowledge, skills, and personal qualities that a student should acquire as a result of education [26]. Learning objectives are developed in accordance with the requirements of the network education standard. The clearer the goal of the module, the easier it will be to assess its achievement. One of the most important processes at this stage is to determine the content of the study material.

Identify and summarize the main aspects of the teaching materials, give real-life examples, teach by teachers and students, determine the most important content to be studied and prepare a text of the report on the principles of teaching [15].

3. Planning of theoretical and practical lessons. Development of specially selected methods, forms, and tools of teaching for the teaching model and technological map, the stages of the lesson, the time allotted to it, the activities of teachers and students. The correct selection of didactic materials, technical and real tools, taking into account the specifics of the training, and their use as required [13].

Audiovisual tools provide a comprehensive and realistic understanding of the functions of technological processes in relevant fields. In the teaching of special subjects on the basis of modular technology, theoretical lessons can begin with interesting, even non-relevant information. For example, a lesson begins with an interesting discovery, novelty, or explanation of a topic. This will have a positive effect on the students' mood and will help them become more interested in the field or the topic to be covered in the next lesson. The teacher explains the material using active teaching methods [33].

Before learning a new module unit, the previous module units are briefly repeated. Students will be given handouts appropriate to the module unit. Teaching students to work collaboratively in groups, to complete assignments independently, and to present their results is an effective teaching method. Learned by analyzing and synthesizing module units. Acquired knowledge is synthesized with information from other fields of science and applied in practice. After each assignment or exercise, students should be asked to rate their own performance. At the end of the module study, time should be allotted for the final interview.

This is a good opportunity for teachers and students to reflect on their performance, whether they have done well or not [2-34].

5. Assessment of students' theoretical knowledge, practical skills and competencies. In the teaching of special subjects on the basis of modular technology, students' knowledge and skills are regularly assessed on the basis of clear criteria in accordance with the learning objectives. Assessment of students' theoretical knowledge, practical skills and competencies is based on the principles of purposefulness, authenticity,





validity, reliability and convenience. This will determine if the modular training is producing the expected results. In conclusion, the use of this technology develops students' ability to apply theoretical knowledge in practice, to think independently, to analyze, to evaluate their knowledge and skills, to understand mistakes and shortcomings, and to correct them.

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## **THEORETICAL VIEWS OF AL-FOROBI ON MUSIC**

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### **Annotation**

The speech will go about creative activity Al-Farabiy which is closely connected with mathematics, emphasizes spared music formation, in his century was a great composer, his creative activity of the composer was unusual, and even made the musical instruments their own hands.

**Keywords:** Art, cultural connect, music, musical instrument, tanbur, nay, rubab.

### **Introduction**

After gaining national independence, the Republic of Uzbekistan embarked on a clear path of science and development. Reforms in this area are aimed at specific goals, such as educating our citizens, especially the younger generation, in the spirit of high patriotism and humanism. Today, the process of reassessment of national values, passed down from generation to generation, in the spirit of the time, is gaining momentum. At the same time, “the truth, the truth of history is as important to our children as water and air. The sacred duty of every person is to convey the truth of history to the next generation” [1, p.111]. Therefore, the popularization and integral continuation of the rich experience of our people accumulated over the centuries poses important tasks for society. If we look at the jewelry of Mazi, we will see that there is a close relationship in the field of material production - agriculture, crop production, crafts, applied arts and culture. Along with living in the country, significant progress has been made in the field of irrigation, needlework, textiles, ceramics, masterpieces of applied art of Central Asia in the manufacture of metal products have been created, and architecture is rising to the level of world architecture. Especially in the field of science and literature, the observed changes serve to enrich world culture.

Abul Abbas, al-Fargani (9th century), Abu Nasr Muhammad al-Farabi (10th century), Abu Rayham Muhammad ibn Ahmad al-Beruni (11th century), Abu Ali ibn Sino (11th century), Sayfiddin Abdumumin. that a special place is occupied by the legacy of al-Urmavi (XII century), Muhammad Taragay Ulugbek (XV century) [3, p.17].





In Herat, a major cultural center of the 15th century, the famous poets Binoy, Khatifi, Jami, Hilali, the star of Uzbek classical poetry Alisher Navoi successfully worked. In the 16th, 17th, 18th and 19th centuries, Tyurdi, Mashrab, Makhmur, Mukimi, Furkat, Zavki, Avaz Otar oglu in their works fully demonstrated the advanced literary traditions of oriental classical poetry.

At a certain stage of culture, “when we talk about the spiritual maturity of a person, of course, this goal cannot be achieved without musical art. Music has always played a special role in the life of our people. This is evidenced by the discovery of a bone flute 3300 years ago in the village of Muminabad near Samarkand” [2, p.140].

In this sense, the essence of art has consistently served to positively influence the mission of cultivating human knowledge.

The well-known historian Sharafiddin Ali Yazdi in his book “Zafarnoma” writes that President Islam Karimov, speaking about the music conferences held during the reign of Amir Temur, said: The Turks, and the Mongols, and the Chinese, and the Arabs, and the Ajamids all sang with their pictures » [4, p.74]. This means that life itself requires the preservation, study and transmission of the classical musical heritage to the next generation.

If we look at our published history, it is obvious that along with poetry, the art of music also developed. The names of a number of famous musicians, poets and artists are recorded in medieval written sources. It is “Valuable information about Central Asian music can be obtained from written sources that have been preserved since the 9th century. In the Middle Ages, since music belonged to a single category of sciences, like mathematics and astronomy, prominent cultural figures devoted a place to it in their works, as well as special brochures on its theoretical foundations” [5, p.82].

Among the Central Asian scholars, a special place is occupied by the scholar-encyclopedist Muhammad Farobi, who at one time paid great attention to musical education. It is recorded in the annals of history as "(X-X (the first Renaissance in the history of the Turanian peoples of the period of the Awakening of the Ages))".

Farobi was closely associated with mathematics and music education during his time in Central Asia. He is known as a bright musician of his time, a major figure in musical culture. Alloma was also unique in the performing arts at this stage. According to Professor M. Rakhmonov, “Zaynat-al-majoli” describes the performance of farobi at a banquet in the presence of the Minister of Raya Sahib Abbad: as they walk, they are called gidzhak. When Farobi played this instrument in the first part of the melody, all the audience were delighted with the rehearsal and laughed. The second part of the song made the listeners cry, tears flowed from their eyes, and when the third part sounded, all the listeners got excited, and then fell asleep. This means that musical







instruments have divine power and occupy a special place in the spiritual maturity of a person.

The scientist deeply analyzes the problems of reforming and improving the effectiveness of education, the upbringing of the younger generation and methodology in close connection with philosophical and political issues. On matters of ethics and aesthetics, he has previously sought unique scientific advice and practical insights. Literally, Farabi is considered one of the founders of the theory of music, which became one of the exact sciences in the Middle Ages. A significant place in the author's work is occupied by the interpretation of musical art, which is discussed in various fields. His fundamental researches "Kitab al-Musiki al-Kabir", "Kalam fi-l-Musiki" and "Kitab fi-ikhsa-al-ulum wa atrif" ("Book on the classification and description of sciences") were very popular. These works also had a significant impact on subsequent scientific and theoretical research in the field of musical science and culture.

Commenting on the contents of "Kitab ul-Musiki al-Kabir", al-Farabi writes: In the second part, I have given the opinions of well-known observers about music. I mention obvious things about this and, by carefully studying their opinions, I identify the level of feelings in the music department and correct their mistakes.

All my work on music consists of three volumes. In his first book, we will focus on the methods of the music department and the various things that come with it. In the second book, we talk about modern musical instruments ud, tanbur, nai, rubob, chang and others. We will highlight the capabilities of each of these tools and discuss how to use them. In the third book there is a conversation about the varieties of different sounds" [6, p.77].

Although Farabi wrote his works in the official language of the time, Arabic, it goes without saying that their creation was based on the musical traditions of his homeland and his own people, along with the study of music in Greece and other Eastern peoples. After all, in Central Asia in the Hellenic period, and then professional and folk music reached its peak of development, and its rich traditions reached the time of Farabi.

It is safe to say that Farabi's works attracted the attention of foreign scientists as well. For works on Arabic music written in the 10th century in the book "The History of Arabic Music until the 10th Century" by the English scholar H. Farmer and in his articles "Farabi's Influence on Musical Works in Western Europe", as well as in "Farabi's Teachings" by E Beicher "The Science of Music", "Oriental Music, Its Legitimacy and History" by the French Orientalist R. De Erlange provides rare information about Farabi's work [6].





Fahad al-Mekred, Director General of the Center for Continuing Education of the Arab Open University, said: "Your country, especially Samarkand, has always been a center of science and culture. It is no coincidence that such great scientists as Ibn Sina, Farabi, Zamakhshari and Beruni came from this country, and their fame spread throughout the world.

In general, in the work of Farabi, the theory of music in a certain sense is practically developed. The practical and theoretical essence of art, its interdependence, its place in the history of culture are comprehensively analyzed. The current situation is a special stage in the formation and development of musical art.

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## PROBLEMS OF LEGAL REGULATION OF RECOGNITION AND ENFORCEMENT OF INTERNATIONAL ARBITRAL AWARDS IN UZBEKISTAN

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### Abstract

This article discusses the problems of legal regulation of recognition and enforcement of foreign arbitral awards in Uzbekistan, as well as issues regarding the general procedure for the recognition and enforcement of international commercial arbitral awards, the extend of dissemination of information and the availability and collection of a database on this category of cases, the need for clarification of "Public Order", a review of the current national legislation was carried out. Studied the positive experience of countries with developed legislation regarding the above problems in the recognition and enforcement of foreign arbitral awards. On the basis of the analysis, proposals and recommendations for improving the current legislation are given.

**Keywords:** the recognition, enforcement, international commercial arbitral awards, database, collection of information, public order.

### Аннотация

В данной статье рассмотрены проблемы правового регулирования признания и исполнения решений международного коммерческого арбитража в Республике Узбекистан, а также вопросы касательно общего порядка признания и приведения в исполнение решений международных коммерческих арбитражей, степень распространённости информации и наличие и сбор база данных о данных категории дел, необходимость в разъяснении «публичного порядка» проведен обзор действующего законодательства. Изучен положительный опыт стран с развитой законодательством касательно





вышперечисленных проблем при признании и исполнении решений международного коммерческого арбитража. На основе проведенного анализа даны предложения и рекомендации по совершенствованию действующего законодательства.

**Ключевые слова:** признание, приведение в исполнение решений международных коммерческих арбитражей, база данных, сбор информации, публичный порядок.

### Introduction

It should be noted that in accordance with the Strategy of Action on the five priority areas of Development of the Republic of Uzbekistan in 2017-2021, the democratization of the judicial and legal system, ensuring its true independence and strengthening guarantees of reliable protection of the rights, freedoms and legitimate interests of citizens is one of the important areas of reforms being implemented in Uzbekistan.

In the light of this, one of the most important areas of international legal cooperation and legal assistance is the recognition and enforcement of international commercial arbitral awards on the territory of the Republic of Uzbekistan. This issue is directly related to the development of the judicial and legal system and is an indicator of the implementation of international standards in the field of the rule of law.

The lack of a single legislative act regulating the process of recognition and enforcement of international commercial arbitral awards, a single methodology for considering such disputes in economic and civil courts, especially when challenging such awards, leads to misunderstandings on the part of law enforcement bodies and different application of certain rules governing the procedure for recognition and enforcement of international commercial arbitral awards, which requires scientific study of this institute, taking into account foreign experience.

When considering cases on the recognition and enforcement of a international commercial arbitral awards, the courts of the Republic of Uzbekistan apply the following international treaties of the Republic of Uzbekistan:

The Convention on the Recognition and Enforcement of Foreign Arbitral Awards (New York Convention) regulates the recognition and enforcement of arbitral awards made in the territory of a State other than the State where recognition and enforcement of such awards is sought, disputes on which both natural and legal persons may be parties. It also applies to arbitral awards that are not considered to be domestic awards in the State where their recognition and enforcement is sought.





The Convention "On the Settlement of Investment Disputes between States and Foreign Persons" (Washington Convention) - regulates the settlement of investment disputes between participating States and investors. The Washington Convention imposes an obligation on States parties to consider decisions rendered by the arbitration of the International Center for the Settlement of Investment Disputes (ICSID) as binding, recognizing the legal force of decisions rendered by the courts of this State.

The Agreement "On Settling Disputes Related to Commercial Activities" (Kiev Agreement) - regulates the resolution of cases arising from contractual and other civil law relations between economic entities, from their relations with state and other bodies, as well as the execution of decisions on them.

The Convention Legal Assistance and Legal Relations in Civil, Family and Criminal Matters (Minsk Convention) regulates the provision of legal assistance and legal relations in civil, family and criminal matters, including the recognition and enforcement of decisions made in the territory of other Parties to the Convention.

In addition, when considering cases on the recognition and enforcement of decisions of international commercial arbitrations, the courts of the Republic of Uzbekistan apply the norms and provisions of the economic and civil Procedure Codes of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On the Execution of Judicial Acts and Acts of other bodies" and other normative legal acts

The current legal regimes for the recognition and enforcement of international commercial arbitration awards vary depending on the type of award and the content of the international treaty. At the same time, the legislation does not answer the question of how the decision of the international commercial arbitration on recognition will be enforced, for example, if it requires registration in special registers on the territory of the Republic of Uzbekistan.

In general, in world practice, there are three main ways to recognize and enforce an international commercial arbitration award:

- 1) when a procedure for the recognition of this awards is necessary, i.e. the so-called "issuance of an exequatur" (for example, in France, Belgium);
- 2) when it is sufficient to verify the correctness of the decision only from a formal point of view, as well as not contradicting its public policy in the country of the court (for example, in Italy).
- 3) when foreign court decisions require registration of the decision in a special register (in the UK)

One of the key problems is the lack of detailed information on the procedure for the recognition and enforcement of international commercial arbitration awards in a





simplified and understandable form. This procedure is provided exclusively in the procedural legislation and international treaties of the Republic of Uzbekistan. National legislation is only provided in Russian and Uzbek, without translation into English.

Also, the information systems implemented in civil courts, which allow applicants to submit applications to the courts in electronic form, do not contain such a type of appeal as "An application for recognition and enforcement of an international commercial arbitration award". A similar system implemented in economic courts, although it contains this type of appeal, refers it to the claim proceedings, which is misleading about the procedure and timing of consideration of such applications.

In addition, the existing differences in the economic and civil procedure codes of the Republic of Uzbekistan do not contribute to the formation of uniform judicial practice. Among such differences, we can note different courts considering applications for recognition and enforcement of an international commercial arbitration award (in economic courts, such applications are considered by second-tier courts, and in civil courts-by first-tier courts), different terms of consideration of such applications (in economic courts, such applications are considered within six months, and in civil courts - within one month from the date of receipt of the application for recognition and enforcement of an international commercial arbitration award).

Significant differences that cause difficulties include the grounds for refusal to recognize and enforce the decision of international commercial arbitration, given in the economic and civil procedure codes of the Republic of Uzbekistan.

If article 370 of the Civil Procedure Code of the Republic of Uzbekistan combines in one article the grounds for refusal as "decisions of a foreign court or a foreign arbitration court (arbitration)", the Economic Procedure Code contains two articles providing for the grounds for refusal to recognize and enforce a decision of a foreign court (Article 255) and a decision of a foreign arbitration (Article 256). It should be noted that international treaties of the Republic of Uzbekistan contain various grounds for refusing to recognize and enforce decisions of foreign arbitration courts (provided for in the Minsk Convention) and decisions of foreign arbitrations (provided for in the New York Convention).

As noted above, the information systems of civil courts that allow filing applications to the courts in electronic form do not contain such a type of appeal as "An application for recognition and enforcement of a decision of a foreign court or arbitration", and a similar system implemented in economic courts, although it contains this type of appeal, refers it to the claim proceedings.





As a result, the bank of court decisions on civil cases posted on the website of the Supreme Court does not allow to create a list of cases of this category for studying judicial practice. And as a result of the incorrect classification of this type of appeals, the bank of decisions of economic courts forms a list of cases in which the decisions based on the results of consideration of applications for recognition and enforcement of an international commercial arbitration award are incorrectly indicated as decisions or a ruling on termination of the case.

Taking into account that such information systems are aimed, among other things, at collecting complete and reliable information about the courts for the consideration of applications, the absence of such a category of applications or the incorrect classification of such a category of applications leads to incomplete collection of information about the activities of courts for the consideration of applications for recognition and enforcement of an international commercial arbitration award. This circumstance leads to the need for manual collection and analysis of information on these types of cases, which can lead to a decrease in the objectivity and reliability of data on the activities of the courts. As a result, there is no way to determine the state of the rule of law in Uzbekistan.

In addition, the allocation of a separate category of applications for recognition and enforcement of an international commercial arbitration award, as well as an indication of the list of necessary information to be specified in the application and appendices to be attached to the application, will simplify the submission of such applications to the courts.

Article 5 of the New York Convention lists the grounds for refusing to recognize and enforce an award, including if the recognition and enforcement of that award is contrary to the public policy of that country. But the norms of the current legislation do not give a clear definition of public order, and the criteria for which the decision is considered contrary to it.

It should be noted that the number of denials of recognition and enforcement is currently at a low level. Moreover, there is no information that the courts refused recognition and enforcement on this basis.

However, the absence of a clear concept of "public order" in the norms of the current legislation and the criteria for determining contradictions to public order may further lead to different interpretations of the norms in judicial practice.

Insufficient awareness of the procedure for the recognition and enforcement of international arbitral awards in Uzbekistan requires the following measures:

- wide dissemination of information both on the territory of the Republic of Uzbekistan and at the international level;





- inclusion of the necessary information in international databases and published publications with relevant topics;
- conducting training sessions for relevant judicial and law enforcement officials to ensure uniform enforcement;
- introduction of the possibility of a full-fledged electronic (online) appeal to the courts with applications for recognition and enforcement of decisions of international arbitrations, including the introduction of functions to support foreign languages in the information systems of courts.

Further, the formation of a unified mechanism of law enforcement by civil and economic courts, taking into account international agreements of the Republic of Uzbekistan, the specifics of recognition and enforcement of decisions of state courts of the CIS countries, other foreign countries, as well as international arbitrations.

Further, the legislative consolidation of the concept of "public order" and other grounds for challenging the decision of international commercial arbitration.

Further, the lack of a single database on cases on the recognition and enforcement of international arbitration awards shows the need to create a single electronic system and database on such categories of cases as a separate category and to analyze the implementation of the country's international obligations under concluded bilateral and multilateral international treaties.

Further, the lack of a single database on cases on the recognition and enforcement of international arbitration awards shows the need to create a single electronic system and database on such categories of cases as a separate category and to analyze the implementation of the country's international obligations under concluded bilateral and multilateral international treaties.

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## ANCIENT MIZDAKHKAN

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### Annotation

The article is devoted to the result of excavation II, laid in 2015-2018 on the Mizdakhkan settlement. Mizdakhkan is a huge complex of antiquities of different ages, extremely complex in topographical terms

**Keywords:** Gyaur Kala, Mizdakkan, complex, defensive wall, cultural layer, tower, proteykhizma, Aibuyir Kala, Khiva, Koi-krylgan Kala.

### Introduction

The Gyaurkala settlement is compared with the medieval Mizdakhkan-the center of the Mizdakhkan rustak of the same name, located in northern Khorezm to the southwest on the road from Khodjeyli to Kunya-Urgench, 5-6 km from the first and 26-29 km from the second, these ruins are located on two hills and are known today as Gyaurkala (western hill) and Mazlumkhan-sulu (eastern hill).

The first information about the topography and chronology of ancient Mizdakhkan appeared in the scientific literature in 1930, after two (in 1928-1929) short-term surveys of the monument made by A.Y.Yakubovsky.

A.Y.Yakubovsky made a general description of the topography, based on the analysis of the lifting material, an attempt was made to construct a chronology [Yakubovsky, 1930, p.250]. The most important result of the work of A.Y.Yakubovsky was also the proof of the position put forward by V.V.Bartold about the possibility of localization in this area of the ancient city of Mizdakhkan and the eponymous rustak, repeatedly mentioned in medieval Arabic-language geographical literature [Bartold, 1963, p.204].

In 1946, the monument was examined by the Khorezm Archaeological and Ethnographic Expedition of the USSR Academy of Sciences, led by S.P.Tolstov [Yagodin, 1968, p. 189]

In 1962, 1964-1966, the monument was subjected to stationary study by the archaeological expedition team of the Institute of History, Language and Literature of the Karakalpak branch of the Academy of Sciences of the Uzbek SSR (now the Institute of History, Archeology and Ethnography of the Karakalpak Department of the





Academy of Sciences of the Republic of Uzbekistan). During these works, new data were obtained on the topography of ancient Mizdakhkan, in particular, the city necropolis was opened, excavations were carried out, instrumental survey of individual parts of the monument [Yagodin, Khodzhayov, 1970, p.6 fig]

Mizdakhkan is a huge complex of antiquities of different ages, extremely complex in topographical terms. Under prolonged exposure to various reagents of a natural and anthropogenic nature, the complex has largely lost its original macro-relief, which is often impossible to trace with ground-based methods of shooting. The difficulty of deciphering the topography of Mizdakhkan was also that the topographical features of the monument located within the modern cultural zone were hidden by various layers so much that their existence was not supposed.

In 1966, the engineer geodesist N.I.Igonin and the archaeologist V.N.Yagodin made a planned aerial survey of the entire complex of ancient Mizdakhkan (Yagodin, Khodzhayov, 1970, p.7) On the basis of the materials of this survey, the topography of the monument was fully disclosed, some of its objects were decrypted for the first time and a general plan of the complex was drawn up. All these works allowed us to establish that the complex of antiquities of Mizdakhkan includes: 1) the ruins of the ancient city, known to the local population as Gyaurkala; 2) the ruins of the city of the XIII-XIV centuries; 3) suburban and urban irrigation systems and field layouts; 4) The ruins of individual buildings; 5) the city cemetery, apparently used by the population of Rustak as a whole.

The entire complex of ancient Mizdakhkan is located on three small hills and a considerable space between them.

The ruins of the ancient city are located on the western hill and also on the plain to the west of the hills. The flat top of the western hill is crowned with the majestic ruins of an ancient fortress, known locally as Giaurkala.

Gyaurkala occupies the entire flat top of the western hill. The walls encircle the top along its edge at the level of 18-20 m from the surrounding plain. The walls are made of square raw bricks and pakhsa by the method of so-called combined masonry, and are severely destroyed.

Judging by the double line of walls preserved in a number of places, the fortress had a bypass corridor. Along the perimeter of the fortress walls, the remains of ten defensive towers have been preserved, standing apart from each other at a distance of about 45-60 m. The towers are placed outside the wall line at 9-11m. The plan of the tower is rectangular, the facade is slightly rounded. Each of the two side and front walls of the towers may have had several loopholes. The towers are built using the same method as the fortress walls.





In a number of places, behind the steep slope running from the base of the fortress walls, a berm step has been preserved, on the edge of which another additional wall has been placed. The distance between the fortress and the barrier wall is 12-13 m. The thickness of the barrier wall is 1.8-2 m. The preserved height is 0.35-0.5 m.

In the military engineering literature, such walls are considered as anti-storm [Ogorodnikov, 1950, p.47] V.L.Voronina suggests that the berms and additional walls served for garrison sorties during an enemy attack [Voronina, 1959, p.95]

Vitruvius, in his treatise on architecture, advises: "So that the approach to the wall during an attack is not easy ....., to trace the edge of the steep along its edge" [Vitruvius, 1936, p.32]

Barrier walls are known in the fortification of such cities of the Near and Middle East as Susa, Babylon and Ecbatany [Shperk, 1949, c140.142]

Outside of Khorezm, proteichism was known in the city of Merv (Erkkala), a very narrow space was left between the main wall and the proteichism. The enemy who broke through the proteichism found himself in a very narrow space where he would easily be struck by blows from the main wall. It was much more important that if the enemy managed to overcome the first line of defense, then his detachments would find themselves in a very narrow space between two walls and would become easy prey for the siege. In addition, proteichism often reduced the ability to bring siege engines to the fortress wall.

The earliest use of barrier (proteichism) walls in Khorezm was noted in the settlements of Khazarasp, Aybuyir kala, Khiva, Toprak kala (about g, Khiva) Kazakly Yatkan (Akshakan kala) and Koi-krylgan kala [Koi-krylgan kala, 1967, p.72]

In medieval cities of Central Asia, additional walls also surround many fortifications. In Khorezm, this element of fortification survives until the XII-XIII centuries AD and is known in the settlements of Bolshoy Guldursun and Kavat Kala [Tolstov, 1948, p.170]. The entrance to the fortress was on its eastern side. It had a ramp and was flanked by two towers. The walls of the entrance, deeply stretched into the fortress, formed a long narrow corridor that was well shot from all sides.

In more southern areas in ancient times, the approach to the gate is usually complicated by a long, sometimes two-marching ramp. The attackers were forced to move along the fortress wall to substitute the unprotected right side. Side passages in the gate connected between the wall corridors, probably allowed to better organize the protection of the gate in case of serious danger.

Similar "retracted entrances" are known in ancient Khorezm on the monuments of Kalaly-gyr II, the early complex of Tokkala, Maly Kryk-kyz, Koi-krylgan kale, [Gudkova, 1964, p.10.11 fig., 2; Tolstov, 1948, p. 100, fig.35]. This technique was





characteristic of the Khorezm school of military architecture, as it has not yet been witnessed in other areas.

The whole area of Giaurkala is divided by mounds of ancient buildings. The ruins of two different-time citadels - the eastern and western - have been preserved on the territory of the settlement. The western citadel is located inside the walls of Gyaurkala, in its southern part, it has been preserved quite well. Its walls rise above the surface of the settlement to a height of 10 m .

In terms of the citadel is rectangular, its dimensions are 59x59 m, the sides are oriented to the cardinal directions. The entrance to it is located in the middle of the northern wall. The facade part of the citadel walls, starting from a height of 5-6 m from the base, is divided by vertical semi-columns - corrugations. In the center of the western citadel there is a vast rectangular courtyard surrounded by buildings in the form of a "square".

In the eastern part of Gyaurkala there is an eastern, more ancient, western, citadel. It has been preserved in the form of a rectangular flat elevation, higher in the southern part and gradually decreasing to the north. The sides of this citadel are also roughly oriented by the countries of the world and are close in area to the western citadel.

Numerous shapeless elevations and fragments of mud walls are scattered along the eastern slope of the hill, outside the Gyaurkala. At elevations in a number of places there are outcrops of multi-meter thicknesses of the cultural layer.

On a flat saline plain to the west of the hills are the ruins of a medieval city of the XIII-XIV centuries AD. The latter occupies an area of about 80 hectares. No walls that would limit it are traceable.

On the eastern edge of the city at the foot of the eastern hill there is a large group of pottery kilns, preserved in the form of wide swollen mounds, completely strewn with pottery slags and fragments of defective slagged vessels. The city necropolis is located on the eastern hill of the Mizdakhkan complex.

In 1995, 2015-2018, the most significant excavation by area II (120 sq.m.) was divided into the eastern part of the monument. A complex of rooms laid out of pakhsa and raw bricks of antique standard (39-40x40-41x9-10cm) has been opened here

It was found that the total thickness of cultural deposits in the excavation reaches more than 8 m. A total of 10 floors were recorded in the excavation (numbering from bottom to top)

Directly on the mainland, which is an alternation of loose yellow sand with layers of clay deposits (tuyun), there is a sandy layer (0.93 m) of buried soil, on top of which there is a powerful, densely packed clay layer in a thickness of 0.36 m.





The lower floor was found between the XIX-XX tiers. The cultural layer on the floor is a gray fine-grained sand compacted with layers of ash of a dark greenish color. In the layer there are fragments of strong bones and bones of animals, fish.

Floor No. 2 is located between the XVIII-XIX tiers, it is covered with pieces of raw bricks and clods of clay. This layer is overlaid with zabutovkami.

Floor No. 3 (XVII tier) is 22 cm above the level of the second floor. On the floor, the cultural layer is dense, clay, yellowish in color, contains a significant quality of finds: the vast majority of them are fragments of ceramics, somewhat smaller bones of animals and fish.

Floor No. 4 was found between tiers XV-XVI. The cultural layer is 0.26-0.30 m thick, consists of loose sandy loam, greenish in color with woody corners, angry.

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## **TOURISM DEVELOPMENT OF KARAKALPAKSTAN**

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### **Annotation**

The article discusses the invaluable historical monuments in the territory of Karakalpakstan and their importance, the ancient centers of world culture, the range of tourist attractions and the prospects of tourism, formed between the rivers Jayhun and Sayhun.

**Keywords:** Country, Jaihun and Sayhun rivers, reform, history and culture, international cooperation, inbound tourism, ancient heritage, tourist centers, guides.

### **Introduction**

The study of the experience of developed countries, the implementation of radical reforms in all spheres of life, taking into account local conditions, economic and intellectual resources, provides new achievements. Although international cooperation in various fields is giving its result, the strengthening of national independence in all respects, the enrichment of achievements, the rapid elimination of existing shortcomings requires special dedication, diligence, courage and perseverance from members of society.

Decree of the President of the Republic of Uzbekistan No. PP-3509 of February 6, 2018 "On measures to develop inbound tourism" in order to increase the flow of tourists to the country, to make inbound tourism one of the most important sectors of the national economy, to promote the cultural and historical heritage and natural resources of the country accepted [1, Mirziyoev Sh.M. 2 p].

Because the current development of science, technology, manufacturing and technology determines the image of modern society. The most important characteristic of modern society is that globalization is evident in all its spheres. Globalization requires rapid self-action, immediate acquisition of necessary information, their processing and effective implementation in practice. Only personnel with knowledge of their field, high level of professional skills, rich experience and skills will be able to act in this way. Therefore, it is expedient to take into account this requirement of the time in the development of tourism in Karakalpakstan.





The territory of Karakalpakstan, called "Central Asian Egypt", is one of the ancient centers of world culture, formed between two great rivers - the Jaihun and Sayhun rivers.

It is in these holy lands that the cradle of our ancient history and culture has been created, and it is the sacred land where the world-famous scientists and intellectuals have matured.

President Sh.M. Mirziyoev spoke about the unique nature, ancient history and rich culture of the Karakalpak people:

"The land of Karakalpakstan has no analogues in the world, it amazes us with its unique art, especially the unique samples of folklore left by our ancestors. Recognizing the strong will of the brave and hard-working people of Karakalpakstan, who have always lived in the spirit of devotion to the heritage of their ancestors in their homeland, it is worth bragging about such a nation", - said [2.Mirziyoyev Sh.M. 206,210,212 p].

In accordance with this decision, the Council of Ministers of the Republic of Karakalpakstan, regional and Tashkent city authorities, in coordination with the State Committee for Tourism Development of the Republic of Uzbekistan, annually participate in international tourism exhibitions and fairs from 2018. It is planned to promote the tourism potential of the regions through the preparation of relevant information materials for distribution to the public and the launch of advertising campaigns in foreign media.

Places with similar attractions and tourist attractions in the territory of Karakalpakstan, which tell a common history and thereby create a cultural direction, are an acceptable choice. The reason is that by attracting tourists to areas with a lot of attractions, locals can tell the history of the attractions, which becomes part of the overall impression of the trip.

Friendly service, safe and clean environment, unique history and culture - all this is valuable not only for tourists but also for the local people. Tourists rely on quality prepared information and data before and during the trip. The tourist destination is usually characterized by cultural heritage sites, natural heritage sites and a landscape and network of events.

Because a tourist destination is a geographical area that is unique in terms of landscape and culture and can offer a tourism product that represents a wide range of services, including transportation, accommodation, meals and at least one memorable event, experience or trip.







In recent years, the range of tourist facilities has expanded significantly and diversity has increased. This is greatly influenced by the change of generations.

In order to increase the interest of tourists and keep their attention, it is necessary to fill the historical information with interesting and exploratory (adventurous) feelings, to create in their minds the image of unparalleled landscapes, to see themselves as heroes, and most importantly to want to see these historical places again and need to suggest it to others. While convenience is created by people, it is important that tourists feel like dear guests.

For him, there are a variety of ways to interpret the objects of cultural heritage, including:

- Road signs,
- Sheets and maps,
- Local information boards,
- Mobile applications,
- Audiovisual materials - local and remote (with translation)
- Virtual Demonstrations (3D, IA) iBeacons,
- Tourist centers,
- Guides,
- Theatrical performance of a historical event.

In conveying historical information to tourists, the Irish poet V.B. As Yets puts it, "Thinking like a wise man is speaking in the vernacular". Because it should be devoted a life to meanings in order to establish interaction. Although traveling as part of a group, tourists prefer local guides.

One of the principles that makes up a huge part of the impression of tourists is nutrition. On the one hand, this is an opportunity for good business, in which there are social enterprises that teach young people the skills of gastronomy and hospitality, which should be based on the principle of "hotel offering breakfast." Because in tourist facilities, it is important to develop dining areas so that guests can spend more time in them. For example, creating a card on national dishes. It is also important to create conditions for the process of cooking national dishes together with the local chef.

The taste of local food should not be expensive, because the quality of products - the demand for organic food will be high. It is important that the production process is associated with intangible culture and local traditions. The environment in which the intangible cultural heritage interacts is also of great importance. The reason is the strong focus on tourist facilities that can offer visitors good food and drinks (coffee, tea) and have a fun time.





In order to accelerate the development of domestic tourism as one of the most important factors of sustainable socio-economic development of the regions, to acquaint citizens with the cultural and historical heritage and natural resources of the country, the President of the Republic of Uzbekistan on February 7, 2018 Decree No. 3514 was adopted [3, Mirziyoev Sh.M. 4 p].

The decree states "Travel around Uzbekistan!" On the Internet, including in all cities of the country, to ensure the promotion of domestic tourism through the production and installation of outdoor advertising media (billboards and rollers for outdoor screens).

Emphasizing the importance of friendly relations for sustainable tourism, sustainable tourism is based on dialogue and cooperation of stakeholders, which combines tourism planning and heritage management, preserves natural and cultural values and develops the appropriate type of tourism.

### **Our Main Goal**

- Accelerated development of domestic tourism as one of the most important factors of sustainable socio-economic development of the regions;
  - Close acquaintance of citizens with the cultural and historical heritage and natural resources of our country;
  - Increasing the flow of tourists in the country;
  - to make inbound tourism one of the most important sectors of our national economy;
  - Promoting the cultural and historical heritage and natural resources of the country.
- In conclusion, it should be noted that the most important aspects of Karakalpakstan for tourism are:
- Ecological disaster with economic and social consequences - harmony with the ideas of environmental protection and sustainable development;
  - Preservation of their traditions - harmony with the ideas of adventure, culture and ecotourism;
  - Ancient heritage and mystery - harmony with the ideas of adventure and cultural tourism;
  - Attractiveness for tourists.

Our common goal is to create a favorable and convenient domestic and international tourism environment in the country, to promote tourism products, as well as to strengthen the image of our country as a safe place for travel and leisure.





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## THE GREAT SILK ROAD AND THE CIVILIZATION OF MEDIEVAL KHOREZM

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### Annatation

In the article M.-Sh. Kdyrniyazova and O.-Sh. Kdyrniyazova "The Great Silk Road and the medieval civilization of Khorezm" analyzes the importance of trade relations in the development of the culture of the cities of the Southern Aral Sea region. The Great Silk Road for centuries connected not only countries and peoples in economic and political relations, but also contributed to cross-cultural exchange, the emergence of innovative elements in the material culture of the peoples who lived in the territories through which the HSE passed. As evidenced by written sources and archaeological materials, for centuries the achievements of the civilizational processes of some intermediate settlements of Khorezm depended on the action of the Silk Road. The trade and craft centers of the region at the key points of this multi-branched road were important in the development of caravan routes. Thanks to the passage of caravan routes through local towns, new types of handicrafts (minai, chandelier, toreutics items) appear here. This work is devoted to the analysis of these processes.

**Keywords:** The Great Silk Road. Civilization. Archaeological epochs of medieval Khorezm. Cities. Handicrafts. Intelligent environment. Trade and external relations.

### Introduction

In the system of trade, economic and cultural ties along the Great Silk Road, medieval Khorezm, due to its geographical location, agricultural products, handicraft potential, highly developed spiritual culture, attracted merchants, artisans, intellectuals from different countries of the East and West. According to written sources and archaeological science, in the IX-X centuries, the main caravan routes were finally formed in the expanses of Eurasia: transit, interregional and internal. Among them, the transit highway is more significant for Khorezm. Since the early Middle Ages (VI century), one of the branches of the trade route from the "Turks to the Greeks" passed through Khorezm. With the formation of the Western Turkic Khaganate, the nomadic state felt the grip of Iran and China. Then in 568 the Kagan sent a delegation headed by the "chief of the Sogdians" Meniakh to Byzantium to the court of Justinian II (565-578) through Khorezm and the Aral-Caspian intermountain [9, pp.72-73]. In the same





year, a response embassy was sent headed by the Zemarch to the khaganate. In the lower reaches of the Volga, in the middle of the VII century. the Khazar Khaganate was formed (VII-X centuries). Located at the key crossroads of the Eurasian trade routes, its capital cities of Samender and Itil were a folding place of goods and political life of the Asian part of southeastern Europe. Lively relations of Khazaria are observed with Central Asia, among its Muslim population there were also Khorezm colonists. According to ibn Haukal (10th century), the core of the Khazar khagan's army consisted of 12,000 Khorezmians (al Arsia) [26, pp.241,243]. In addition, merchants, clergy, builders of mosques and madrassas, as well as managers (vezirat) from Khorezm lived here. Perhaps since that time, the revival of the High School through Khorezm to Eastern Europe began. Subsequently, with the emergence of Volga Bulgaria (IX-XIV centuries), some types of material culture penetrated from Khorezm to Eastern Europe. Glass products (sumaks), spheroconuses, chiragi-lamps and toreutics items from Khorezm (silver bowls and dishes from Shakharov, Bartym, Kovin, Anikovo) were found on the territory of pre-Mongolian Volga Bulgaria, Eastern Europe [25, p.193. Table 86; 16, p. 42; 6, p. 15, 17, 18-19, 22, etc.]. And in Khorezm itself, the HSE stimulated the emergence of a number of cities. In the north-western outskirts of the region, along the Ustyurt chinka, trade and craft centers appear, which were located on the very way from Khorezm to Eastern Europe. In this region, among the medieval cities of Khorezm, sources indicate Zamjan, Kujak, Git, Madminiya, Barategin, Vargada, Juvikan. The emergence of these settlements above and below Chink is connected with the integration of Khorezmian citizens and nomads of the Aral-Caspian intermountain within the framework of a single economic system, formed in pre-Mongol times under the influence of the movement on the High School of Economics. Archaeological research shows that these cities, after a short-term decline at the beginning of the XIII century, in the era of the Golden Horde, are developing again. Among these monuments, first of all, we note Shemakha kala (Zamjan), Pulzhai (Git), Bograkhon (Madminiya), Toprak kala Kungradskaya (Kujag). Thus, the analysis of written sources and archaeological science shows that medieval Khorezm played an important role in the development of the movement along the HSE to the north. This was facilitated, first of all, by the creation of the state of the Khorezmshahs-Mamunids (997-1017), the empire of the Great Khorezmshahs (1097-1231) and the region's entry into the powerful state of the steppe civilization - the Golden Horde (1241-1480). These are the most vivid historical epochs in the history of the Khorezm civilization. The region experienced crises and cultural development at the marked historical stages of the Middle Ages. It was during these epochs that cultural integration was observed in a number of regions of Eurasia, commonality in





material and spiritual life. In particular, this cultural integration is observed in handicraft production, in particular, in the production of kashin products. With the entry of a number of southwestern regions of Eurasia into the state of the Great Khorezmshahs-Anushtekinids, the best examples of handicrafts from the Middle East penetrate into Central Asia, in particular into Khorezm. Among them, first of all, it should be noted ceramic products such as chandeliers and minai, they began to spread widely in the Central Asian region from the XII-XIII centuries. The chandelier in Transoxiana appeared in the IX-XI centuries under the influence of Iranian masters [21, p.84; 28, p.39]. The traditional achievements of the ceramists of Transoxiana (Samarkand, Bukhara) allowed them to produce their own chandelier products [1, p.76; 18, p.301]. There are numerous finds of fragments and whole forms of chandelier products in medieval monuments of Khorezm of the XII-XIV centuries (there are more than a hundred of them here). Among them there is a whole complex of chandelier bowls and dishes [10, p.91]. Minai finds in Kunya-Urgench, Mizdakhkan, Pulzhai Janpyk kale and rural settlements of the Left-Bank Khorezm belong to this era [4, p.191; 19, p.100.]. In Khorezm, cities of the Lower Volga region, four-color kashin products (tiles, cups, bowls) are found in polychrome artistic ceramics (minai) [3, p. 199]. Analysis of the genesis of this polychrome ceramics used to be associated with Iran. However, the latest finds from Kunya Urgench (the finds of the Priyar Vali mausoleum (XIV-XVI centuries), together with the early finds, belong to the XIII century. from this ancient settlement [4, p.191], allowed some researchers to note that the appearance of the main colors of Khorezm polychromy was facilitated by two-color Chinese ceramics from the workshops of Cichou (Hebei Province), the Jin Dynasty period (1125-1234) [12, p.13]. However, it should be noted that Chinese and Iranian ceramics were imported to Khorezm. These were chandeliers, minai, grand de ri, celadon and cobalt porcelain. They were originally imported products of the leading civilizations of the East: Islamic (600-1000) and Chinese (1000-1500) civilizations. However, in the course of mutual influence and borrowing of the accumulated civilizational heritage, cultural achievements are integrated. As a result, in medieval Khorezm there are not only imported ceramics (including toreutics items), but also defective fragments of imported ceramics: pseudolustera (HAEE foundation, cipher 58, t.707/154; pseudominai (cipher 66, Akh, p/25,94,97; Shhk, p.t. 856/100; 67, t.845, p/397); pseudoseladon (67, t. 845/340-341) . Such finds indicate that imported ceramics were not only an expensive product of trade for Khorezm at that time, but also were part of the cultural interaction of various civilizations, which had a constant impact on the composition of the artistic tastes of local potters. New is the cobalt painting on a white background. For a long





time, China was considered the birthplace of cobalt. However, the researcher of the Golden Horde irrigation ceramics N.M. Bulatov proved that cobalt ceramics appeared as a result of the merger of the traditions of Chinese and Iranian masters [3, p.138]. Ceramics of this type are unusual for pre-Mongol monuments of Khorezm. In Khorezm, as in the cities of the Golden Horde, cobalt ware, which later received the name "Temurid", is widespread in the layers of the second half of the XIV century. The mutual influences of various civilizations, including the trade relations of medieval Khorezm on the High School of Economics, are also evidenced by the objects of Toreutics. Round metal mirrors and tableware are widely used among them. Some types of mirrors have Far Eastern Jurchen prototypes. Mirrors depicting four animals running in a circle, two fish and dragons were found in Dzhanpyk Kale, Mizdakhkan and the Chinka Ustyurt mounds. In some of them, there are relief images of Chinese stylized hieroglyphs on the ornamental field. Others depict dragons and "soaring clouds" ("chi") framed by eight-lobed pearl festoons. The third group of mirrors is decorated with paired sturgeon fish [31, p.137; 11, p.70-71]. Initially, the place of manufacture of these artifacts was undoubtedly China or the Jurchen centers [27, p.107]. The proximity of the artistic elements of the Far Eastern (fish, dragon) and Khorezm finds suggests that the latter were formed under the influence of the former. Among the unique artifacts of medieval Mizdakhkan there are prototypes of mirrors made according to Central Asian or Iranian models. These include mirrors with the image of "lions-sphinxes" (al-boraks) with Arabic script. They find analogies in Central Asia (Termez, Semirechye) and Seljukid Iran [22, p.248]. There are suggestions that the appearance of these products with polymorphic creatures in Khorezm and the cities of the Golden Horde are the result of a replica of imported products.

The development of architecture and construction is observed in medieval Khorezm. Outstanding monuments of local architecture such as the mausoleum of Tekesh, Il Arslan (XI-XII centuries), Mazlumkhan sulu, Najimaddin Kubra, Tyurabek Khanum, Narinjan Baba, Shaikh Mukhtar Vali, Pahlavan Mahmud, the caravanserais of Ustyurt (Beleuli), the "Gates of the caravanserai" in Gurganj (XIII-XIV centuries), etc. are of great importance for the study of the architectural and construction business of Khorezm of these epochs. Typological features of these monuments (U-shaped portal, pyramidal - conical and hipped ceilings, two-three domed structures) are associated on the one hand with the masterpieces of Central Asia (Khorasan, Baghdad - XI-XII centuries), and on the other with monuments of steppe, Turkic civilization (for example, "Seljuk portal", the prototypes of which are Tagisken - IX-VIII centuries BC, Baland 2 - IV century BC). As a result of mutual influence with the centers of





civilization of the East in medieval Khorezm appear colorful types of facing materials: irrigation terracotta, mosaic, majolica. There is a high level of construction equipment.

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## CONSEQUENCES OF THE AGRARIAN POLICY OF THE SOVIET GOVERNMENT IN KARAKALPAKSTAN

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### Annotation

In the article, as a result of the agrarian policy pursued by the Soviet government in Karakalpakstan, the implementation of cotton individual medicine, land reclamation, construction of waterways, the construction of the Aral Sea, the deterioration of ecological conditions, and so on.

**Keywords:** communist ideology, cotton monoculture, new economic policy, totalitarian system, irrigation, land reclamation, stagnation, socialist system, keneslestirio, comrades, neighbors.

### Introduction

A number of scientific researches are being carried out on the problems of the Soviet government, and large-scale scientific researches are being carried out.

In Karakalpakstan, the agrarian policy pursued by the Soviet government was different in its content and meaning. This is because a number of decrees, regulations and decisions on land and water issues have been adopted since the first day of the Soviet administration. The main purpose of the documents was to transfer to the Soviet government the land, water and other natural resources, the purpose of which was the people's wealth. In order to achieve this goal, from the earliest days of the Soviet government, in Karakalpakstan land and water institutions were re-established. The special Land and Water Department was established under the Executive Committee of the Ami-Darya Department, and the former Land and Water Committees were reorganized into the Land Department of the Bolshevik Councils. These institutions had to take into account the use of land and water in Karakalpakstan, as well as the "consultation" of irrigation works, the registration of land plots, agricultural implements and efforts of farmers. In Karakalpakstan, on April 25, 1918, the Soviet government approved the location of the "Regulations on the Socialization of the Earth" and made a special decision. [1,174] It includes the calculation of land resources, the abolition of old "excavations" on land, consideration of applications for land allocation to landless peasants, confiscation of property of





large landowners, the construction of a commune in the Tortkul district. The Soviet government's treatment of land and water reform in Karakalpakstan in recent years was carried out much later than in a number of other regions of Turkestan. However, for the agrarian purpose of consulting the peasants, various "streams" and "units" began to be formed. One of them was the "Unit of neighbors", which became more widespread in Karakalpakstan. In addition, the farms "TOZ", "Artel", "Meliorative friendship", "Kommuna" were established in the village. [2,123] However, none of these farms was able to rehabilitate or develop the economy, and the growth rate of agricultural production in Karakalpakstan did not reach the level of 1913. Beginning in 1927, land reclamation began in Karakalpakstan. The Land Census Commission registered 38,403 desiatins of 28,714 households in Tortkul district and 102,441 desiatins of 31,567 households in Shymbay district. [3,57] Land census and other land and water works were carried out in direct connection with the 1928 regionalization of Karakalpakstan. Almost all of the 11 districts formed as a result of zoning have been adapted to cotton cultivation.

The main purpose of the Soviet government's land acquisition was to combat landlessness and to eliminate the need for private ownership of land. As a result, 30,788 hectares of arable land in Karakalpakstan have been transferred to the state as a result of land reclamation. 853 peasant farms were called rich, and each of them was taxed at 500-1000 rubles. All of these 195298 hectares of land were taken into account and turned into state property. [4,67] These lands were given to the peasants for use with the permission of the Soviet government, but the Soviet government's treatment of the land did not give convincing results, nor did the treatment of irrigation give the desired result.

The agrarian policy of the Soviet government was also extended to the peasantry. During this period, the peasant farms were divided. A special commission raided the homes of the peasants, took stock of their property, and even began to collect grain from the fields. This is because the state monopoly on cotton has been in place since 1923. In fact, this policy was carried out in accordance with the special decision of the local Bolshevik organization, which was dedicated to the implementation of the Bolshevik decree of August 17, 1928 "On the confiscation of the lands of the rich." [5.54] In Karakalpakstan, by 1929, the agrarian policy of the Soviet government was completely in crisis. There was a shortage of grain, and agricultural production decreased. The policy of reviving the cotton industry did not yield significant results. Members of the "collective farm headquarters" in the national districts held meetings in the villages. They forced the peasants to enter the farm by intimidating them in every possible way. At such meetings, where threats were made, the peasants were





told that they had voluntarily agreed to join the farm. [6,234] Moreover, in the collective farms the land-water relations in the national republics were not taken into account for many centuries. For example, the first three collective farms in Karakalpakstan, established in 1928, were built on the basis of both peasant farms and forced farming. The number of collective farms established by such coercion reached 33 in 1929. [7,15] This was called the "collective farm movement", and those who opposed it were severely punished, and even deprived of all civil rights. The farming movement continued in recent years, and the peasants' traditional land-water relations were completely disrupted, and the peasant was now called a "farmer"

In farming all the inaccuracies of the agrarian policy of the Soviet government took place. The peasants were almost entirely employed on the farming at the expense of free workers' power. Their leaving was banned elsewhere and they didn't even have passports. In addition, the collection of taxes, especially on the map of the population's grain, is fragmented. In particular, in 1929, in Kegeyli, Shymbay and Takhtakopir districts, there were many massacres in taking farmers. [8,12] A search was conducted on each farm, forcing even those who did not have land to order wheat products. Both the Soviet government's brutal agrarian policy and its violence led to great discontent among the population. In the end, most farmers became heavily indebted.

The model charter of agriculture in Karakalpakstan was adopted in 1930, which further strengthened the collectivization of agriculture in Karakalpakstan, as well as the development of the whole material and technical base of agriculture. To do this, it was necessary to improve the management of the collective farms, to ensure the rapid growth of the agricultural technical base, to strengthen the collective farms. [9,127] Strengthening the material and technical base of cooperative peasant farms in Karakalpakstan has its own peculiarities. This is due to the fact that the above-mentioned collective farms have become less prosperous than other places. Secondly, the lack of local staff in the management of collective farms and in the management has caused great difficulties.

In order to increase party dominance in agriculture, special political divisions have been set up under the MTSs. They strengthened the role of the party and fought against the psychology of peasant private property. Beginning in November 1934, the political departments were reorganized into regular bodies, and in each MTS, the deputy director of the political department was appointed. [10,18] One of the main goals of the Soviet government in the collectivization of agriculture was to ensure the impartiality of the empire in the field of cotton. As a result, in Karakalpakstan, as in





other national republics, the emphasis was on cotton growing, which increased its arable land and increased its productivity.

The establishment of the cotton monoculture in Karakalpakstan as a result of the policy pursued by the Soviet government as a result of the establishment of the command-and-control totalitarian system of the Soviet party apparatus was demonstrated. Thus, the agrarian policy of the Soviet government in the case of Karakalpakstan at the time of his death showed the absurdity of the Soviet economic method in the village.

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**IMPORTED CERAMICS IN THE MONUMENTS OF THE MEDIEVAL  
SOUTHERN ARAL SEA REGION ARE ONE OF THE INDICATORS OF THE  
DEVELOPMENT OF TRADE RELATIONS IN THE GREAT SILK ROAD**

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**Annotation**

The article describes imported ceramic products excavated during archaeological expeditions in medieval settlements of the Southern Aral Sea region. The main functional purposes of imported artifacts are analyzed, and its pseudo-manufacture by local potters is considered. They show about the roles of the Great Silk Road in the development of ceramic production in the medieval Southern Aral Sea region. With the help of trade relations, new goods, new technologies, cultural news were brought, which served for the benefit of humanity. In this respect, imported ceramic products occupied an important place among the material values. Thanks to the functioning of the Great Silk Road, the South Aral Sea potters borrowed innovative technologies and tried to produce local products. Imported ceramics, autopsies in medieval South Aral settlements, indicate the establishment of foreign trade relations with countries such as China, Iran, the Middle East, Volga and Black Sea Golden Horde cities. In the Middle Ages, ceramic goods were not only imported, but also exported to neighboring countries. Due to the existence of the Great Silk Road, the countries that used the services of this route were closely connected with each other, received a new potential for the development of not only trade, but also the development of handicraft potential.

**Keywords:** Imported ceramics, Chinese celadon, "minai", "lustre", gran de ri, cobalt, non-liquid red clay ceramics of the "Lower Volga" type, black-flattened ceramics.

**Introduction**

The Great Silk Road has served for the benefit of the development of mankind for more than seventeen centuries. It mostly reached its peak in the Middle Ages. After the opening of the sea trade routes, the Great Silk Road has not lost its original significance for the enclave states. It had a huge place in the development of the history of human civilization. With the help of trade relations, new goods, new technologies, cultural news and new achievements of human activity were brought,





which influenced the development of material and spiritual values of civilization. In this regard, imported glazed ceramics are particularly distinguished. In the ceramic complex, among the irrigation products of medieval Khorezm, there are ceramics of imported origin, mainly Chinese products made of gray porcelain dough, ornamented with an underglaze relief pattern, covered with a bluish-greenish glaze of the celadon type - "longquan-yayu" of the time of the Sung Dynasty (960-1279) [19, 161]. According to Chinese sources, they were probably made long before the reign of this dynasty. Such products were found in the settlements of Mizdakhkan and Pulzhai, located in the southern regions of the Aral Sea region. A characteristic feature of these products is high strength, smooth transparency, stable firing, delicate taste and high manufacturability. Among the samples of Chinese porcelain, dishes of the celadon type are often found. They were found among the archaeological materials of Kunya-Urgench, Pulzhai, Mizdakhkan, Dev-Kesken and rural settlements of the Left-Bank Amu Darya. Celadon products are presented in two types. The first type represents fragments of thin-walled celadon vessels. Basically, these are bowls. A celadon bowl with a hemispherical body and an edge bent outward on an annular pallet was found in the vicinity of Akkala, fragments of a thin-walled bowl in the residential quarter of Puljaya (Fig.1.3-5). The diameter of the corolla part is 15-16 cm. the wall thickness is 0.3-0.5 cm. It is also rare to find fragments of celadon bowls with a rather wide corolla, where there are underglaze ornamental motifs on both sides (Fig. 2.1). The underglaze relief ornament in the form of hollows is bordered by lines of juicy green color and applied from the outside. Another, archaeologically whole bowl, was found in the area of medieval Chermeniyab. The second group of celadon products consists of fragments of kashin thin-walled vessels with glaze without ornament. They are represented by small fragments of hemispherical bowls. The color of the watering is greenish- salad. Thick watering was applied carelessly, because of the violation of the firing technology, bubble specks and cracks formed. As a result of the great demand for Chinese products in the cities of the Volga region and the Southern Aral Sea region in the XIV century, vessels of the type "pseudoseladon" and "cobalt" began to appear [4, 135]. The painting and the manner of execution on these products differs little from Chinese ceramics. However, according to N.N. Vakturskaya, "Khorezm potters did not blindly imitate the latter, but creatively processed them on their local material, taking into account traditions developed over centuries and existing tastes" [7, 181]. But, despite this, we must admit that the local production imitated by imported products is inferior in quality to imported samples.



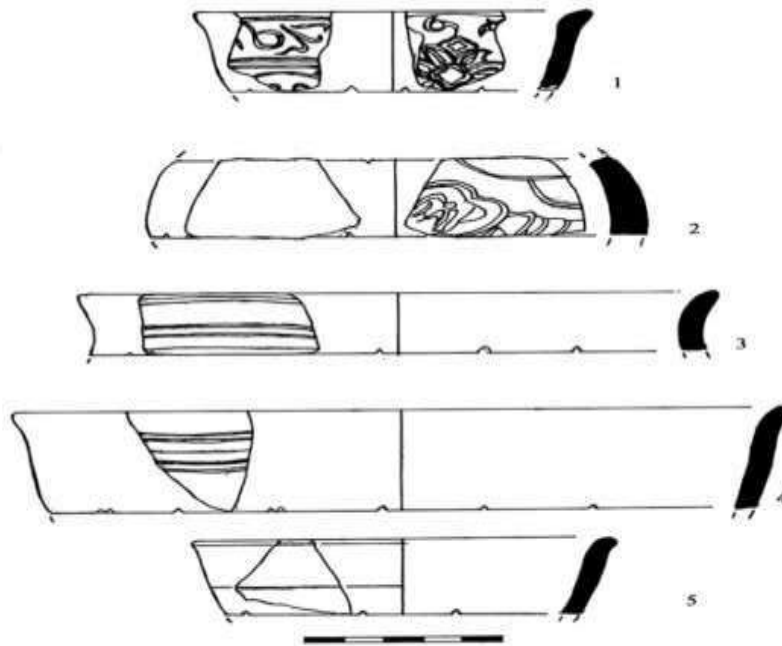


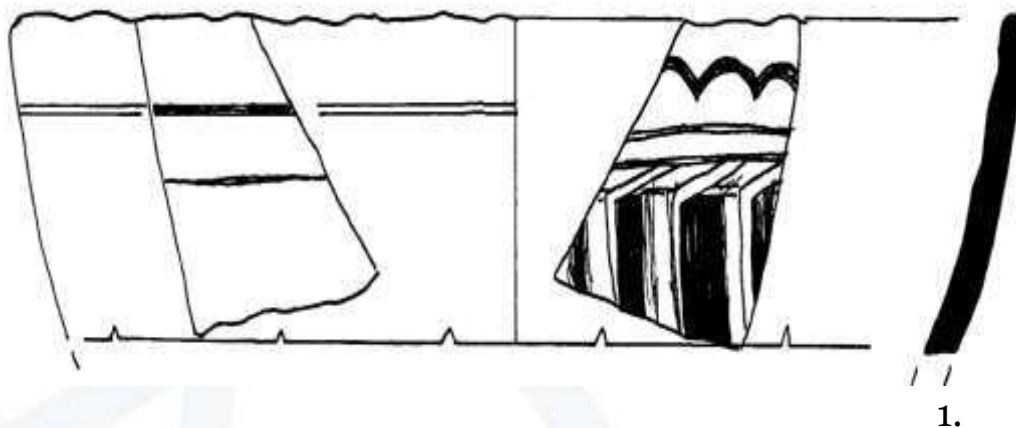
Fig.1. Imported ceramics of the Southern Aral Sea region. 1- ceramics of the "mini" type; 2-5- Chinese celadons.

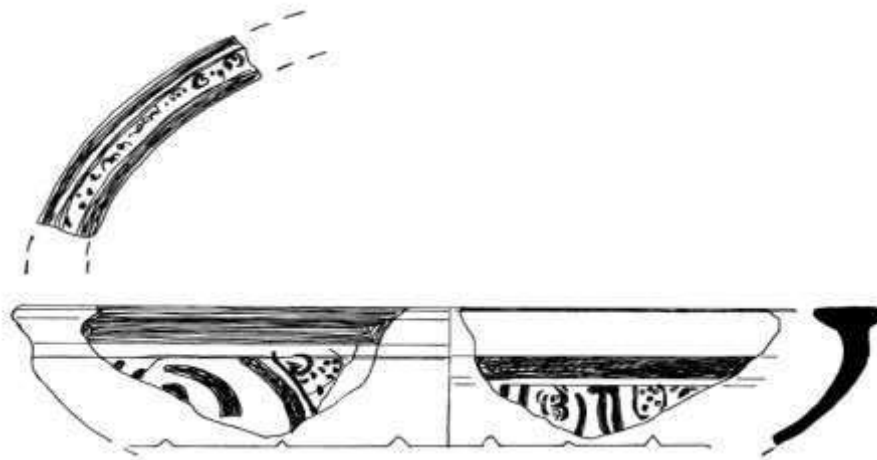
Among the irrigation ceramics of the Southern Aral Sea region, there are kashin vessels with transparent turquoise glaze, gilded with flowers and black underglaze painting. The prototype of this ceramics are the so-called "sikula Arab" lustre faience, known in Egypt, Syria and Iran [14, 63; 4, 103]. It has been known in the Southern Aral Sea region since Mongolian times. Outside of the Southern Aral Sea region in Central Asia, chandelier products were manufactured much earlier and registered in the cities of Transoxiana in the IX century [30, 23-69], Southern Turkmenistan - XI-XII centuries [1, 101-104]. The local production of this type of products in Central Asia is evidenced by the finds of defective vessels in Merv [24, 84-89] and Bukhara [23, 303]. Until recently, single copies of chandelier products were found in the monuments of the South Aral region. However, according to archaeological works of recent years, new samples of chandelier ceramics originating from the cultural layers of Dzhanpykkala, Kavatkala, Yerburun, Kyzylkala, Mizdakhkan and rural settlements of the Left-Bank Amu Darya (Kyzylchakala) have been obtained on medieval monuments of this area [19, 179]. Chandelier products excavated in medieval cities of the Southern Aral Sea region are characterized by the following forms: dishes on a circular tray with wide sides and an edge bent outward, pial-shaped bowls (Fig.2. 2-3). The lamellar surface of the corolla is decorated with ornaments in small Arabic letters. They are by definition M.-Sh. There are three groups of Kdyrniazov. All of



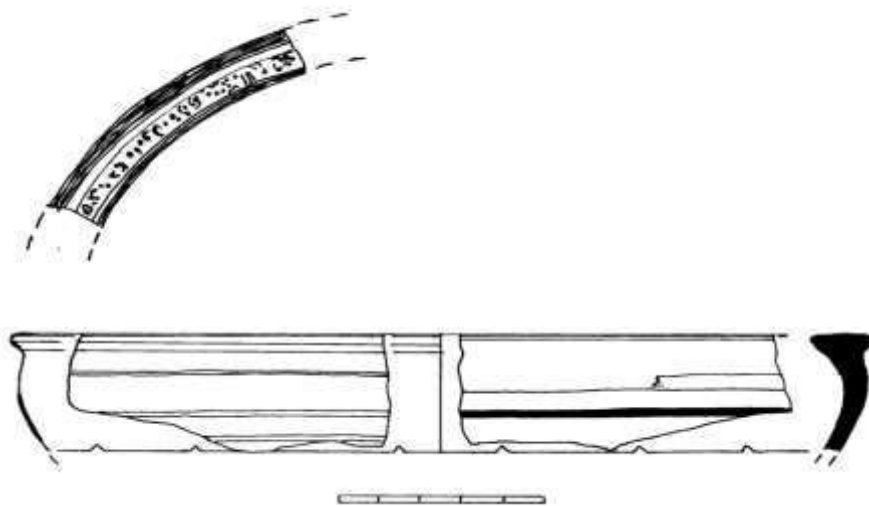


them are characterized by the basics: porous-dense milk-colored kashin. Covering glaze of white shade, overglaze ornament, golden-brown chandelier. On the inside there are ornamental belts, on the bottom there is a pattern in the form of a multipath star, figured rosettes with an ornament of zoomorphic and vegetative nature. Above the central plot on the sides: rosettes - medallions depicting birds, flowers, berries, curls or epigraphic ornaments. The last ornamental belt, applied to the upper edge, consists of images of a vegetative nature or stylized Arabic script. The chandelier bowls of the pialoid shape in the center depict anthropomorphic or zoomorphic motifs. On the outside, there are underglaze ornamental belts framed with golden-brown lines, they are filled with inscriptions and stylized rosettes with the image of berry dots. Among the open chandelier products there are fragments of vessels covered with chandelier painting on the inside, and cobalt watering on the outside. Similar items were found during excavations of medieval settlements around Zamakhshar. The closed type of chandelier products includes narrow-necked and wide-necked pitchers of small and medium size [16, 122-124] (photo. 2). Judging by the preserved fragments, they were ornamented only from the outside with plant, epigraphic and zoomorphic chandelier ornaments. The closed vessels inside were covered with white or cobalt watering. The figurative motifs of the chandelier ceramics of the Southern Aral Sea region are close to the ceramics of the medieval cities of Iran and Southern Turkmenistan. This identity is especially clearly visible on open vessels such as dishes and bowls. Subjects of decorative composition on such products: realistic images of a person (especially horsemen), animals (swan, peacock, duck) and epigraphic inscriptions. These decorative elements are found in two versions: single and strings of figures repeated many times on the inner surface of the vessel. Similar ceramics have close analogies in the cities of Southern Turkmenistan and Iran [1, Fig.5; 2, 115-119].





2.



3.

Fig.2. Imported ceramics of the medieval Southern Aral Sea region. 1-Chinese celadon; 2-3- chandelier bowls.

Another type of imported ceramics is minai. Researchers of ceramics of the Southern Aral Sea region noted that local ceramics with white polychrome overglaze painting developed in the ceramic centers of Central Asia as an imitation of the Iranian ceramics "minai" [7, 191-192]. Such vessels were covered with opaque white watering on both sides, and their surface was decorated with overglaze painting with red-brown and blue-green paint, forming an elegant ornament. During the excavation of the ancient settlement of Dzhampykkala in 2015, a fragment of ceramics of the "minai" type was found, the bowl has a conical shape, a diameter of about 10 cm, a wall thickness of 0.3-0.5 cm. Inside, under the rim of the bowl there is a linear



stripe with a brown tint, under it there is a composition with figures of stylized fish (Fig.1.1, photo. 1). This form of decoration of the famous Chinese symbol "yin- yang", they have blue-green shades, under it is a brightly open chrysanthemum, where the middle of the petals and the central part are painted with gilding. The latter patterns were especially widely used in architectural ceramics of the XIII-XIV centuries [11, 74]. The outer surface of the vessel is decorated with a red-brown linear ornament divided into sectors. The origin of the motif of the sector compositions is connected with the imported chandelier product of the IX century, on which sectors with the image of a plant shoot alternated with sectors filled with small geometric patterns. [30, 72; 12, 27]. The production of such ceramics was developed in the Golden Horde centers on the Volga, defective ceramics of this type were found in the Saltpetre settlement [27, 199].



Photo. 1. A fragment of ceramics of the "minai" type from the settlement of Dzhampykkala.

A fine example of Iranian imported ceramics of the minai type depicting a string of winged sphinxes and fantastic creatures - half-griffins, half-lions was found in 1957 in Kunya-Urgench and published by N.N. Vakturskaya [8, 191-192]. The plot of the ornamental composition coincides with the decoration of ceramics made in the XIII century in Khorasan [13, fig. 197]. In addition, in 1987, during the excavations of the Golden Horde part of Dzhampykkala, a rather large fragment of an Iranian bowl was found on a high ring tray of the "minai" type with the image of horsemen (XIII-XIV centuries) [10, 129-131]. In recent years, dozens of fragments of minai ceramics have been found in Mizdakhkan and Pulzhai. It can be assumed that the production of ceramic products imitated Iranian products, took place in the Southern Aral Sea region. This is confirmed by the finds of pottery fragments in rural settlements of the



Left-Bank Amu Darya. Characteristic features of ceramics, imitated "minai", covered with turquoise glaze, has an overglaze ornament of red, brown, gilded and black paint. Among the archaeological materials of the medieval cities of the Southern Aral Sea - Zamakhshar, Yarbekirkala, Dzhanpykkala [20, 78] and Kyzylkala [29, 98], there are kashin products decorated with punctures, openwork ornaments and covered with irrigation, the so-called "rice grain" technique. In the special literature, he notes that the center of the production of this ceramics was the south of Central Asia (Khorasan), from where in the XII-XIV centuries. It spread in China [1, 100], and in Khorezm and the Golden Horde [27, 148].

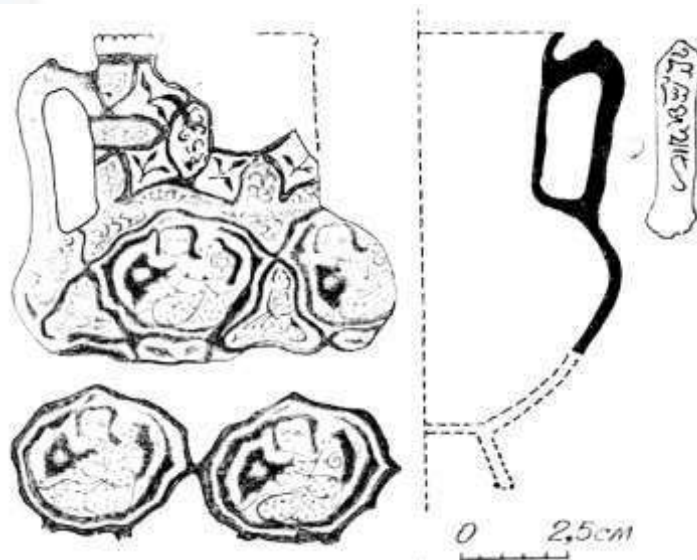


Photo.2. Chandelier jug. Fig. Based on the materials of M.-Sh. Kdyrniyazov.



Of the artifacts of irrigation ceramics, fragments of vessels lined with transparent irrigation and ornamented with underglaze painting with cobalt paint with a relief pattern are found. Ceramics of this type are not peculiar to the Khorezmshakh monuments of the Southern Aral Sea region. Cobalt ceramics first appeared in the IX century in China [4, 138]. In Iran and Central Asia, it became known only at the end of the XII century. as a result of the merger of the traditions of Chinese and Iranian masters [30, 62]. In the XIV century, cobalt ceramics also spread in the South Aral regions. Ceramics with a cobalt pattern has an underglaze painting, is represented by elegant and dinnerware such as dishes, bowls, pots and jugs.

In the monuments of the northern part of the Southern Aral Sea region, fragments and whole forms of non-watering red clay polished products are often found. Researchers associate them with imported products, mainly from the Volga region [3, 187; 21, 115].

In the Middle Ages, there were trade links between the cities of the Volga region and the Southern Aral Sea region. This is evidenced by the ceramic materials of the Lower Volga cities, gray clay and black-flattened ceramics brought from the Southern Aral Sea region are known. Black-flattened bowls and large jugs with massive handles round in cross-section were brought from this region. Such jugs caused local imitations in the Golden Horde cities of the Volga region [28, 210]. Grey-clay Khorezmian jugs are found in Azov [5, 5]. The Golden Horde city of Azak was the westernmost point of the Golden Horde, to which ceramics and other products of Central Asian origin reached in considerable quantities, since it was here that the caravan route from Khorezm ended and goods were transshipped to ships [6, 22]. The most numerous group of ceramics from Central Asia is the products of Khorezm and, above all, its center (Kunya-Urgench), the most significant Golden Horde city in Central Asia [22, 412-416]. Centers for its production have been studied not only in Kunya-Urgench itself, but also in other urban centers of the Golden Horde Khorezm [18, 112]. The findings from Azak were first published by A.L.Boyko [5, 5]. Here, in some complexes, their share can reach 1.5%. About the same amount as in Azak, ceramics are represented in Majara. In a very small amount, it even reached Akkerman (Belgorod-Dniester). Isolated finds were noted in the settlements of the Lower Podonye and Zakuban. They are also isolated in the Crimea [6, 24]. In addition to the gray clay ceramics of Khorezm, Azak and Majar, unlike the Volga region, received irrigation ceramics from Central Asia in very small quantities [22, 450-452]. In general, it should be said that the number of Central Asian imports in Azak, Majar and Belgorod-Dniester is an order of magnitude less than in the cities of the Lower





Volga region. This number decreases by an order of magnitude in the cities of the South-Eastern Crimea [6, 25].

Imported ceramics such as Chinese celadon, "minai", "lustre", gran de ri, cobalt from the Middle East and non-liquid red clay ceramics of the "Lower Volga" type (Eastern Europe), black-flattened ceramics undoubtedly influenced the development of local ceramic production [26, 505]. But the high price and complex manufacturability of these types of products forced local master ceramists to fill the ubiquitous market demand with their goods, who were forced to find more new approaches to manufacturing products that require innovative methods of manufacturing ceramic products.

Thus, thanks to the existence of the Great Silk Road, the countries that used the services of this route were closely connected with each other, received a new potential for the development of not only trade, but also the development of handicraft potential. Imported ceramic products were widely used in everyday life of the medieval Southern Aral Sea region. However, the high cost of ceramic imports, the difficulties of their transportation led to the establishment of new types of ceramics on the ground. Under the influence of foreign products, local potters have established the production of goods imitating the elegant products of different ceramic centers. This led to the development of the ceramic industry in the medieval Southern Aral Sea region. This phenomenon is based primarily on the extensive use of the services of the Great Silk Road and the great interaction of human civilization.

In general, it should be stated that imported ceramic products in medieval settlements of the Southern Aral Sea region indicate the revival of trade relations not only domestic trade, but also serves as an indicator of indicators of the development of international trade, on the other hand, the very functioning of the Great Silk Road made it possible to penetrate new technological innovations in ceramic production.

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## UZBEKISTAN IS A GREAT DEVELOPMENT

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### Annotation

This article discusses the ongoing reforms in the development of the Republic of Uzbekistan, future plans, news aimed at ensuring the welfare of the people.

**Keywords:** renaissance, reform, new development, people, prosperity, perspective, great future.

### Introduction

«We all need to understand one truth: to convey the national history to our people, especially our youth, in the national spirit, to instill it in their hearts and minds. Otherwise, it will not have an educational effect. We need to teach our youth to learn from history, to draw conclusions, to equip them with the science of history, historical thinking»- Shavkat Mirziyoyev, President of the Republic of Uzbekistan.

The idea of the Third Renaissance must first be deeply understood by our society. In all areas, our work in the field, our plans and future programs, education and personnel policy, investment policy - all should be aimed at creating conditions and environment for it.

“Renaissance” literally means “rebirth” in French. As a term, its meaning is much broader: in culture, science, art, education, in general, after a long period of stagnation in society, it means a rapid development, a new qualitative stage of the system of social consciousness and values. The term was first used in Europe after the Middle Ages to refer to a period of development in the fifteenth and sixteenth centuries. This social phenomenon, called the Renaissance, was translated into Uzbek as the Renaissance. In 1909, Adam Metz, a prominent Austrian orientalist, published a fundamental work, The Muslim Renaissance. Since then, opinions and studies have begun to emerge that the Renaissance was not just a European phenomenon, that the peoples of the East experienced it earlier than the Europeans.

The great Russian orientalist academician N. N. Konrad notes that the Renaissance began in China in the VII-VIII centuries and continued in India in the VIII century, and the rise resumed during the reign of Amir Temur and the Temurids. It extends





the Middle East Renaissance to the time of Alisher Navoi. Jawaharlal Nehru had also described Bobur as a typical representative of the Renaissance.

From the 15th century, the Renaissance moved to Europe. By this time, Europe had translated the works of Islamic scholars, including our great ancestors, especially the works of Khorezmi, Fergani and Ibn Sina, into Latin for 300-350 years. This, of course, had a very strong effect on the European Renaissance.

After gaining independence, it first had to deal with national revival for a quarter of a century. Now that we have moved from a national revival to a national upsurge, the head of state has made achieving a third Renaissance a strategic task.

In fact, historically, we have experienced two Renaissances:

- The first IX - XII centuries,
  - the second the last quarter of the XIV century - the first quarter of the XVI century.
- In the First Renaissance, great geniuses such as Fergani, Khorezmi, Farabi, Beruni, Ibn Sino, Yusuf Khas Hajib, Mahmud Kashgari, Mahmud Zamakhshari, great scholars - Bukhari, Termezi, Moturidi and Abul Muin Nasafi and other famous secular and the consciousness of religious scholars illuminated the world.

In the Second Renaissance - Ulugbek, Giyosiddin Jamshid Kashi, Qazizoda Rumi, Ali Kushchi, Lutfi, Jami, Navoi, Behzod, great architects, composers, painters, historians came out and created works that amaze the world today.

In both Renaissance times, we were among the most advanced, progressive nations of the world. If we want to reach such a level again, we need to realize the Third Renaissance.

The idea of the Third Renaissance is close to our national spirit, the aspirations of our people. With the Renaissance, it doesn't happen. For this, it is necessary to pursue a well-thought-out policy, to raise the spirits of the people, to make a strong will.

Our president says: "We will use all the efforts and capabilities of our state and society to ensure that our young people have a high intellectual and spiritual potential to think freely, to grow up among their peers in the world community, to be happy in any field" [1, p 14].

It is expedient to prove that the historical conditions and requirements of the first and second renaissances are entirely different from the conditions and requirements of the New Renaissance by a fair assessment of their possibilities.

One of the main, fundamental directions of science is history. The study of history interprets human thought and illuminates its consciousness with the example of a beacon. Knowing one's historical background, the daily life of one's ancestors, the path of the people and the nation, its place in human civilization, its contribution is one of the important factors that lead a person to perfection as a person. Therefore,





any self-respecting person strives to have a relevant knowledge of the place where he was born and grew up, the history of the country. Given the rapid development of science and technology, and the growing importance of spiritual and enlightenment maturity and cultural education, the importance of this natural need will increase.

The territory of modern Karakalpakstan, called "Central Asian Egypt", is one of the ancient centers of world culture, formed between two great rivers - the Jaihun and Sayhun rivers.

It is the cradle of our ancient history and culture, the sanctuary of world-famous people.

On the unique nature, ancient history and rich culture of the Karakalpak people, President Sh.M.Mirziyoev said: "The land of Karakalpakstan has no analogues in the world, it amazes us with its unique art. Especially noteworthy are the unique folklore samples left over from our generations. It is worthwhile to be proud of such a nation, recognizing the strong will of the brave and hard-working people of Karakalpakstan, who have always lived in the spirit of devotion to the heritage of their ancestors in their homeland," he said. [2. p 206, p 210, p 212].

Today in the Republic of Karakalpakstan there are 288 material and cultural objects, including 131 archeological, 24 architectural monuments, 88 monumental and 45 attractions. [3. p 5-10].

Our ancestors, who lived here, worked for thousands of years to rebuild castles with their holy hands, relying on their rich experience in its development. They bravely defended their lands from external evils, skillfully protected them from natural disasters, and tried to pass on this cultural heritage to future generations.

Thanks to several years of fruitful work of the archeological expedition of scientists, the long history of this legendary land is being revived, and the mysterious monuments of the sacred lands are telling the story of the past one by one.

They have a history of 3-5 thousand years. For example, the monument to the Akchakhan fortress dates back to the I and III centuries BC, and the examples of fine art on its walls are not found in other regions of Central Asia. The priceless exhibits of the world-famous Karakalpak State Museum of Art named after I.V. Savitsky, known as "the Louvre in the Sahara", are unique in Central Asia.

Also, as a result of getting acquainted with the history of Mazlumkhan Sulu and several archeological monuments, reminiscent of underground palaces, each young generation is awakened with pride, enriches their spirituality and increases their love for their homeland.

These wonderful images of cultural heritage are deeply rooted in the human heart and become the meaning of life, in harmony with the great feeling of "Motherland".





The extremely rich spiritual and material heritage of our country is an eternal value for world civilization. Currently, systematic work is underway to include the "Desert Castles" in the Republic of Karakalpakstan in the UNESCO list. Today, as we remember and honor the brilliant way of life of great scientists, we once again feel and respect that their name and work are connected with the past history of our people.

In general, the profound and wise solutions of the great master scholars remain a shining and convincing example of the study of the past for today's youth.

The reason is that while cultural heritage is a mirror of the stage of development of a nation, it has a positive effect on the spiritual growth and strengthening of the views of the next generation.

As noted in the book "Seven Wonderful Monuments of Karakalpakstan", the sages of the East say that "a man's foot should take root in the place of his birth, but his eyes should look at the world" [4. p 9, p 12] guided by the word of wisdom, sanctifying the path of knowledge initiated by our teachers, enriching the information about the rich cultural monuments inherited from our ancestors from a scientific point of view, discovering new things and making them international. bringing it to the arena is the gratitude of knowledgeable and dedicated young people who have hope for the future. The national emblem of our independent country reflects the bird Humo, and it has a very deep meaning and is the most perfect expression of history, today and the future. The national idea of creating conditions for the Third Renaissance in Uzbekistan is based, first of all, on a well-thought-out cultural policy. It is culture that is the basis for the revival of the country, the education of patriotism of the people, especially the younger generation. The attention of our President to the achievements of the ancestors, to the preservation and improvement of their experience is an example for all of us.

In recent years, the long-term pragmatic policy of our country has been strengthening the country's prestige in the international arena and makes every citizen happy and proud.

The fact that our land is one of the oldest centers of world civilization, the great and unparalleled contribution of our people to the development of mankind during the two great Renaissance - Renaissance is unanimously recognized not only by our region but also by the world community. Our people, which has passed such a great historical path, will be able to achieve even greater goals in the future, in the fields of science, education, culture and economy.

In conclusion, it should be noted that we need to look at our historical and cultural heritage, natural areas. Our heritage, which has embodied our values for centuries,





echoes history and shows its full potential. This is one of the main factors that reminds us of our identity, our uniqueness.

Our young people are moving forward with great confidence, saying, “A new era has begun, their long-awaited dreams are coming true”.

So, as long as each of us has a sense of pride in our rich history in our hearts, we will certainly have a great future worth envying.

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## TOPONYMY AT THE INTERSECTION OF THE THREE SCIENCES

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### Annotation

The article states that toponymy is an integral scientific discipline that is at the junction and uses data from three fields of knowledge: geography, history and linguistics.

**Keywords:** Toponymy, history, geography, ethnography, linguistics, toponymic dictionary.

### Introduction

Toponymy is an integral scientific discipline, which is at the junction and uses the data of three fields of knowledge: geography, history and linguistics. The totality of toponyms in any territory constitutes its toponymy.

Currently, scientific research is developing most dynamically and fruitfully at the junction of several fields of knowledge. This is the case with toponymy, the science of geographical and historical names. As a branch of knowledge, it has been actively developing for a long time, but the interest in it from both scientists and ordinary people is not diminishing, and is constantly growing.

Names or toponyms are the most important component of geography, history and linguistics. They are a kind of a link between a person and a geographical object, not only indicating its place on the surface of the planet, but also giving interesting and often very important scientific information.

Historical and geographical names are an expression of people's mentality, their worldview, culture, everyday life, customs, psychological state. They are an integral part of modern civilization and represent a unique toponymic environment, without which the existence of mankind is impossible. In this context, we can quote Academician D. S. Likhachev: "Historical and geographical names - the names of our cities and towns, streets and squares, outposts and slobodas - are the monument of spiritual culture of a special kind. The toponymy of the people is a collective work of the national genius... They serve as landmarks in time and space, creating a historical and cultural image of the country.





The sources of the study of toponyms are divided into four main groups. The first group of sources includes materials on the toponymy of the region (handbooks, dictionaries, cartographic materials, articles on the etymology and history of the origin of individual geographical names and their groups). Geographers, historians, linguists, and ethnographers were interested in toponymy.

The second group of sources includes materials on the history of the development of the region. This group of sources is quite extensive and is represented by a significant number of works. These works consider the nature of the development of the region, historical events, the history of geographical and geological discoveries, historical features of cultural interactions in the region. However, it should be noted that this group of sources practically does not consider the relationship between the history of regional toponymy and the history of exploration and development of the region.

The third group of sources includes materials on the theory of toponymy and onomastics. It includes works on ethnotoponymy, anthropological and culturological theories of proper names, as well as a considerable body of research on linguistic problems of regional toponymy. On the basis of all these studies, a comprehensive (cultural-historical) and substrate classification of toponyms was developed, and the place of toponymy in the system of scientific knowledge was considered. In this group it is possible to note the profiling (specific scientific orientation) of studies and a small number of works of integrative or comprehensive nature.

The fourth group of sources - reference materials on geography, history of development, philology, and ethnography. This group of sources is the most extensive. Geographical names, their meaning, origin and history have recently aroused great interest. This is evidenced by the appearance of fundamental research on their study, creation of toponymic dictionaries, introduction of a special course on toponymy into university curricula (at faculties of geography, history and philology). Linguists, historians, ethnographers, geographers, cartographers, and local historians study toponymy.

When comparing the geographical names given in historical documents with their modern transcription and pronunciation, one can notice how the same word changes. It is not uncommon that a name incorrectly written down by the first cartographers, then passed on in a distorted form in documents and oral speech. Geographical names surround people everywhere. The famous geographer V.A. Zhuchkevich said: "It is impossible to imagine the life of modern society without geographical names. They are ubiquitous and always accompany our thinking from early childhood. Everything on earth has an address, this address begins with the place where a person was born. The home village, the street where he lives, the city, the country - everything has its





own name. Daily reading of newspapers, classical literature, the study of cultural history and the development of science lead to a new and ever expanding stock of geographical names in our language.

Thus, geographical names reflect not only the history, natural conditions of a given area, linguistic features of the people, but may also contain the toponyms of other territories.

"Words-toponyms (proper names naming geographical objects) among other layers of vocabulary are distinguished in languages by a special stability and carry a kind of historical information, which has been repeatedly pointed out by modern toponymists: "The comparative study of geographical names is of great scientific interest and allows solving many questions of ancient history, paleolinguistics, prehistoric past of man. A careful analysis of geographical names often provides the geographer, geologist, botanist, zoologist, economist, ethnographer with interesting material for judging landscapes, mineral deposits, prevailing plant groups, game animals, the dominant type of economy, human settlement".

Toponymy is an auxiliary scientific discipline that studies geographical names and is one of the sections of historical geography. It allows to solve the issues of spelling of geographical names in a more reasonable way. Because geographical names are a part of language vocabulary, subject to certain linguistic patterns, toponymy is a part of linguistics. Toponyms are specific addresses of geographical objects, therefore, as geographical names, they are a kind of language of geography. Geographical names are stable and are preserved for a long time, becoming a kind of historical monuments. In this regard, toponymy to a certain extent belongs to history and source study. Issues of toponymy are important for school geography. Studying a map and memorizing geographical objects is difficult for students. Explaining a name correctly, showing its meaning and origin makes it easier to remember and learn, which is possible with the help of toponymy. Modern cartography cannot do without place names. Therefore, it is important to accurately represent and reproduce all place names. The connection between language and history lies in etymology, which deals with finding out the origin of the meaning of a word. For etymological research, first of all, it is necessary to determine the linguistic affiliation of place names. Very often the names cannot be solved even with a thorough etymological analysis. This is explained by the fact that many names are very ancient. Sometimes very little remains of the original form of a word. Therefore, the linguist in the course of etymological research is forced to refer to historical science.

Geographical names have their prehistory in the lexicon and socio-economic conditions of life, and their emergence is not accidental. However, after their







emergence, they in turn give rise to other toponyms formed on their basis. Often the primary name itself disappears, but the derivatives from it persist for a long time.

The role of toponyms in historical science can be compared to the role of the remnants of material culture. On the basis of a few data of individual words complex constructions are made, which restore the lost links of history.

All geographical names can be classified according to the historical principle, according to the time and history of their origin. For historical geography, names can indicate changes in natural conditions and economic and geographic changes.

Historical toponymy studies the origin of geographical terms, clarifies the location of nonexistent settlements, changes and replacement of some terms by others. Thus, historical toponymy is essentially a very important part of historical geography.

The important role of toponymy for historical science is due to the historical conditionality of geographical names. Each name is a kind of historical document or monument. The historical conditionality is manifested primarily in the semantic meaning of the word. Thus, each historical era is characterized by its "toponymic vocabulary". This vocabulary of any area tells a lot to a historian, regional studies and geographer. It is noticed that the areas with completely clear sense of the names of the settlements are inhabited relatively recently, and the names have not yet had time to change. The areas of ancient settlement or inhabited in the past by other peoples are characterized by the prevalence of obscure names, altered or derived from obsolete words. Geographic names often allow to delineate the habitats of certain peoples and ethnic groups in the past. Toponymy is closely related to ethnography, a discipline of history. For the ethnographer it serves as a source of knowledge of the people - it studies the whole complex of the material and spiritual culture of peoples. Thus, toponymy is based on several disciplines that are necessary for the development of the study of geographical, historical names, as well as for the science as a whole.

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## GENERAL GEOPHYSICAL CHARACTERISTICS OF THE DEEP STRUCTURE OF CONCENTRIC STRUCTURES OF EASTERN UZBEKISTAN

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### Abstract

The relevance of the theme is determined by the development of the spatial distribution of earthquake hearth in different morphogenetic types of concentric structures (CS), and due to the need for studying the structure of the crust and upper mantle in the territory of Uzbekistan/ Our country is one of the high-seismic regions of Central Asia, characterize by complex geological sand tectonic structure. So far, the seismicity and seismic activity in Uzbekistan have been studied using the geological and geomorphologic, geophysical methods. On the basis of geological and geophysical results perfume seismic region planning and forecasting locations of earthquakes. When studying the geological nature of ring structures, in addition to traditional geological materials are widely used geophysical research methods. Attracting geophysical materials to determine deep structural elements the areas under study seem to be important. In this case, it is important to establish the severity of ring structures in geophysical fields. The choice of the method of geophysical research and the shape of the resulting material.

### Introduction

Currently, the study of the deep structure of the earth's crust is based on the complex seismological methods using extensive geological information. Others approach is to study the composition and structure of the earth's crust using magnetometric and by gravimetric methods. The basis for their interpretation is geological data and information about the physical properties of rocks. In the studied region by researchers the following structural and material boundaries of the sections are highlighted.





Mohorovich boundary (M). According to the results of research, this border in the region characterized by a fairly wide range of occurrence depths. Surface relief smooth, with an average vertical gradient - 1 km per 10 km lateral distance. The Mogoltau areas differ in the smallest depths of the M border, south-west part of Karamazar and the west of the Chatkal and Karanzhatau ranges (40-45 km). General the trend of the border sinking is noted from west to east with the northeastern the direction of the main structural forms of relief.

If we turn to the scheme of tectonic zoning of the Chatkalo-Kuraminsky region, it should be noted that the Angren structural-formational subzone differs insignificant depths of bedding are superficial. Pskem-Saidalash and Thalasso. The Ugam subzone has a northeastern horizon at depths of 45-55 km. Kassan, Namangan blocks of the earth's crust are distinguished by the greatest depths the occurrence of the M boundary (55-60 km), and is characterized by a complex relief. Conrad's surface. According to V.A. Chernovsky and S.O. Borisov considered horizon occurs at depths from 25 to 40 km. The general structural plan of the strike of the isohypsum has predominantly northwest direction and is characterized by very smooth relief forms. The smoothest, undisturbed tectonic and magmatic processes, is the western part of the Kuraminsky, Chatkal ridges and ridge Karzhantau.

Here, the vertical depths of occurrence are insignificant (about 1 km by 20 km horizontal strike). Such a calm picture in the relief is observed up to the zone Kubel-Arshan faults, where there is a sharp breakdown of the surface to depths of 35-37 km. [1]

The morphological described surface area is terraced ledge sloping gently from west to east. Further east one more ledge of the meridian direction is traced gently descending to the zone Charkasar-Kurmaniskiy and Aktashskiy faults. Along them, Konrad's surface breaks off down another 3-4 km. At the intersection of the Angren-Chatkal and Koksarek-Chavatinsky faults the considered terrace-like scarp is complicated by the elongated in the meridian direction depression structure where the relative subsidence of its central part reaches 2.5-3 km Surface of the diorite layer identified in the model of the deep structure of the earth's crust Chatkal-Kuramin region, characterized by a different-altitude relief, which is associated both with the processes of magmatism, and with the tectonic movements of the main stages revitalization. A distinctive feature of the relief of the diorite layer is morphologically distinguished zones of uplifts and zones of pronounced depression structures.

In general, they have an isometric shape. So in the Chatkal structural the formation zone is distinguished by a large depression in the relief of the diorite layer with a diameter of 80-90 km with a depth of 14-16 km from the surface of the averaged





surface relief periphery, up to 30-32 km in the central part of the structure. Thus, the height difference is about 15 km. Average gradient of relief marks -1 km at 5 km distance horizontally. The maximum gradient of the height difference takes place in the peripheral parts. Depressions, while the central areas represent a flattened bottom surface structures. The area of the Angren depression on the map of the diorite layer is "Accumulation" of isometric structures of positive and negative landforms.

Considering that the average depth of the top of the diorite layer is 16-18 km, then the relative elevation of structures of positive landforms reaches 6-8 km, while as negative, they sink to depths of 10-12 km. The most difficult to build the relief of the diorite layer has the Kuraminskaya structural-formational zone, as more magmatically saturated and tectonically processed. Basalt layer. Average thickness of the basalt layer in the region the ubiquitous distribution is 16-18 km. The layer does not possess, in contrast to the overlying sharply dissected power and areas of constrictions and swellings. Kuraminskaya zone is the area where the earth's crust has the highest basalt layer thickness in region (18-20 km). The areas of blow-ups have an isometric shape in plan, where the maximum the thickness of the diorite layer is 20-22 km.

In the Chatkal zone, the power variation range is 12-16 km. Moreover, in the zone itself also has structures with an increased thickness of up to 17 km, stretching in the latitudinal direction, and isometric areas of lower values. Granite layer in the region has a ubiquitous distribution, the average thickness of which is about 16-18 km to 28-30 km. The smallest values of power have blocks of the Kuramin zone from 8 to 12 km. It is interesting to note that the distribution zones of ring structures coincide with both zones of low values of the thickness of the granite layer, and with areas of maximum gradients of its change. Relief of the Early Proterozoic crustal base. [2] Based on known geologist-geophysical materials, V.A. Chernovsky and S.O. Vorisov made a surface map of the pre-Riphean crystalline base the territory of the Chatkal-Kuramin region on a scale of 1: 200000. According to their data the crystalline basement in the region under consideration lies at depths from 2 to 10-12 km.

Some of their outcrops are exposed on the surface within the Kassanskaya specific their outcrops are exposed on the surface within the Kassar and in the southwestern part Chatkal ridge. They are marked on the map as the most submerged areas (up to 8-10 km) the relief of the surface of the undisturbed crystalline basement, and the area, that passed the stage of magmatic replacement of granite granite - diorite and diorite compositions.

Chirchik has the form of an elongated block of crystalline basement and morphologically looks like the bottom of a graben-like structure, lowered relatively





boards for 8-10 km. In Karzhantau and in the Chatkal ridge, it occurs at a depth of up to 2 km from the level geoid.

The above materials show the effectiveness of geophysical methods in the study of the deep structure of the earth's crust, in particular it seems to be very important when studying the depth of laying, tectonic activity and other parameters concentric structures.

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## THE PRIMARY CLASS WILL IMPROVE THE TRAINING OF FOREIGN LANGUAGE TEACHERS IN ENGLISH

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### Annotation

This article provides information on the development of students' logical thinking abilities, fluency of speech, the development of quick and accurate response skills, the arouse an appetite for knowledge, and the desire to prepare for classes thoroughly as a result of the use of modern approaches and innovative methods of teaching English in elementary schools.

**Keywords:** modern, innovative, starter, game, educational, educational

### Introduction

In order to fundamentally reform the current system of learning and organizing foreign languages, it prohibits the study of teaching from a traditional style, a wide range of communication modern, and continuous teaching. 'Innovative innovative method of teaching a teacher is lesson, a true self-reader with pedagogical perfection, In the preparation of teachers who awaken their love for learning foreign languages, the main pedagogical psychologist has become a necessary provision.

The social order of society in our country has intensified the need for foreign languages to be taught in elementary schools and for communicative purposes. English was introduced into primary education as a curriculum, and specialists were trained in teaching foreign languages in preschool and primary education.

By developing advanced teaching styles using modern pedagogical and information and communication technologies, fundamentally improving the system of teaching the growing generation to foreign languages, preparing free-speech professionals in these languages, and thus, their world civilization achievements and the widespread use of world information resources, the development of international cooperation and communication, in order to create opportunities:

1. Please note that starting from the 2013-2014 academic year:

Learning foreign languages, mainly English, in all parts of the republic in the form of playful lessons and oral discourse lessons from the first grades of secondary schools,





and from the second grade, gradually begins with the development of alphabets, reading and grammar;

In higher education institutions, some specialized disciplines, especially technical and international specialties, are taught in foreign languages.

Today, it is well-known that about 60% of the world's population can speak two or more languages. The acceleration of globalization processes in the world, the transition to free market relations and the promotion of high-tech development in manufacturing are strengthening the need for "linguistic capital," namely, professionals who have perfectly mastered foreign languages (especially English). In order to ensure quality and effectiveness in foreign language education, the experience of reducing the age of learning/teaching foreign languages is becoming increasingly popular. This was due to the prevalence of the concept of "the younger the better - early is better." The decision to include English in the primary education curriculum is approved on the basis of the following conclusions: Critical Period Hypothesis states there is a limited developmental period which it is possible to acquire a language, be it L1 or L2, to normal, nativelike levels. – Stresses that there is a period of limited development in a foreign language, whether it is the mother tongue, a foreign language, and a foreign language that can be acquired at a level close to natural speech.

Personal reasons for junior high school students to use a foreign language as a means of communication (a sign in the goddess of the school, To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. directed role games, stage performances and contests) are intended.

The main objective of primary education is to develop such skills as a child's positive attitude toward reading, literacy of reading, working with different information, knowing basic mathematical actions and applying them in everyday life, logical and creative thinking, self-government, self-control in the congregation, mastering the rules of a culture of written and oral communication, and organizing educational activities, In accordance with the decree of our Distinguished President on measures to improve the foreign language learning system, adopted on December 10, 2012, these objectives included teaching children a foreign language from grade 1.

That by the 1960s, audiolingval and situative approaches to English teaching had passed their era, The linguistic theories developed on their basis do not meet the demands of the times, that the communication and functional characteristics of individual statements are interpreted in these theories that promote the structure,







and that there should be a greater emphasis on developing communication skills in English teaching than in remembering structure (speech samples) About N.Khomsky, K.Kendlin, X.Windowson, T.Pika, R. Oxford were published. At the same time, the concept of learning to use English and using English to learn it was developed. This concept, first of all, requires the widespread use of sample, standard phrases, basic linguistic units and linguistic functions in training. It also requires the use of English to organize classes, record health in a journal, evaluate, encourage students, provide guidelines, instructions and recommendations on how to carry out the assignment correctly, and talk to one another. Such integration occurs at the expense of a useful reference in various speech situations from the ready and semi-prepared standard mold sentences that have been remembered.

The introduction of a foreign language teaching system in our country from grade 1 also prohibits you from addressing a number of problems. For example, foreign language teaching has been introduced in elementary schools, and who will attend classes? A primary school teacher or a foreign language teacher? A primary school teacher has experience working with young children, a teaching methodology, but does not speak a foreign language, and a foreign language teacher teaching in high schools knows the language, but does not have the ability to teach elementary school students. It is a big problem for foreign-language teachers who have taught high school students (10 to 15 years of age) for many years to teach 6-7 year olds, first and foremost, to sit in the classroom in peace.

He was a member of the Governing Body of Jehovah's Witnesses, a member of the Governing Body of Jehovah's Witnesses, a member of the Governing Body of Jehovah's Witnesses. After a discussion of experts, this road was not found to be acceptable to Uzbekistan. On the contrary, they concluded that it was intended to organize the process by teaching foreign language teachers the methodology of working with young children.

A wide range of studies were conducted in Europe from 2010 to 2011 as part of the ELLIE (Early Language Learning in Europe) project aimed at promoting the teaching of foreign languages from an early age. The project director, led by Professor Djanet Enever of Umeo University in Sweden, studied foreign language teaching from the age of 7-8 in eight countries, including England, Italy, the Netherlands, Poland, Spain, Sweden, Croatia, and this study continued until students completed elementary school. There were 1200 pupils, 48 teachers and 48 principals. As part of this study, the process of studying foreign languages from an early age was fully analyzed and conclusions were drawn. These recommendations and conclusions have served to improve the current requirements and methodologies of teaching a foreign language.





We too continue to implement reforms based on the recommendations of these studies. At the order of the Ministry, constant monitoring of the teaching status of foreign languages in two schools in 5 regions throughout the country (the districts of Karakalpakstan, Kashgar, Samarkand, Tashkent, and Namangan) is carried out in such areas as "Child Psychology," "Teacher's Qualifications," and "Scientific Approach."

In those schools, the average number of subjects in grades 2 to date was 65.7 percent. Twenty-five percent of the students in the schools studied in mastering the subjects in the textbook were found to be facing various challenges, and 75 percent of students were found to have different difficulties. While 12 percent of students had cases of fatigue, boredom, distraction, and 14 percent of students experiencing confusion, 10 percent of students were found to have difficulty understanding large volumes of information.

About a third of teachers appeared to lack the ability to use technical equipment. It has also been observed that between 30 and 35 percent of students remain uncontrolled as a result of inappropriate use of new pedtechnology, mainly working with groups. Although foreign-language teachers in grade 1 passed training courses, they felt that they lacked the ability to work with elementary school students.

The most important of the problems is the lack of professional skills in foreign language teachers, the organization of continuous study of foreign languages at all stages of the education system, as well as the improvement of teacher skills and the provision of modern teaching materials.

To address these problems, a continuous training mechanism is being introduced at the municipal (city) level to improve the professional well-being and pedagogical skills of foreign-language teachers in the public education system. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. This process is being carried out at the XTXQTMOMI base of A. Avloniy with the help of qualified specialists from higher educational institutions, such as the British Council's office in our country, the University of Westminster, the Singapore Institute for Management Development in Tashkent, and the U.S. National University of World Language. In determining the content of the courses, there are three main areas: improving the professional potential of foreign-language teachers, improving their pedagogical skills, and ensuring their level of preparation for the DTM test format.

Teachers who are trained in these courses will be employed as hourly teachers at regional training institutes as teachers who are trained in designated basic schools.





Of course, any process will bear fruit only if it is strictly regulated and controlled. Especially in the field of education, regular observation and monitoring are of great importance. Because it is very difficult to replenish the place of knowledge, skills, and skills that have not been absorbed by the student at a later date. As a result, an objective assessment of the methodological skills and level of language knowledge of foreign-language teachers and the activities undertaken will analyze the achievements and shortcomings they have achieved in this regard. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled *Charitable Planning to Benefit Kingdom Service Worldwide* has been prepared.

This will gradually lead to an increase in the level of language proficiency for teachers teaching a foreign language, an increase in vocational skills, improved skills in working with elementary school students, and improved preparations for DTM-conducted testing, thus beginning to bear fruit in the methodologies of accelerating the teaching of foreign languages in elementary schools.

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## **METHODS OF TEACHING CHILDREN FOR MOVEMENT ACTIVITIES IN THE PROCESS OF PHYSICAL EDUCATION**

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### **Annotation**

The article discusses the methodological methods of teaching children physical activity in the process of physical education and the methodological methods used in teaching children physical activity.

**Keywords:** Physical education, education, upbringing, method, child, exercise, movement, method.

### **Introduction**

Each individual method is a whole complex of different methods that combine in terms of the task and the same approach to solving it. A part of a method, a detail that complements and concretizes it. The complex, creative application of different methods of the teacher in accordance with the tasks enriches the educational process, individualizes it, eliminates the homogeneity. In the process of teaching children movement activities, methodological methods are selected in each case according to the tasks and content of the movement material, the level of its mastery by students, their general development, physical condition, age and typological characteristics of each child.

In this sense, teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in teaching students to move is determined by their interaction. The use of more demonstrative methods by the teacher, such as demonstrating a movement pattern at all stages of learning and in different age groups (which is common in some practices) can lead to imitation. In this case, exposure to more cognitive organs enriches his perception, at the same time weakens the necessary mental process, does not help to consciously remember all the elements of a particular exercise in a logical sequence, sometimes depriving the student of the opportunity to perform the exercise voluntarily reaches However, the use of only the verbal method, regardless of the age of the student, deprives him of figurative perception of actions, the reliability of perceptions, the process of concrete





figurative thinking. Therefore, the teacher uses a variety of teaching methods: visual, oral and practical, in an effort to achieve a high level of learning in teaching students the right actions. In this way, it helps children to develop in all directions, to consciously master the exercises, to use them independently and creatively in certain situations. Different methods of demonstration are used to teach students actions. Visual acuity is the ability of an educator to accurately and clearly demonstrate movement or individual movement elements; from imitating the life around them; use of distance targeting; use of visual aids - movies, screenplays, TV shows, pictures, etc. Tactile-muscle demonstrations are provided by incorporating physical education guides into students' movement activities.

For example, in order to develop the ability to run with the knees high, a series of arched gates are used. Raising the foot over these obstacles while running will help the student develop the ability to lift the knee high. In addition, the subjects allow the student to feel and understand the mistakes made. The retention of the teacher's "do not touch the gate" task in the student's mind is associated with skin-muscle sensation when he makes a mistake, and the child is able to determine for himself whether his movement is wrong. Tactile-muscular display is also expressed with the direct help of the teacher, who controls certain parts of the student's body (for example, adjusting the posture by touching the hand, which evokes a sense of correct muscle tone). However, such teacher support should be short-term. Otherwise, the signal in the system of constant exciters, which serves to create a certain dynamic stereotype, may become significant. The skill is then reinforced through verbal instruction. Clear auditory methods are based on sound control of movements. Instrumental music and singing are the best auditions. They evoke aesthetic feelings and emotional uplift in students, determine the nature of the movement, and control its speed and rhythm. Thus, visual methods allow the student to correctly perceive and imagine actions, to expand emotional consciousness, to establish self-control in the performance of actions, to control the speed and rhythm of movements by hearing, serves the development of sensory abilities. Verbal methods of teaching actions are characterized by: the ability to articulate and explain new actions to students in a clear, concise manner, based on their existing life experience and imagination; in the commentary when specifying the actions or identifying some of its elements; instructions for re-performing the actions indicated by the teacher or for students to perform the exercises independently; in a pre-interview when required to introduce new exercises and movement games or to explain them in action training, to clarify the plot of an action game, etc.; in the questions the teacher asks the students in order to determine the level of understanding of the sequence of actions before the exercise





or to check the perception of the images of the plot action games, to determine the rules, game actions, etc. In addition, these methods are used to convey various commands, commands and signals in a clear, emotional and effective way. The musicality and rhythm of the rhyming texts evoke an emotional spirit in the students, as a result of which the rhymes are easily assimilated by them and then used in independent play. Research by psychologists and educators has shown that children aged 4.5 and especially 6 years of age are adequately prepared to understand the tasks and conditions of the various movement activities that are appropriate for them. This allows for the widespread use of verbal methods in the formation of motor skills. They not only increase the speed of acquisition of skills, but also their quality.

“In the later stages of a child’s development, traces of previous impressions are revived in new combinations and combinations using a system of verbal exposure. This is the first time that pure verbal instruction and explanations provide an opportunity for new successful communication, new knowledge and skills”. The formation of motor skills at school age depends in many respects on the content and structure of the child's exercise, that is, the degree to which he understands all the elements in what sequence and how to perform them. Therefore, it is not allowed to imitate the example given by the teacher. In this case, the process of acquiring motor skills by students is often mechanical. In such cases, students do the exercises correctly on the surface. However, when a student is asked how to act after an exercise, in most cases he or she will not be able to give a clear answer. Rather, the student begins to repeat the action instead of answering. P.F. Lesgaft wrote, "If a student learns a mechanical method without fully understanding the meaning of some of its methods, he acts mechanically — he cannot apply this method to a particular situation." According to P.F. Lesgaft, the “concept of motion” comes from the idea of moving parts of the body, the amplitude, direction, speed, tension, and other components of motion. Therefore, in such cases, the student has an image of the moving parts of the body, combined with all the components that he feels. Once the students have completed the exercises based on the oral task, the teacher determines whether the individual elements have been performed correctly by any of the methods required, such as instruction, demonstration, or explanation. This serves to identify the task perceived by the children through practical examination. (For example, when walking, running, and jumping, the following tasks are given: invent a signal form to change movements, suggest a sequence of alternating them, and give reasons for doing so, and so on).

Experience has shown that students are taught such exercises (elements and exercises that are easy to perform), as well as the knowledge and movement skills they have





acquired (movement techniques and methods of performing them, spatial targeting, rotation of movements in the classroom, etc.). Show that they show activity and enthusiasm when an interesting solution is proposed. These tasks contribute to the development of intellectual and creative activity, organizational skills, purposeful action, ingenuity and the ability to target the environment.

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## USING OF EXOTHERMIC INSERTS IN THE LARGE STEEL CASTINGS PRODUCTION OF A PARTICULARLY

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### Abstract

Using a computer program, the process of forming shrinkage defects is simulated, in parallel with the use of exothermic inserts, in order to increase the efficiency of feeding the casting and reduce metal consumption on profits. At the same time, a reasonable choice of the design of profits is of great importance, as well as the calculation of their minimum permissible sizes used at the current production in the manufacture of the "Side Frame" casting of railway cars.

**Keywords:** Side frame, profit, defects, exothermic insert, modeling.

### 1. Introduction

The production of high-quality and highly responsible castings with low cost costs is the main task of foundries. In the manufacture of castings, regardless of the technology, the formation of the mold is one of the most common defects that significantly reduce the quality of the castings, which are defects of shrink origin. Global reasons for their formation may be errors in the design of technology, as well as disruption of production processes. During the study, several types of defects arose. The article deals only with defects with shrinkage origin. Shrinkage defects are usually





formed in thickened casting areas, which harden in the last place, and in fact this is a different degree of development of the same shrinkage defect.

The shape of the resulting shrinkage defects depends on the crystallization nature of the alloy in the casting, which in turn is determined by the temporal, thermal parameters of the casting formation process.

In order to compensate for such defects for the production of "Frame Side" castings, the traditional technology of production with several profits is used in foundries, which leads to the marriage of casting on gas shells and low yield.

The problem of increasing the competitiveness of equipment today is largely determined by the quality of production of large-sized cast blanks for their load-bearing systems. Many factors are involved in the process of forming the service properties of the casting. Each factor is important in its own way and affects the quality of the resulting casting. The main parts of freight cars obtained by steel casting methods are the "Side Frame" and the "Overpressure Beam" of the trolley, elements of the traction device. The "Side frame" of the trolley is subject to the greatest loads during operation - one of the main structural elements of the trolley frame 18-100 and serves to transfer the load on the trolley axles through the axle box.

In foundry, profit is used to ensure volume shrinkage. Profit is part of a runner system that serves to feed castings on time crystallization in order to prevent the formation of shrinkage shells. After the casting is formed, the profit is separated from it, as well as the entire runner system, and disposed of.

Since the increase in profit efficiency can be classified into the following groups:

- Increasing the efficiency of the geometric shape of profits;
- Use of atmospheric and superatmospheric pressure profits;
- Heat insulation of profits;
- Exothermic heating of profits.

## 2. Methods

In view of the above, the use of telescopic exothermic inserts is recommended to improve the efficiency of feed profits, as a result of which profit can be reduced to 50%. At the same time, it was also decided to assess the economic profitability when using telescopic exothermic inserts (Figure 1) [8].





Figure 1. General view of exothermic inserts with shaped rod

Studies using exothermic inserts in the production of "Side Frame" were carried out in two stages.

At the first stage, the casting process was modeled using the ProCAST program, which consisted in filling the mold with liquid metal and solidifying it (Figure 2).

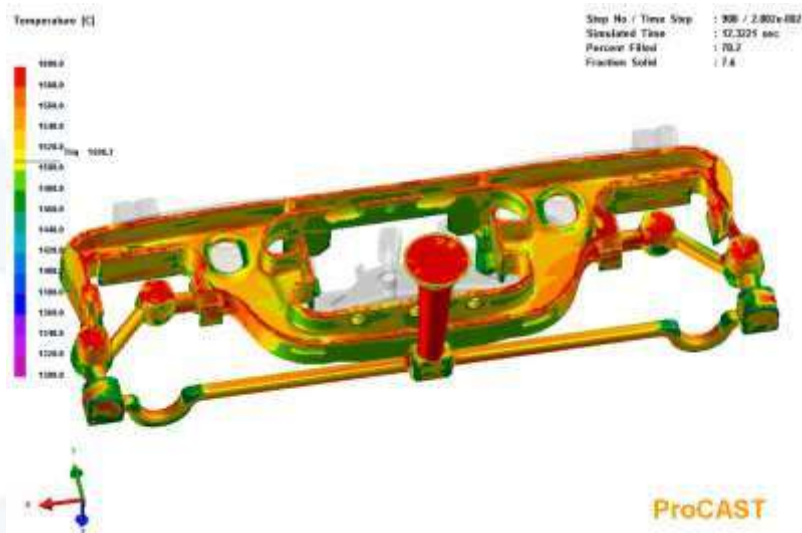


Figure 2. Modeling of casting process "Side frame"

After filling the mold and cooling the castings, they were cut into two parts along the located place of formation of the shells found during the simulation. After that, machining was carried out with layer-by-layer milling, both casting and profit. In practice, it was confirmed that the choice of the exothermic insert was determined correctly, as evidenced by the dense metal structure at the shrinkage sink sites in the casting (Figure 3) and the solidification of the profit with theoretically correct formation of the shrinkage direction (Figure 4).

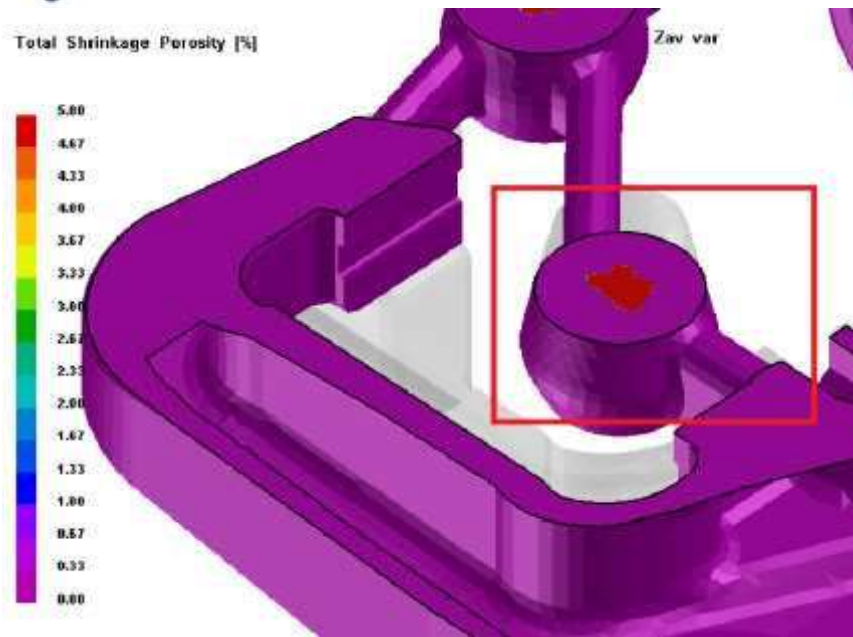


Figure 3. Formation of shrinkage shells in casting

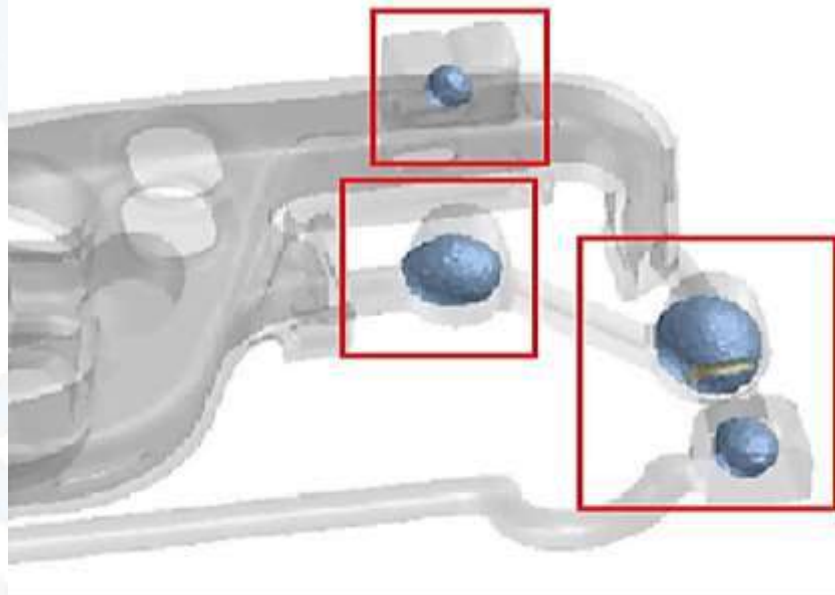


Figure 4. Profit solidification

As already noted, the use of exothermic inserts on the one hand allows increasing the productivity of steel casting production, due to a decrease in profits, increasing the yield of suitable casting, increasing casting qualities and reducing scrap. Thus, it is possible to easily compare the cost of the exothermic insert based on the weight of the metal saved to the cost of the molten steel. Based on this assumption, the effectiveness of exothermic inserts can be estimated.



### 3. Results and Discussion

In order to determine the productivity of exothermic inserts in exchange for ordinary profit, an economic calculation was made by comparing the technology of casting with profits and exothermic inserts (Table 1).

Table 1 - Metal balance, to the weight of metal breaker.

Balance Indicator	Sheet	According to the current technology			Using the Inserts		
		%	kg	t	%	kg	t
Yield of suitable casting		55,6	3430	8918,0	60,9	3430	8918,0
Runners and Profits		33,7	2080	5408,0	28,4	1600	4160,0
Inevitable losses		2,6	160	416,0	2,6	144	374,4
Plums, scraps		2,8	170	442,0	2,8	155	403,0
Waste		2,3	140	364,0	2,3	130	338,0
Irretrievable losses		3,1	190	494,0	3,1	175	455,0
Total		100	6170	16042,0	100,0	5634	14648,4

Then made an annual calculation of financial productivity from the use of exothermic inserts in the production of the Side Frame casting:

Annual Programme – 2 600 pieces

Pure casting mass – 490 kg

Mass of runner system – 260 kg

Mass of runner system using exothermic inserts – 200 kg

Specific rate of electric power consumption per 1 ton of annual casting – 2 160 kWt\*h

Including furnace – 3 300 kWt\*h

Cost 1 kWt\*h – 450 sum

Cost of the 1st exothermic insert – 205 463 sum

Number of exothermic inserts per casting – 4 pieces

The cost of expenses is at 1 ton of release of castings – 7 805 625 sum.

The financial performance results are shown in Table 2.





Table 2 - Total Cost of the Annual Casting Program

Expenses	According to the current technology, billion sum	Using Exothermic Inserts, billion sum
Basic Material Costs for Annual Casting Program	125,218	114,340
Energy (furnace) costs per annual program	39,704	36,255
Cost of Profit Trimming	3,150	2,423
Exothermic inserts flow rate	0	2,137
Total	168,072	155,155

The annual economic effect of exothermic inserts was 12.917 billion sum.

#### 4. Conclusion

On the basis of complex semi-industrial research, a rational casting technology was developed and mastered using exothermic inserts in the production of large steel castings of a particularly responsible purpose.

As the experiments carried out showed, when replacing the usual profit for exothermic inserts, the labor intensity for cutting and exposing the places of installation of profits decreased, the metal consumption of the mold and material costs for charge materials decreased by 8.7% and 7.7%, respectively. Application of the proposed technology made it possible to increase yield of suitable casting by 7%. The work was carried out in agreement with the foundry (Tashkent, Uzbekistan). The results of the study are the basis of the changed technology for the production of casting "Side Frame".

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## TEACH VOLLEYBALL THROUGH ACTION GAMES

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### Annotation

Physical education, sports and movement games play an important role in vocational training, independent work and development of a culture of life.

**Keywords:** Action games, volleyball, technique, rules of the game.

### Introduction

Among the strongest volleyball players, the high level of special work ability and the effectiveness of game movements are mainly determined by their readiness for speed. Many authors, studying the nature of competitive activity in adolescent basketball, argue that running a few jumps together constitute a major component of a young athlete's motor activity. Jumping, in addition to fast running, is an effective method of attack and defense, and their number in competitive activities in their age and age is constantly growing in terms of absolute and relative skills.

Volleyball is one of the most sophisticated sports techniques and tactics. the use of moving games in teaching volleyball to young students is very effective.

Physical education, sports and movement games play an important role in vocational training, independent work and the development of a culture of life.

Volleyball moves and some techniques can be taught through action games.

As an example, let's look at the games "Shooting", "In the middle of the ball", "The ball to the neighbor", "Defend the castle"!

"Shooting"

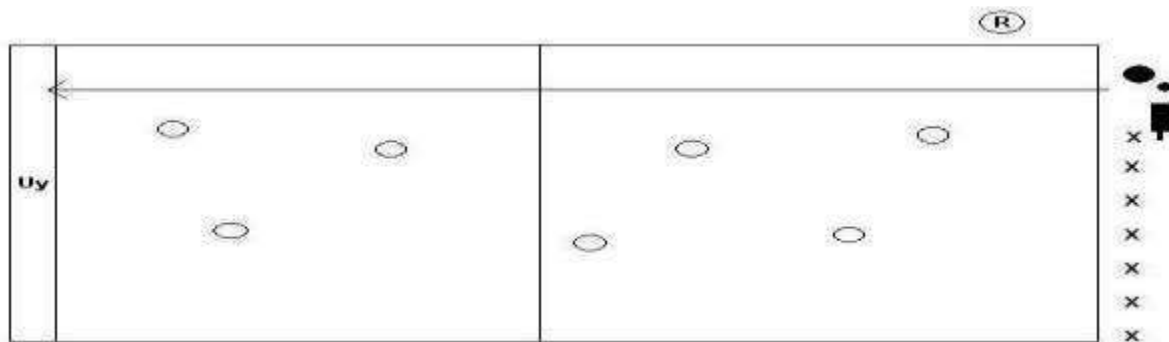
The place of shooting is determined. Draw a circle two steps wide where it is drawn from the line. This circle will be the defensive home of the players who hit the ball. The finish line is set at a distance of 25-30 m from the throwing and hitting line. Players from both teams draw lots to see who stays on the field. One player from the opposing team throws the ball to the remaining players on the field. The player must shoot the ball, if the ball falls too far, he will go to the finish line and return to his place. If the ball does not fall far, then the player enters the house and rests. The defenders take the ball from the ground and target the player who is trying to run to the finish line. The player who touches the ball immediately grabs the ball, hits the defenders and everyone runs to the line of play, that is, they change places. They have





to chase the players of the team who try to replace the ball on the ground. The team that completes the task quickly and accurately wins the game.

Rules of the game: 1. The player must have time to reach the finish line. 2. A player who fails to touch the ball can take the ball and shoot it again. 3. The player who catches the ball hits the ball to the ground. 4. It is forbidden to hold the ball in your hand for a long time



### "In the middle of the ball"

Game description. Players are divided into groups and form three or four rounds. In each round, the players spread out their arms and leave a space between them. A circle is drawn in front of the toes of the players' feet. A circle is drawn in the middle of each round, in which the mother holds a volleyball or (fill) ball. At the signal of the leader, the mother throws the ball to her players in turn and begins to catch the ball, which they return. The mother-in-law picks up the ball returned by the last player in the round and raises it high. This means that the throwing is over.

Rules of the game. 1. When throwing the ball, the mother should not go out of her circle, and the players in the circle should not press her line. 2. All players in the circle must take turns to pick up and drop the ball. 3. The player who drops the ball must take it and throw it to his teammate in the order of the game.

Note. Once the players have mastered the game, they can move on to consider the quality of the throw or throw the ball for speed. The winner is the round player who drops the ball less or completes the throw faster than the others. The ball can be replaced with light objects of various shapes (relay sticks, spruce sticks, sacks filled with sawdust or sand, etc.).

This game will help students and young volleyball players learn to catch the ball.

### "The ball to the neighbor"

Game description. You have to have a volleyball or a basketball to play the game. The players form a circle. One of the players is given the ball. One mother is appointed. The mother is outside the circle, behind the player with the ball. As soon as the leader signals, the players begin to pass the ball to their right or left. The mother-in-law runs



around the circle, trying to petna the person with the ball. If a player is petna while holding the ball, he will be the mother, and the mother who petted him will take his place.

Rules of the game. 1. Depending on where the mother is, the ball can be passed to the right or to the left. 2. The ball cannot be passed by one or more people in between. 3. The player who breaks the rule and drops the ball during the game will be the head coach.

“Defend the castle”

The game will be played on the field or in the hall. It will take three gymnastic sticks and one volleyball. If the number of players exceeds 30, the amount of equipment should be doubled.

Getting ready for the game. All players form a circle, leaving a space between them. A circle is drawn on the ground in front of them. In the center of it is a fortress, each one meter long and consisting of three rods, the upper ends of which are tied together. One player lands in the middle of the circle to defend the castle. Those who form the circle have a volleyball (or handball) in their hands.

Game description. Players begin to hit the ball with the ball as soon as the leader signals. The defender resists the attack by closing the castle with his body and hitting all the ball back with his hands and feet. The player who can knock down the castle replaces the defender, and the defender comes to the line. The game will be played at the appointed time. At the end of the game, the best defenders who have been able to guard the castle for a longer period of time than the others, as well as the best snipers and smart players, are declared the winners.

Rules of the game. 1. Players cannot cross the line. 2. The defender is not allowed to hold the castle by hand. 3. If the castle is hit by the ball and does not fall, the defender continues to guard it. 4. If the castle is demolished by the defender himself, he cannot be a defender from that moment on, he will be replaced by a player holding the ball in his hand at the same time.

The "Defense of the Sticks" version of the game. Instead of a three-legged castle in the middle of the circle, there are five poles: four at the corners of a square rectangle with one side on each side, and one in the middle of the rectangle.

In this game, the defender tries to protect the sticks, and all the players try to knock down the sticks with the ball without going inside the circle.

The defender has the right to pick up the fallen stick (unless it falls at the end). After all the piles have been removed, the mother will be replaced. He will be replaced by the player who knocked down the last stick.

The other rules of the game are the same as the rules of the game "Defend the Castle".





The educational value of the game. This game develops the skills of throwing, throwing and catching the ball. It requires coordination, agility and agility when passing the ball to each other. Defenders also need to be brave and be aware of the situation around them.

The main types of actions in the game are throwing the ball to a guarded fixed target, throwing the ball to each other and catching it.

Guidelines. If there are a lot of players, the game should be played in two rounds at the same time. Players' attention should be drawn to the coordination of movements during the passing of the ball and the ease of hitting the ball into the net only when the target is open.

The manager must ensure that all players are actively involved in the game and that the ball is passed between all the players.

If a defender manages to guard the castle or stakes for a long time, his service will be rewarded and he will be replaced by another player. Then other players will have the opportunity to be defenders.

Defending the Castle is a more complex game than Defending the Castle. Because it allows the defender to repair the fallen sticks, which complicates the purpose of the game.

It is recommended to play "Defend the Castle" from the 3rd grade, and "Defend the Sticks" from the 5th and 6th grades.

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## PHYSICAL DEVELOPMENT AND MORPHOFUNCTIONAL CHARACTERISTICS OF BASKETBALL PLAYERS AGED 13-14

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### Annotation

The issues of selection and control in sports practice have been studied for a long time and for many of them quite clear ideas and theories have developed, some aspects are still in the process of formation and require in-depth scientific study.

Such issues, in our opinion, include the assessment of the physical development of young athletes. Many coaches believe that today it is important to simply keep children in the section, sports school, and their compliance with one or another sport is not necessary. This point of view is detrimental to sports in general and to basketball, which makes special demands on athletes in particular. Thus, the assessment of indicators of physical development and morphofunctional features of young basketball players aged 13-14 seems to us to be very relevant.

**Keywords:** morphofunctional characteristics, sports school, young athletes, physical development, basketball players.

### Introduction

The purpose of the study: is to study the indicators of physical development and morphofunctional characteristics of basketball players aged 13-14.

Results of the study and their discussion. The study of physical development and morphofunctional features of basketball players is important for medical and pedagogical control, selection and sports orientation. As is known, the characteristic features of athletes are determined by the specific requirements of the sport [4].

The study was conducted on the basis of school number 1 in Bukhara. The study involved 24 basketball players, boys born in 2005, 2006 (age 13-14). Basketball players of the training group of the 3rd year of study, who took part in the experiment, have been playing basketball since the age of 9-10, the composition of the group did not change during the experiment. The study was carried out for 3 months. To assess physical development, human measurement data were used, which are commonly called anthropometric indicators. These include the following indicators:





1. Morphological - body measurements: height, body weight, circumference and excursion of the chest, circumference of the thigh, lower leg, wrist, length of the foot, hand (Table 1);
2. Functional - indicators of body functions: muscle strength of the hands, back (deadlift), vital capacity of the lungs (VC), vital indicator (Table 2).

Table 1 - Comparative analysis of indicators of physical development of basketball players aged 13 and 14

Indicators	13age	14age	t.	Pt
	$\bar{X} \pm S\bar{x}$			
Height(cm)	167,3±1,84	176,9±1,64	3,8	≤0.05
Weight, kg)	54,7±1,42	64,2±1,62	4,1	≤0.05
Bust(cm)	75,2±80,94	81,7±20,68	5,6	≤0.05
Chest excursion(cm)	8,0±0,37	8,9±0,75	2,1	≤0.05
Wrist(cm)	16,57±0,42	18,36±0,89	1,5	≤0.05
Hip(cm)	43,0±0,57	46,9±0,39	5,8	≤0.05
Calf circumference(cm)	29,28±0,60	31,4±50,36	3,3	≤0.05
Foot length(cm)	26,2±0,2	27,2±0,2	3,2	≤0.05
Brush length(cm)	18,0±0,3	18,3±0,21	1,2	≤0.05

Comparison of two age groups of young basketball players between themselves established significant differences in a number of indicators (t to p.=2.12, at p≤0.05) Table 1 shows that 13-year-old basketball players significantly differ from their 14-year-old peers in a longer body length by an average of 9.6 cm, which is 5.4%. Compared to the average age indicators, 13-year-old basketball players differ by 7.3 cm (4.4%), and 14-year-olds by 9.9 cm (5.6%). When compared with due standards for selection in

training groups in accordance with the training standard, the difference was 3.1 cm, which is only 1.7% less than the norm [3].

The average weight indicators of 13- and 14-year-old basketball players also significantly differ by 14.7%. When compared with proper norms, 13-year-old basketball players have a body weight of 7.7 kg, 14-year-olds are 8.2 kg more, which may indicate greater muscle mass than non-basketball peers. Indicative for assessing the physical

development is the difference between the coverage dimensions of the body of basketball players, in our case, this is an excursion of the chest, which indirectly indicates an increase in lung volume. Differences between 13 and 14-year-old basketball players in this indicator are not statistically significant and amount to



10.1%; ( $t=2.1$ , at  $p \leq 0.05$ ). The volumes of the thigh and lower leg are statistically significantly higher in 14-year-olds by 8.3% and 6.8%, respectively. By this indicator can be used to judge the growth of muscle mass, and, consequently, the strength of the muscles of the lower extremities. The wrist girth of 13- and 14-year-old basketball players does not statistically significantly differ by 9.7%.

Interesting for assessing the physical development of basketball players are indicators of the length of the foot and hand, which are genetically determined and indirectly indicate the future growth of the player. For 13-year-old basketball players, the length of the foot was 26.2 cm; for 14-year-olds - 27.2 cm, which is statistically significantly more by 3.7%, but the length of the hand is statistically not significantly more - by 2.7% more.

In terms of lung vital capacity (VC), statistically significant differences were obtained between basketball players aged 13 and 14 by an average of 243 cm<sup>3</sup>, which is 8.7%. Compared with the average age indicators, VC in 13-14-year-old basketball players is 415 cm<sup>3</sup> (15%) more [2].

Table 2 - Comparative analysis of morphofunctional indicators of basketball players aged 13-14

indicators	13лет	14лет	t.	Pt
	$\bar{X} \pm S\bar{x}$			
VC(cm <sup>3</sup> )	2544.3±68.1	2787.3±23.8	2.8	≤0.05
Dynamometer pr, brushes (kg)	31.8±0.9	36.8±0.8	4.1	≤0.05
Dynomametry lion, hands (kg)	28.4±0.9	35.2±0.8	5.2	≤0.05
Deadlift(kg)	72.5±1.5	82.0±1.08	5.1	≤0.05
Vital index(cm <sup>3</sup> /kg)	46.0±2.1	43.5±0.9	1.2	≤0.05

There are no statistically significant differences of 5.4% between 13- and 14-year-old basketball players in determining the vital indicator (the ratio of VC to body weight). The vital indicator characterizes the functionality of the respiratory apparatus and normally amounts to 60-65 cm<sup>3</sup> / kg in boys. Comparison with due standards indicates

on an insufficient level of development of the functional capabilities of the respiratory apparatus of basketball players, which may be due to the increased growth in length of the body of athletes at this age [1].

On the basis of the study, we found that 13-14-year-old boys involved in basketball are characterized by higher indicators of long dimensions (height, length of the hand, foot), chest volume and weight in relation to the proper age norms. This is primarily due to the features of the selection.



Indicators such as vital capacity, vital index, hand and back strength are the result of the influence of systematic training and in our study indicate high indicators of strength and insufficient indicators of the respiratory system, which may be indirectly associated with insufficient development of endurance.

The leading somatotypic feature of the surveyed basketball players aged 13-14 is tall stature with a large body weight compared to their peers who do not play basketball. Changes in the functional indicators of VC and LP in 13- and 14-year-old basketball players reflect the direct influence of sports training on the respiratory systems and do not depend on the structural features of the basketball players' bodies. Of particular interest is the analysis of the physical development and morphological and functional indicators of young basketball players depending on the game role: centers, forwards, defenders. Comparison of the mean group values made it possible to establish a number of differences between them (Table 3).

Table 3 - Average indicators of physical development and morphological features of basketball players aged 13-14, performing various functions in the game

<b>Ampoule</b> <b>Parameters</b>	<b>Center (n=4)</b>	<b>Attack (n=7)</b>	<b>Defender (n=7)</b>
Height(cm)	182,5±2,65	173,5±7,71	167±1,90
Weight, kg)	70,0±1,56	60,0±1,72	55,7±179
VC(ml)	2823±54,65	2624±99,43	2690±25,52
"Vital indicator" (cm <sup>3</sup> / kg)	40,1±0,73	43,7±1,13	47,8±1,84
Bust(cm)	81,8±1,79	79,9±1,83	78,6±1,27
Calf circumference(cm)	31,3±0,55	30,1±0,83	30,7±0,73
Hip(cm)	47,3±0,87	45,0±1,03	44,7±0,96
Dynometry (pr, kg)	37,5±2,23	34,0±1,58	34,3±0,87
Dynomometry (lion, kg)	35,3±2,47	30,3±1,58	30,6±1,13
Deadlift(kg)	84,8±0,87	77,7±1,33	75,3±2,94

The highest indicators of body length and weight characterize basketball players who perform the function of centers. On average, their height is 182.5 cm, weight - 70 kg. Also, the centers are distinguished by higher VC rates - 2823 cm<sup>3</sup>, chest girth - 81.8 cm, hips - 47.3 cm and lower legs - 31.3 cm; the strength of the right - 37.5 kg and the left 35.3 kg of the hand, back - 84.8 kg. However, the development of their respiratory apparatus is lower compared to other players, as indicated by the value of the "vital index" - 40.1 cm<sup>3</sup> / kg, which, in our opinion, is due to the higher growth of centers. Boys basketball players who perform the function of forwards in basketball, compared to center players, are somewhat smaller in height and weight, respectively 173.5 cm and 60 kg. For other indicators, lower values were also revealed than for the center ones: VC - 2621 cm<sup>3</sup>, chest girth - 79.9 cm, hips - 45 cm and lower legs - 30.1 cm; the



strength of the right hand - 34 kg and the left hand 30.3 kg, back - 77.7 kg. The attackers have a slightly higher "vital index" - 43.7 cm<sup>3</sup> / kg.

Basketball players who perform the function of defenders in the game differ from the two previous groups in smaller total body sizes: average height = 167 cm, weight - 55.7 kg, chest circumference 78.6 cm, hips - 44.7 cm and lower legs - 30.7 cm and back strength - 75.3 kg. Defenders are characterized by lower indicators relative to centers and higher indicators relative to defenders, the strength of the right hand - 34.3 kg and left hand 30.6 kg, as well as the highest in relation to both centers and attackers "vital indicator" - 47.8 cm<sup>3</sup> / kg .

Conclusions. Analysis of the scientific and methodological literature showed that the period of puberty is characterized by significant changes in the physical and functional indicators of development. The lack of relevant knowledge about the child's body can lead to errors in the work of the teacher. Therefore, it is important for the future teacher to master

methodology for assessing the physical development of children. The assessment of anthropometric indicators in our study was carried out using the method of approximate calculations (assessment by formulas). The study showed the practical necessity of studying the physical development and morphofunctional features of basketball players aged 13-14 years old school No. 1 in Bukhara and made it possible to identify some of their characteristic features:

1. For basketball, indicators of body length, limbs and their ratio are important. First of all, they are tall. At the same time, 13-year-old basketball players with high growth are characterized by low vital indicators. For 14-year-old basketball players, the same height indicators are characteristic, however, the contingent athletes of this group are distinguished by more pronounced indicators of the length of the foot, chest, hips and lower leg, as well as the strength of the hand and back, VC. Having indicators of growth dynamics, the coach can predict the final value of the child's growth. So in boys aged 13.5-15.5 years, the average growth is 8-10 cm or more per year, however, there may be individual differences associated with the type of constitution. Boys between the ages of 14 and 15, the legs stop growing, and the growth rate for the torso peaks.
2. Indicators of the functional state of the respiratory system in basketball players and 13- and 14-year-olds indicate their tendency to fatigue due to a decrease in adaptation to aerobic loads against the background of intensive sexual development. Therefore, the data obtained indicate a weak development of endurance. Strength Development Indicators of the hands and back of basketball players aged 13-14 years is higher than the average age norms, which indicates a sufficient development of strength and, in





general, corresponds to the age-related characteristics of the growth dynamics of this physical quality.

3. Differences in morphological parameters are more pronounced in the age groups of athletes than when comparing playing roles. In general, the indicators of the physical development of the surveyed basketball players correspond to the specifics of basketball. Morphofunctional indicators correspond to the nature of physical activity in basketball.

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## **DEVELOP THE PROFESSIONAL SKILLS OF FUTURE PHYSICAL EDUCATION TEACHERS AND MANAGE THE PHYSICAL CULTURE MOVEMENT OF STUDENTS**

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### **Annotation**

The article considers the ways of development of professional skills of future physical culture teachers, the specificity of the pedagogical profession, its social significance, the specificity of management of student-youth physical culture movement.

**Keywords:** physical culture teachers, professional qualities, modern pedagogy, human and professional qualities, physical culture and sports management.

### **Introduction**

The improvement of the population of our country, the implementation of continuous educational processes in educational institutions, the physical education of students, their full involvement in physical culture and sports and mass sports competitions is an urgent issue of our time.

The program of our state to create a new, armed, full-fledged person, armed with the ideas of independence, is always relevant and reflects the needs of today. However, in a market economy, it is necessary not only to educate a comprehensively developed person, but also to develop his initiative, creative and entrepreneurial qualities. Without these qualities, personal perfection in a market economy will not be fully realized. The development of such qualities, of course, requires a high level of pedagogical skill of the teacher.

Pedagogical skill of a teacher-educator, pedagogical creativity, pedagogical technique, interaction between a teacher and students in the educational process, communication tactics, culture of speech, thinking, spiritual and educational work of the educator and the organization and implementation of educational work, in the process of which he teaches the peculiarities of restraining behavior and emotions, and also provides information about the system of pedagogical activity that develops their profession. Pedagogical excellence is formed at the heart of a teacher's





pedagogical activity. Pedagogical activity is the work of specially trained teachers who are responsible to society and the state for preparing the younger generation for life and work.

To acquire pedagogical skills, a teacher must know his subject in accordance with the requirements of the time, have pedagogical and psychological knowledge, as well as humanism, curiosity and purposefulness. According to researchers, the main components of pedagogical skill are the following four components: a. commitment to the teaching profession; b. perfect knowledge of teaching methods of the subject; v. be able to demonstrate pedagogical abilities; e. be able to apply pedagogical techniques instead.

The teaching profession is of great social importance. After all, the educator is the architect of the maturity of young souls. Today, educating young people ideologically and politically, teaching them the laws of nature, society, the development of thinking, she, first of all, prepares the younger generation for future labor activities, helps them in acquiring professions and socio-economic development, which is important. For society, he must be able to solve the problem. The idea of national independence, formed in the independent Republic of Uzbekistan, is based on the construction of a humane, democratic, legal state and society, recognized in the Constitution of the Republic, as well as promotion to a higher level of socio-economic and cultural development serves the implementation of purposeful noble goals.

This is precisely the responsibility of future physical education teachers to become masters of their profession, to exert an educational influence on students, to develop their interests, abilities, talents, convictions and practices. A professional is required who is looking for the best ways to develop their skills in every possible way. To do this, it will help future physical education teachers to constantly explore their professional skills, create the necessary conditions for this, provide the necessary material and scientific-methodological assistance, and increase the teacher's creative initiative. A modern teacher should reflect the following skills: 1. Organizational abilities - reflected in the integration of students, setting tasks, sharing responsibilities, performing common tasks. 2. Didactic ability - manifested in the selection and preparation of educational materials, exhibitions, stimulating the interest and need of students for knowledge, increasing educational activity. 3. Perceptual ability - the ability to penetrate the spiritual world of a student, to determine and objectively assess the mental and emotional state, manifests itself in pedagogical intuition and empathy. 4. Communicative - communicate with students, colleagues and management in accordance with the pedagogical goal, communicate quickly, be extravagant. 5. Suggestive ability is the ability to emotionally influence





students, to convince them of their capabilities. 6. Research ability - the ability to study and evaluate pedagogical situations and processes. 7. Speech skills - clear and convincing, emotional, cultural, lexically rich speech technique. The human qualities of a teacher are of particular importance in the educational process. These qualities include humanity, justice, kindness, patience, honesty, truthfulness, responsibility, fairness, commitment, objectivity, generosity, love for people, respect, high spirituality, optimism, emotional calmness, the need for communication, interest in the life of students, nobility, self-criticism, friendliness, composure, dignity, patriotism, religious beliefs, adherence to principles, emotional culture and others.

Physical education teachers must have the following human and professional qualities: organizational talent; culture of behavior, the ability to choose students; analysis and analysis; create a healthy working environment, respect any opinion, gather hardworking and enterprising people around you and build a strong team; understand people, find the language; justice, mutual assistance, legal literacy, neat clothes, open face, always ready to help people, politeness, regular exercise, confident step, knowing that criticism is in their favor, different foundations of science and the ability to conduct conversations on a variety of topics, be in news and much more. These qualities are important in the effective management of the physical culture of students and youth, as well as in other areas of society. Although the foregoing does not fully reveal the content of the activities of physical culture and sports specialists, it has a certain influence on the criteria for assessing their performance. The basis of the activity of a specialist in physical culture and sports is fully reflected in his professionalism, as well as managerial training. In the effectiveness of a manager, his personal qualities come first, and his personal management skills come second.

The peculiarities of management of students' physical culture include:

-Since the physical culture movement is an ethical concept related to the education and maintenance and strengthening of the health of the population, we must always develop and make ethical decisions in accordance with the goal. Because we are working for the future of our country, forming a young generation that is growing in the industry.

-Management of the movement of physical culture is the result of science and art, clearly expressed in qualitative and quantitative terms, in which the interaction between people is of great importance.

- Unity, interconnectedness of interpersonal, state and social relations, reflecting the content of management;

- Broad public participation in the management of physical culture and sports;





- Continuous improvement of the management of physical culture and sports, the widespread use of economic, socio-psychological, organizational and pedagogical methods, etc.

Another proven method in physical culture and sports is the systematization or management of physical culture and sports. The main condition for systemic management is communication and feedback, which creates a strong and reliable management system by establishing communication and feedback between districts, cities, regions, higher and secondary specialized educational institutions, secondary schools. Of course, this will require modern means of communication. In the management of physical culture and sports, it is important to set clear goals and objectives for the month, year and future, to mobilize all the forces and opportunities to achieve the goal.

In the management of physical culture and sports, the quality of service or the quality of service to the population is of great importance. Customer rewards, promotions, good manners, regular communication, and employee motivation all contribute to effective management outcomes.

Physical education and sports are also widely used to maintain and promote the health of students and workers, as well as mental health workers. The health-improving direction of physical culture and sports is the legal basis for its development. This basis is characterized by the principle of combating inactivity (hypodynamics) that occurs in the general population. This is due to the fact that the modern features of modern production require people to sit in many professions and work less. Inactivity, in turn, leads to various diseases, including occupational ones, disrupting the work of the main vital systems of the body. The role of physical culture and sports activity in wrestling, prevention and treatment of such negative consequences is invaluable.

Exercise delays the aging process by 10-15 years, contributes to a long and fulfilling creative life. As an important rule, the achievement of health-improving results in physical culture, sports, industrial gymnastics, professional physical education, etc. should be determined. The choice of means and forms of physical culture should be based on the principle of control and coordination of physical activity from a health-improving point of view. For this, one of the obligatory tasks of teachers, trainers and medical staff is a health check before doing any exercises and training, which is recommended to everyone. In most cases, mistakes can be made by doctors and trainers. Positive results can be achieved only when doing physical culture according to conscious, scientifically substantiated, practice-tested recommendations.







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## THE ROLE OF SPORT IN WOMAN

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### Annotation

Women's participation in sport has a long history. It is a history marked by division and discrimination but also one filled with major accomplishments by female athletes and important advances for gender equality and the empowerment of women and girls

**Keywords:** sport, women, gender equality, independence.

### Introduction

Sport has the power to change lives. The ability to drive gender equality by teaching women and girl's teamwork, self-reliance, resilience and confidence. Women in sport defy gender stereotypes and social norms, make inspiring role models, and show men and women as equals.

Led by UN Women, the Sport for Generation Equality Initiative is inviting stakeholders from across the sports ecosystem to be part of a powerful coalition to make gender equality a lived reality in and through sport.

Together, this coalition will accelerate efforts to promote women's leadership and equality in governance models, prevent and respond to gender-based violence, close the gap in investment in women's sport and promote equal economic opportunities, promote women's equal participation and bias-free representation in media, and provide equal opportunities for girls in sport, physical activity and physical education. As some of the world's top women athletes prepare for the Olympic Games in Tokyo, we're celebrating the remarkable achievements and unmatched potential of women and girls in sport.

Although many of the clinical trials and epidemiological studies in health research have excluded women, the data available suggest that women derive many health benefits from an active lifestyle.<sup>3</sup> The health benefits of women's participation in physical activity and sport are now well established. Participation in sport and physical activity can prevent a myriad of noncommunicable diseases which account for over 60 per cent of global deaths, 66 per cent of which occur in developing countries.<sup>4</sup> For girls, it can have a positive impact on childhood health, as well as reduce the risk of chronic diseases in later life. For older women, it can contribute to





the prevention of cardiovascular diseases, which account for one third of deaths among women around the world and half of all deaths among women over 50 in developing countries.<sup>5</sup> Physical activity also helps to reduce the effects of osteoporosis, which women have a higher risk of developing than men.<sup>6</sup> Participation in physical activity aids in the prevention and/or treatment of other chronic and degenerative diseases associated with aging, such as type-2 diabetes, hypertension, arthritis, osteoporosis and cardiovascular abnormalities. It also helps in the management of weight and contributes to the formation and maintenance of healthy bones, muscles and joints. Physical activity can reduce the incidence of falls among older women. An important role of physical activity in the life of older women lies in prolonging independence. Much of the physical decline that was presumed an inevitable consequence of aging is now thought to be the result of inactivity. While no one can guarantee that exercise will prolong life, it can enhance the quality of life for older women who value their independence.

The benefits for women and girls with disabilities are also well established. It has been noted that sport provides a double benefit to women with disabilities by providing affirmations of self-empowerment at both personal and collective levels. Apart from enhancing health, wellness and quality of life, participation in physical activity and sport develops skills such as teamwork, goal-setting, the pursuit of excellence in performance and other achievement-oriented behaviours that women and girls with disabilities may not be exposed to in other contexts. Participation in sport and physical activity can also facilitate good mental health for women of all ages, including the management of mental disorders such as Alzheimer's disease.<sup>10</sup> It can promote psychological well-being through building self-esteem, confidence and social integration, as well as help reduce stress, anxiety, loneliness and depression. This is particularly important as rates of depression among women are almost double those of men in both developed and developing countries.

In addition to benefits for women and girls themselves, women's increased involvement can promote positive development in sport by providing alternative norms, values, attitudes, knowledge, capabilities and experiences. The contributions of women, particularly in leadership positions, can bring diversity and alternative approaches and expand the talent base in areas such as management, coaching and sport journalism. The participation of women and girls in sport challenges gender stereotypes and discrimination, and can therefore be a vehicle to promote gender equality and the empowerment of women and girls. In particular, women in sport leadership can shape attitudes towards women's capabilities as leaders and decision-





makers, especially in traditional male domains. Women's involvement in sport can make a significant contribution to public life and community development.

Over the past decade, there has been a growing understanding that access to and participation in sport and physical education is not only a right in itself, but can also be used to promote a number of important development goals through facilitating democratic principles, promoting leadership development, and encouraging tolerance and respect, as well as providing access to opportunities and social networks. All areas of development can be influenced by sport, including health, education, employment, social inclusion, political development and peace and security.

Under the critical area of concern on education, the Platform calls for Governments, educational authorities and other educational and academic institutions to provide accessible recreational and sport facilities and establish and strengthen gender-sensitive programmes for girls and women of all ages in education and community institutions and support the advancement of women in all areas of athletics and physical activity, including coaching, training and administration, and as participants at the national, regional and international levels. In relation to health, the Platform calls for Governments to create and support programmes in the education system, workplace and community to make opportunities to participate in sport, physical activity and recreation available to girls and women of all ages on the same basis as they are made available to men and boys. In the critical area of concern on power and decision-making, the Platform notes that the underrepresentation of women in decision-making positions in the areas of art, culture, sport, the media, education, religion and law have prevented women from having a significant impact on many key institutions. In relation to the situation of the girl-child, the Platform calls for Governments and international and non-governmental organizations to promote the full and equal participation of girls in extracurricular activities, such as sport, drama and cultural activities.

The relationship between gender equality and sport is not solely about achieving equality in women's participation and treatment within sports, but it is also about promoting "sport for gender equality", or harnessing the potential of sport for social empowerment of women and girls. Sport offers a valuable channel to strengthen women's and girls' capabilities and provide information on important social issues, such as health, HIV/AIDS and women's rights. Women's and girls' participation in sport can also challenge gender stereotypes and break down entrenched discriminatory attitudes and behaviours. Myriam Lamare, a World Boxing







Association champion from France, has said that the punches she lands shake the foundations of society.

Sport can be an important tool for social empowerment through the skills and values learned, such as teamwork, negotiation, leadership, communication and respect for others. The social benefits of participation in sport are thought to be especially important for girls, given that many girls, particularly in adolescence, have fewer opportunities than boys for social interaction outside the home and beyond family structures.

The “Law of Sports”, enacted by the Hungarian Parliament in December 2000, ensured equal opportunities for men and women and for boys and girls to choose and participate in sport, contribute to the development of leadership in sport and enjoy funding to execute different sport programmes. It also required all sporting organizations, foundations, federations and committees to raise the participation of women to 10 per cent by November 2001, 20 per cent by November 2002, 30 per cent by November 2003 and 35 per cent by November 2004.

Women continue to be discriminated against in official regulations of international competitions and rules of major sporting facilities. The Augusta National Golf Club in the United States, which hosts the annual Masters Tournament, continues to uphold its men-only membership policy. This has led to strong opposition by national women’s organizations and women’s rights activists.

Women playing volleyball at a camp for displaced Somalis in Kenya have encountered considerable pressure from their community because of dress codes. In response, the Office of the United Nations High Commissioner for Refugees (UNHCR) has worked with Nike and other private companies to design sporting apparel that is comfortable and practical for sport but which keeps within the dress code acceptable to communities.

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## METHODS OF TRAINING SPECIAL PHYSICAL QUALITIES IN VOLLEYBALL GAME

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### Annotation

The article discusses the methods of training special physical qualities of athletes in volleyball, physical training consists of general and special physical training processes, which require the organization in accordance with the characteristics of the respective sport.

**Keywords:** Physical, sports, technique, tactics, qualification, skill, movement, exercise, method.

### Introduction

Physical training consists of general and special physical training processes, which require organization in accordance with the characteristics of the respective sport. The main goal of this process is to cultivate general and specific physical qualities.

The effective implementation of technical and tactical skills in sports and the achievement of high results in a particular sport is directly related to the formed physical fitness of athletes. Consequently, the purposeful formation of physical qualities (strength, agility, agility, endurance, flexibility) is one of the most important forms of sports training. The degree of development of general physical qualities depends on the effective or ineffective formation of specific physical qualities. Special physical training is aimed at increasing the functional capacity of the body of athletes and the development of special physical qualities.

In volleyball, as in all sports, the ability to play quickly, accurately and purposefully in relation to the situation depends primarily on special physical qualities. The main means of special physical training are game skills such as entering, receiving, passing, hitting, blocking, which are special exercises performed in different directions. It is known that in modern volleyball, all playing skills are performed in most cases in a non-support position at a very high speed (when jumping, falling on the chest and receiving the ball). Thus, in the organization of the process of special physical training, depending on the period and stage of sports training, jumping, running short distances in different directions, stopping the "fall", depressing exercises can be used separately or by performing game skills. Special strength development In volleyball,





a number of game skills require a high level of ball-scoring, kicking, blocking-most strength qualities. Consequently, in order to effectively perform these skills, the muscles of the arms and legs, as well as the parts of the body in general, must be able to contract quickly and strongly. In other words, muscle contraction must be done with explosive force. Therefore, in the formation of volleyball strength, the main focus should be on special exercises to develop the quality of agility.

Applying these special exercises at the same time as playing skills gives good results. It is advisable to cultivate quick-strength qualities, especially with the help of weights (leg and waist lead device, wrist-mounted weight device) and various simulators in the general physical training phase. Here are some typical exercises that develop muscle strength in some parts of the body:

Exercises that develop wrist muscle strength:

- Holding dumbbells (1-3 kg) in the hands and making a right and left rotation in the wrist-palm joint;
- In this joint - move the dumbbell up and down;
- Throwing a stuffed ball (with the hands up, emphasizing the wrist-palm joint);
- Pass the ball from above with both hands, etc.

Shoulder muscles

- Throwing a filling ball at different distances from different situations;
- Imitation of shock skills in the shock absorber with the right and left hands;
- "Walking", "sliding", "jumping" with the hands while leaning on the hands;
- In this case - in different directions;
- Hitting with a ball (or a filling ball);
- Throwing the ball back and forth in a sitting position;

Jumping is performed in volleyball when most game skills are jumped. Therefore, this quality is a decisive factor in achieving a beneficial result.

Typical exercises:

- Sitting with 50-70% of their weight;
- Vigorously rising from a semi-sitting position with no more than 50% of the weight on the shoulders;
- Jumping with objects of different weights;
- Exercises for leg muscles on exercise machines;
- Jumping rope at different speeds;
- Jumping over obstacles of different heights, etc.

The special speed of a special speed volleyball player is determined by the fact that he moves around the field in a short time and effectively plays the game skills in accordance with the requirements of the situation.







Speed comes in three different forms in volleyball:

- Understand different signs and situations; speed (teammate's signal, change in the game situation and its assessment, location of the opposing player, etc.);
- Act promptly and purposefully in these situations;
- speed of movement or repeated execution of several actions.

Typical exercises:

- Quick and clear response to the coach's different gestures with different movements: once the coach claps - imitates the ability to fall the ball, claps twice, jumps and punches, raises the ball with one hand, etc. .
- Improving the speed of solving various tactical tasks in a short time (assessment and correct reception of the tactical task) in the layout of the volleyball court;
- In each zone to mimic the functional movement (skill) of a player in that zone (total speed is assessed). M: 1 zone - ball input; Zone 6 - falling of the ball directed by the opponent; Zone 5 - passing the ball from the opponent to 2 zones; Zone 4 - high jump ball; Zone 3 - short pass ball bounce; Zone 2 - Barriers in Zones 2, 3 and 4, etc.

Special endurance In modern volleyball, special endurance of different content (jump endurance, fast and fast-force endurance, game endurance) is recognized as a decisive factor. These qualities, especially in the last batches, show that he is 'I'. Because the concept of endurance, including the above-mentioned types of endurance - means to perform effectively at a high level of performance of the same quality or game skills without fatigue for a long time.

This means the ability to move around the pitch and play game skills effectively many times at high speeds. The development of these qualities is achieved through the repeated repetition of special exercises performed at high speeds. In the development of these qualities, a single repetition of an exercise (or set of exercises) performed at great speed to prevent cases of extreme fatigue or exhaustion is 20-30s. It is desirable that the interval between exercises (rest) is 1-3 minutes, and the number of repetitions is 4-10 times.

Typical exercises:

- "moximon" running;
- "arched" running;
- "star-like" running;
- running on the field in a diagonal direction (X);
- perform these exercises with weights;
- 2, 3, 4 - imitation of barriers in zones;
- 2, 3, 4, - imitation of impact in zones;





- Imitation of "getting" the ball in different zones, etc.

Game endurance - includes all the types of endurance mentioned above, and thus allows volleyball players to operate throughout the game without compromising the level of effectiveness of technical and tactical skills.

This quality is an integral quality, which can be achieved by developing it, usually by multiplying the number of game parties (6-9 parties) and organizing the game in full (6-6) and incomplete (5-5, 4-4, 3-3) content. .

Special exercises that can be performed in a short period of time between parties of such games can be used.

Typical exercises:

- Imitation of jumping on the right foot 15 times and passing the ball at the end of the exercise;
- 15 times on the left leg, jumping and imitating the transfer of the ball at the end of the exercise;
- These jumping exercises are repeated, and at the end of the exercise the skills of falling, receiving, kicking, blocking are imitated;
- "Moximon" running - at the end of the exercise to imitate the game skills;
- Imitation of "arched" running and playing skills;
- Specialized action games;
- Perform effective game skills (with the ball) as many times as possible over a period of time (20s, 30s, 45s, 60s), etc.

The importance of the quality of flexibility in the effective implementation of technical and tactical skills in volleyball plays a special role. The flexibility of the volleyball player must be developed at a specific optimal amplitude. Flexibility with more or less amplitude can negatively affect the performance of a game skill. M: Excessive amplitude flexibility when receiving a ball by falling with the chest is likely to result in injury. To cultivate special flexibility, you can perform exercises such as bending, bending, stretching, twisting and "stretching" the joints.

Typical exercises:

- When sitting, the body is bent and the forehead is as close to the knees as possible, the legs are not bent;
- Perform the exercise "bukir bridge";
- In a standing position, make a rotation (right and left) from the pelvis to the body;
- Two practitioners perform exercises of bending, bending, twisting, "writing" each other from different positions, etc.





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## CONTROL OF SPECIAL AGGRESSION OF FOOTBALL PLAYERS

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### Annotation

In the article, the authors offer a number of tests to control the specific dexterity of football players. To do this, they developed instrumental techniques that were used in the study. The results of studies conducted on football players of different ages and qualifications showed that the reliability of differences between achievements in tests in most cases have a fairly high degree of reliability. This allows us to assume that the tests used in the study are quite informative and that they are used in the training of football players of different ages.

**Keywords:** specific dexterity, pedagogical control, young and qualified football players, tests, reliability, informativeness.

### Introduction

The trend in the development of world football is on the path of universalization of players. This means that a football player must act equally effectively on any part of the playing field and in any game situation, that is, both in tackling the ball and in attacking the opponent's goal. An example of such a game structure was the competitions of the last World Cup held in Russia in 2018. Our observations have shown that eight to nine players simultaneously participate in attacking and defensive actions, regardless of the playing role they occupy. This structure of the game depends on the high level of development of all the physical qualities of the players; strength; you were fast; endurance; dexterity; flexibility. However, the analysis of the scientific literature on football showed that all of the above qualities, with the exception of dexterity, have been studied quite extensively and in detail. [1,2,3,4] Agility, as a motor quality, has been little studied, despite the fact that, according to many experts, it determines the effectiveness of the technical and tactical skills of football players to a greater extent. In connection with the foregoing, the study of the structure of dexterity is relevant. Target. Evaluation of the level of development of specific dexterity of football players of different ages and qualifications. Methods. The dexterity of a football player was estimated by the time of running along the perimeter of the square, on the sides of which three racks are installed at a distance of two meters from each other. The athlete starts and finishes in the same corner, where photo







sensors are installed on tripods to record the running time. In this test, agility was assessed: an explicit indicator by the difference in time shown in the test and on the reference segment, a latent indicator - by time in running in a straight line and running in a square with running around racks. The accuracy of ball passes and shots on goal under time pressure was assessed using a specially designed device. The system worked as follows: the experimenter gave a signal to perform the test by turning on the light signal, and the electric stopwatch was simultaneously turned on. The football player makes a swing to hit the ball, after the kicking leg is separated from the contact, the lamp turns on on one of the targets that needs to be hit. The program for turning on the lamps is typed on the remote control and is not known to the subject in advance. The accuracy and time of task completion were evaluated. The ability to differentiate the muscular efforts of the legs was assessed using a contact platform and a F-209 digital millisecond watch. The subjects were given the task, while standing on the platform, to jump up with a push with both legs at full strength. Then do the same at half effort. The studied ability was evaluated by the magnitude of the deviation from the known half of the effort. In all the tests described above, the subjects were given three attempts. The best score was taken into account. To assess the coordination of movements in the laboratory, we used the device (5), somewhat modified by us in accordance with the specifics of football. It consists of a metal plate with four figured slots, inside which it was necessary to pass a thin metal needle, which is put on the football player's shoes. When the spoke came into contact with the edges of the slot, which was considered as a deviation from the given movement program, a signal was sent to the counter, which recorded the number of errors. Thus, the study used a set of tests that assessed various aspects of the dexterity of football players, both in the field and in the laboratory. Results and its discussion. The study involved 16 young men, 87 football players of the first league and 26 of the major league. An analysis of the distribution density in the tests showed that the most homogeneous results were in tests in running for speed with a change in direction with responses to a sudden signal and in a straight line:

V is equal to 4 and 6%, respectively. Almost all football players differ little from each other in terms of the results in these two tasks in their groups. Moderate scatter has two indicators: the time of a complex reaction when performing ball passes and the accuracy of these passes  $V = 25$  and 28%. Quite a high range of indicators in tests for coordination of movements taken in the laboratory, the value of V ranges from 31 to 43%. The most variable was the test in terms of muscle differentiation,  $V=127\%$ . As can be seen, in relatively simple and familiar tasks, the individual variability of the results of all football players is small. With increasing complexity, it increases, and in





tasks requiring maximum dexterity, or performed almost for the first time, there is a stratification of football players according to the results. Particularly indicative in this regard are tests for muscle differentiation and the performance of movements that are complex in coordination. In view of the foregoing, it seems appropriate to assume the hypothetical informativeness of these tests used in the study. However, it is expedient to check their informativity in competitive conditions with indicators of the effectiveness of technical and tactical activities. Of the three groups surveyed, the strongest in terms of sports were, of course, the footballers of the major league, followed by the footballers of the first league and youth. Comparison of test results (Table 1) shows that qualified athletes (footballers of the highest and first leagues) everywhere have an advantage over young ones. ( $t \gg 2$ ). The advantage of the football players of the major league over the first league was manifested only in some difficult tests. So, there are no differences between groups in terms of results in smooth running. ( $t=0.07$ ), in responsive running ( $t=0$ ), in muscle differentiation test ( $t=0.3$ ). All this allows us to say that professionally stronger football players have an advantage mainly in specific tests, while in tasks that require maximum, but non-specific manifestation of dexterity, high sports qualifications have little effect.

Conclusions: 1. Modern football places high demands on all physical qualities. If such qualities as strength, speed, endurance and flexibility in football have been studied in sufficient detail, then agility is still poorly understood. Insufficiently developed tests for the control of this quality important for football. As a result, in the scientific and methodological literature on football, the means and methods for improving this complex quality are not fully presented. the complexity of the motor action, the accuracy and speed of its implementation in running exercises; b) in assignments requiring the speed of rebuilding movement and accuracy in actions with the ball during passes and shots on goal; c) in laboratory conditions, assessment of coordination abilities, using specially designed instruments and devices that record the accuracy of the movement of the lower extremities. d) when controlling dexterity, it is expedient to record all its components (coordinating complexity of movement, accuracy and speed), if possible, simultaneously. > 2. Football players of the major league compared to the first have an advantage in specific tests, which indicates a fairly high information content of the tests used in the study.

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## THE PEDAGOGICAL SIGNIFICANCE OF THE FORMATION OF STUDENTS' SPIRITUAL AND MORAL VALUES THROUGH MOVEMENT GAMES IN SPORTS LESSONS

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### Annotation

This article discusses ways to develop students' physical qualities and develop their spiritual and moral values through the provision of movement games in sports lessons.

**Keywords:** sports games, movement games, special exercises, technical and tactical movement components, special movement games, physical qualities.

### Introduction

A game is a general or team activity that differs significantly from other sports in that an athlete "competes" for every meter, kilogram, and second, trying to achieve personal success or the perfect form of movement.

At first glance, the role of style of play in sports is a bit loose, and the game itself is very emotional and it helps to nurture the team. This idea is wrong. Modern sports are a multi-faceted activity that requires endurance, willpower, and strategic thinking, along with high ball-handling techniques.

It is impossible to train an athlete in competitions without training these components. No matter how interesting and varied the training is, in the end it will be boring and tiring. That's why Pele said, "It's important to use fun action games during training."

In addition to special exercises, sports training activities include movement games that help athletes solve their physical, technical, and tactical training tasks. Most trainers recommend that players practice the ball in the form of a game during training. At the same time, moving games are gradually becoming more complex, incorporating elements of wrestling, and at the same time teaching students to make independent decisions. A similar movement will improve his skills in the immediate vicinity of the competition and allow him to strengthen the necessary skills.







The technical and tactical components of different sports are more similar. Therefore, it is possible to take the ball from the head of the game and move it in the game, as well as to work with their partners, for example, in basketball, football (longitudinal or linear and counter-relays, "Topartaga", "O" in games such as 'don't hit the ball on the head').

However, each action game has its own style and technical options. For example, basketball is characterized by the struggle for the ball that is hit, while in hockey it is characterized by the use of force, the ability to block in front of the net in volleyball, playing with the head and feet in football, and so on. The choice of auxiliary exercises here depends on the specifics of the sport.

Here are some of the special action games used in basketball, volleyball, and football.

### **Pass the ball**

Get ready for the game. The game is played on the carpet. Two players are assigned (the number can be increased to four during the game), and the rest of the players sit in a circle with their legs in the middle. There should be an equal distance between the hands of the players. Players are given a soccer ball with a little rest.

Game classification. At the teacher's signal, the players raise the ball in a circle by hand, the player moves in any way he wants, trying to catch the ball or knock it out of the hands of the occupants.

The player then takes the place of the player who lost the ball, and he takes his place. However, the game becomes more complicated, meaning that if one of the players takes the ball, he is attacked by the rest of the players and the player who loses the ball in the circle. The fight continues until one of the sitting players passes the ball. The player who completes this pass is out of the circle and replaces the player who lost the ball. The game lasts 10-12 minutes. The best players and players who are not in their place will be recorded.

Rules of the game. 1. It is allowed to sit with the feet facing the circle only. Only the player who lost the ball has the right to change this situation and fight for the ball. 2. Painful and suffocating methods are not allowed. 3. If he goes out of the circle when passing the ball, the child who did not throw the ball clearly becomes the player, and the player takes his place.

### **Did you pass, sit down!**

Get ready for the game. The players are divided into two equal teams, one in parallel in front of the other. Each team chooses its own player and they sit 5-8 steps away from their teams. The players will have one ball.





Game classification. At the signal of the leader, the players pass the ball to the number one player in the row (with both hands on the chest or in another agreed way). The player picks it up, returns the ball to the player, and quickly sits down. He then passes the ball to the player and the second, third and other players of the team. Each player sits down after passing the ball. After the last player in the line passes the ball to the player, he raises the ball and all members of the team quickly get up.

The team that finishes first without breaking the rules of passing the ball wins.

Rules of the game. Athletes must not miss their turn. The player who fails to catch the ball runs after the ball, returns it to its original position and passes it.

Here's how to make the game more complicated. In this case, the player at the end of the line takes the ball from the player, runs the ball and replaces the player, who stands at the head of the line. After that, the player at the top of the line passes the ball again with the rest of the players. That way, everyone will be in the lead role throughout the game. The game ends when the player who started the game first returns to his seat.

### **Overtaking with the ball**

Get ready for the game. Players line up on the sidelines and face the center. One team is on the right and the other is on the left. The distance between the players is 3 m. Players count in order.

Game classification. The leader throws the ball to the ball and calls the number he wants. Two players of the same number run forward and try to catch the ball. The successful player passes the ball to the last player on his team, who in turn passes it to the next players in the line (hand-to-hand or hitting the ball to the ground). A player who is unable to possess the ball goes around his players and tries to catch the ball passed to another player. If a runner reaches the end of the line before the ball, his team will be awarded points. If one of his players wins the ball, the other team gets one point. If the ball crosses the finish line first, the team is awarded two points. The manager then calls the other numbers. The players who fought for the ball will return to their seats. The team with the most points wins.

Rules of the game. The player who drops the ball picks it up and returns it.

### **Attack in groups of five**

Get ready for the game. There are three teams playing on the basketball court. The second and third five form a zonal defense under their shield. The ball will be in the top five players in a free order relative to the second five. Team players wear T-shirts of different colors.





Game classification. At the signal of the leader, the first five attack the second five shots and try to get the ball into the ring. As soon as the second five players take possession of the ball, they continue to attack the third five shots. After the first five have taken the ball, the second five will form a zone defense instead. After the third five have taken possession of the ball, the first five start attacking, and so on. Points are awarded to the team that throws the ball into the hoop, and they form a zone defense, and the losers attack.

The game lasts 10-15 minutes. The team with the most points wins. The game is played according to the rules of basketball.

### **To the target on the ground**

Get ready for the game. On each side of the volleyball court, in front of the offensive line, draw a circle with a diameter of 1.5 m. The two teams are at different distances from the net. One team will have a tennis ball in their hands.

Game classification. At the signal of the leader, two players from each team move towards the net at the same time. The player with the ball in his hand jumps as high as possible and emphasizes the movement, throwing the ball into one of the circles on the opponent's side. The player behind the net tries to block it. The striker gets two points if he hits the ball in the desired circle. If he overcomes the obstacle and throws the ball into the circle (off the field), he will not be able to land - 1 point.

### **Shooting again**

Get ready for the game. Players sit on either side of the net (as in volleyball). Each team will have 6-8 people.

Game classification. The game begins with one of the teams putting the ball into play. The other team receives the ball and plays it according to the rules of volleyball, directing the ball to the opponent with the third shot. They also pass the ball to each other. A player who makes a technical error will be sent to the line of captives on the opposite side. The team loses the opportunity to pass the ball. The game resumes. A captive tries to catch the ball during the game (without leaving the field) and raises it to his court (without being interrupted by the opponent). His team pushes the ball back in the way the players want it to (three raises). If the attack is successful, the "captive" player returns to his partner, and if a mistake is made, another player is sent behind the "captive" line.

Offensive team players can deliberately pass the ball to their captive teammates during the game.





The game lasts 10-15 minutes. One of the teams can lose all its players during this time. The game ends with the number of players left on the field.

Rules of the game. The game is played according to the rules of volleyball. It is possible to agree to play the game according to a simplified rule (after studying), if he hangs the ball in the air without hanging it from the wall, he can enter the game again. He can also talk about other moments of the game.

### **Volleyball with a cut**

Get ready for the game. Both teams will be on the same side of the volleyball court (as in a volleyball game).

Game classification. The volleyball game starts at the signal of the leader. If a player of one of the teams makes a third mistake, the referee removes him from the game. The deficient team restores the game and passes the ball to the opponent. If the team makes another mistake during the game (the sixth is the mistake), the number of players will be reduced by one.

The game continues when both sides "lose" their players, but the team that made the next, third mistake (based on a tactical understanding, to exclude the player from the game or leave him in the previous squad) decides whether the opposing team's player will return to the field (this rule should not be applied as much as possible. The game consists of 3-5 games. yin ends. Each party time is 12-15 minutes. The team with the most players left in each party is the winner.

Rules of the game. 1. The error is recorded according to the rules of the volleyball game. 2. After a player leaves the game, the team that made the mistake enters the ball. 3. Players return to the game in the order in which they left the game. 4. Players take turns putting the ball on the field clockwise (as in volleyball).

### **A wall kick game**

Get ready for the game. Divide the field by a line in the middle. A line 1.5 m high is drawn in front of the wall. The space from the floor to the line or zone serves as a gate. Players are divided into two teams of 5-8 people. Each team chooses which side of the field they want.

Game classification. The ball is thrown between two players. The ball is passed to one side of the court, and the players pass it to each other and hit the target at a convenient time. Where there is no ball, the team will defend against the zone where the ball is, a "wall" will be set up, and the ball will be caught individually. If the attackers can direct the ball into the goal area (to the front line), they get points. The opponent then passes the ball to each other to try to complete the attack. You can catch the ball with your





feet, body, and head. The match lasts 10 minutes, after which the teams exchange sides. The team with the most points in 20 minutes wins the game. The game can be played with two balls.

Rules of the game. 1. It is forbidden to cross the midfield and hold the ball by hand. 2. If the ball kicked by the attacking team bounces off the wall and returns to the field (without touching the defenders), the ball is returned to the opponent. 3. When the ball is touched by hand or three times the "goal" line is struck by the midfield of the conditional goal, which is defended by one player.

### **A game of passing the ball over the net with your feet and head**

Get ready for the game. There will be 5-8 players on each side of the volleyball court. The height of the net is 180-200 cm.

Game classification. At the whistle of the leader, one of the players of the team passes the ball to the opponent on the round with his foot (hand). The task is for the players on the falling side to hit the ball three times with their feet or heads. If one of the teams makes a mistake, the game is stopped, and the team that made a mistake loses the right to pass points or the ball. The score is the same as in volleyball. When the ball is passed (after the team that made the mistake made a mistake), the players move clockwise across the field, as in a volleyball game.

The game is played in 3 games, each game is played up to 10 points. After each game, the players change teams.

Rules of the game. If a player touches a wall twice with his hand, hits a wall (outside the field line) or goes under the net, it is an error.

Through the above games, it teaches students honesty and generosity, and serves as a key tool for transmitting the experience of adults to children and young people. Forms a conscious attitude to work in boys and girls. It helps them to be strong, agile, agile, resilient, active, alert, resourceful, brave, courageous, mutual partners.

For the game to be a pedagogical factor, the pedagogical task must be consciously and purposefully linked to it, and it must be used to solve educational goals and objectives. The richness of the features of action games also allows them to perform a variety of educational tasks.

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## KINDS OF TEMPERAMENT OF HUMAN BEINGS

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### Annotation

It is important to mention that personality is built in later stages of life, and is composed of both temperament and character and behavior. The latter is formed by lived experiences, the way in which we have been educated, the habits we have learned

**Keywords:** temperament, choleric, sanguine, melancholic, phlegmatic, constitutional typologies

### Introduction

There are different types of temperament which can be observed practically from birth. Temperament is defined as the emotional nature of each person, mainly involving energy level, mood and sensitivity to stimulation.

The temperament is composed of those individual characteristics that are general and stable, being maintained throughout our whole life. There are personality traits which can evolve a lot over the years, but temperament is the most resistant to experiences. If you spend a lot of time with babies or have children, you probably understand what temperament means. You will have seen that from birth there are different kinds of temperaments.

Some babies are more "hard to bear" than others, are more demanding or cry easily. Others, on the other hand, are calmer and more flexible in the face of new situations. That is perceived a few weeks after birth, and is considered an early sign of how the personality will be.

It is important to mention that personality is built in later stages of life, and is composed of both temperament and character and behavior. The latter is formed by lived experiences, the way in which we have been educated, the habits we have learned, etc.

Character differs from temperament in which the first is acquired and can be modified and controlled.





Since ancient times, it was decided to distinguish four main types of temperament: choleric, sanguine, melancholic and phlegmatic. These main types of temperament primarily differ in the dynamics of the onset and intensity of emotional states. So, for the choleric type, quickly arising and strong feelings are characteristic, for the sanguine one - quickly arising but weak feelings, for melancholic ones - slowly arising but strong feelings, for phlegmatic - slowly arising and weak feelings. In addition, choleric and sanguine temperaments are characterized by quickness of movements, general mobility and a tendency to a strong external expression of feelings (in movements, speech, facial expressions, etc.). For melancholic and phlegmatic temperaments, on the contrary, slow movements and a weak expression of feelings are characteristic.

Types of temperament from the point of view of everyday psychology can be characterized as follows.

**Choleric** - a fast man, sometimes even impetuous, with strong, quickly catching on feelings, pronounced in speech, facial expressions, gestures; often - hot-tempered, prone to violent emotional reactions.

A sanguine person is a quick, agile person who gives an emotional response to all impressions; his feelings are directly expressed in external behavior, but they are not strong and easily replace one another.

**Melancholic** - a person who is distinguished by a relatively small variety of emotional experiences, but a great strength and duration of them. He does not respond to everything, but when he responds, he feels very strong, although he does not express much of his feelings.

A phlegmatic person is a slow, balanced and calm person who is hard to emotionally touch and impossible to ruffle. Feelings of his appearance almost never manifest.

However, it would be a mistake to think that all people can be divided into four main temperaments. Only a few are pure representatives of these types; for most, we see a combination of the individual features of one temperament with some features of another. The same person in different situations and in relation to different spheres of life and activity can detect the features of different temperaments.

You should pay attention to the fact that temperament does not determine the ability and talent of the person. Great abilities can occur equally often at any temperament. Among the outstanding talents in any field of activity you can find people with different temperaments. If we take, for example, the greatest Russian writers, then A. Pushkin we can note the bright features of the choleric temperament, A. Herzen - the sanguine temperament, I. V. Gogol and V. A. Zhukovsky - melancholic, And I. A.





Krylov and I. A. Goncharova - phlegmatic. Two great Russian commanders - A.V. Suvorov and M.I. Ku-

Aces - in terms of temperament form a sharp contrast. Suvorov was a typical choleric person, and Kutuzov observed features characteristic of phlegmatic temperament, for example, slowness of movements, calmness, composure.

You can not ask the question about which of the temperaments is better. Each of them has its positive and negative sides. Passion, activity, choleric energy, mobility, liveliness and responsiveness of the sanguine person, the depth and stability of the melancholic feelings, calmness and lack of haste phlegmatic - these are examples of those personality traits that are associated with individual temperaments. At the same time, with any of the temperaments, there may be a danger of developing undesirable personality traits. For example, choleric temperament can make a person restrained, sharp, prone to constant "explosions." Sanguine temperament can lead to levity, the tendency to scatter, lack of depth and stability of feelings. With a melancholic temperament, a person may develop excessive closure, a tendency to immerse himself completely in his own experiences, excessive shyness. Phlegmatic temperament can make a person sluggish, inert, indifferent to all the impressions of life.

Studies of the problems of temperament have their own history. Consider some of the main stages of the formation of modern ideas about temperament.

The basis these concepts were laid a variety of personality traits. In a number of concepts, temperament properties were understood as hereditary or innate and were associated with individual differences in the characteristics of the constitution. Such typologies are called constitutional typologies. Among them, the most widespread was the typology proposed by E. Kretschmer, which in 1921. published his famous work "Body Structure and Character." His main idea is that people with a certain body type have certain mental characteristics. E. Kretschmer carried out many measurements of human body parts, which allowed him to identify four constitutional types: leptosomatic, picnic, athletic, dysplastic.

1. Leptosomatic is characterized by a fragile physique, tall, flat chest, narrow shoulders, long and thin lower limbs.

2. Picnic - a person with pronounced fatty tissue, overly obese, characterized by small or medium height, spread out body with a large belly and a round head on a short neck.

3. Athletic - a man with developed muscles, strong physique, characterized by high or medium height, broad shoulders, narrow hips.

4. Dysplastic - a person with a shapeless, wrong structure. Individuals of this type are characterized by various physique deformations (for example, overgrowth,





disproportionate physique). Krechmer relates three types of temperament that he identifies to these types of body structure: schizotypic, ixytypic, and cyclothymic. A schizotypic has an asthenic physique, he is closed, prone to \*\*\* moods, stubborn, not inclined to change attitudes and attitudes, with difficulty adapts to the environment. In contrast, Ixytypic has an athletic physique. This is a calm, unimpressive person with restrained gestures and facial expressions, with a low flexibility of thinking, often petty. A cyclothymic physique has a cyclothymic, its emotions fluctuate between joy and sadness, it easily contacts people and is realistic in thinking.

Many people believe that the development of our personalities could be based on the people around us, affecting our career paths and life experiences. Every seemingly minor or major experience could alter how we think and act; plus, how we represent ourselves may change over time as we meet new people and say goodbye to loved ones and friends.

A person's temperament is how they behave and represent themselves based on personality traits and impactful experiences. Temperament remains constant and serves as a means to help you determine how you will react to situations. It's a way to recognize consistent personality traits.

One study indicated that brain-stem processes determine temperament. Each person has a unique brain stem that cannot change throughout their life. Although the brain stem does not change, this does not mean that people are incapable of change.

Rather, people can introduce new types of behavior to their temperament as they see more of the world and evolve their behavior. No matter your temperament, you always have the potential to improve your life while remaining proud of your own unique identity. Simply existing in this world is a miracle, so try to make the most of it.

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**PEDAGOGICAL, PSYCHOLOGICAL FUNDAMENTALS OF DINTHOLOGICAL  
TRAINING OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS  
(PHYSICAL CULTURE)**

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**Annotation**

Deontology is the study of manners, ethics, behavior, manners. This article discusses the ways of formation of moral norms in athletes studying in the field of physical culture and the formation of psychological and pedagogical views on them.

**Keywords:** deontology. Behavior, ethics, psychology, pedagogy, moral duty, humanism

**Introduction**

In fact, the word deontology has several meanings: Deontological ethical systems are characterized by strict adherence to independent moral norms or obligations. In order to make the right ethical choices, we need to understand our ethical responsibilities and what the right rules are in place to regulate these responsibilities. When we obey our duty, we walk morally, if we do not fulfill our duty, we act immorally. Usually in any deontological system we have duties, rules and responsibilities. It is determined by God. So to be moral is to obey God. At the same time, every person studying in the system of higher education, along with the concepts of deontology, should be able to understand the essence of its content, as well as pay close attention to the pedagogical and psychological foundations of this concept. That is why it is necessary to always adhere to these moral norms. We can take these norms of morality in the direction of physical culture, on the example of our young people and athletes: The concept of deontology (morality) is very important in the field of physical culture. It would be expedient to work on this concept in close connection with pedagogical and psychological principles. Deontological ethical systems usually emphasize the reasons why certain actions are taken. Therefore, it is usually not enough to follow simple rules of ethics in the field of physical culture; Instead, we also need to have the right motivations. It may not be considered immoral, even though it violates a moral rule. That is, they are encouraged to follow some correct moral duty (and perhaps make an honest mistake).





Nevertheless, only proper motivation is always the basis for action in a deontological ethical system. It cannot be used as a basis for describing an action as ethically correct. It's also not enough to believe in what you need to do right. For the field of physical culture, the most important aspect of understanding the concepts of deontology is that their moral principles are completely different from any consequences that apply to these principles. So, if you have a moral duty to lie, then lying is always wrong - even if it hurts others. Therefore, a new discipline called Deontology can be introduced in these areas, that is, it is necessary to educate students not only athletes who are morally, mentally healthy and strong.

Also the word Deontology is a deon derived from Greek roots. This meaning is a science and a logo. Thus, deontology is a "task science." The main questions asked of deontological ethical systems are:

1. What is my moral duty?
2. What are our moral duties?
3. How can I weigh one moral duty against another?

In the process of physical culture, students interact with each other and with other members of society. Exercise equipment and devices of a certain material and spiritual value are used. In the field of physical culture, the relationship of athletes with each other, their behavior and the social environment that surrounds them, under the influence of natural factors, poses the problem of meeting the existing requirements of public morality. The morality of an athlete of the country, having a physical culture, is the morality of a representative of the nation, a person of the existing society. When we say "athlete's morality", we mean that the peoples of the East are moving away from the norms of morality. We must not train short-sighted, narrow-minded athletes, but cultivate a strong, not only well-digested, but also a broad-minded, spiritually rich, enterprising, well-organized person. These ideas are especially relevant for young people. In sports, unity and commonality are the only legitimate traits. This feature is embodied in the community. The history of the physical culture of a society represents the strength of a nation and a community. Athletes of the country must feel the decisive factor of victory in the international arena, the duty of responsibility to their people, their homeland. The professional sport of the West teaches its representatives that your personal interests do not have to be in the public interest, but that you decide your business according to the situation, without any obligations or principles.







In addition, in the field of physical culture: labor and social relations are the most important norms of morality of members of society, exercise, participation of the trainee in labor, the process of high production and the realization of their all-round harmonious development creates an opportunity to increase. Athletes need to work hard and endure to achieve the best results in the sport. Not only does he break the records, but he also develops the will, discipline, habit to work, and respect for work, which is necessary for the labor process.

Physical culture teaches obedience to the laws of society. Engaging in gymnastics, games, sports, tourism and other physical exercises requires strict adherence to established rules and regulations. If we fail to do them, the athlete or material perfection will be removed from the goal. Athletes risk their lives. In the process of sports, it is enough to consider the results of the athlete's moral culture. For example, let's say a player fighting for the ball has a collision, someone is to blame, you want to respond to the rudeness, but the athlete's moral norms allow self-control and conflict to be resolved peacefully. requires that the requirements of the ethical norm prevail in order to deal with. The norm of humanism calls for respect for the person, the struggle for the future, which is expressed in the form of mutual support, especially during the competition. In the peoples of the East, the spirit of humanism is very high in relation to its rival, which means that strong and physical training cultivates the moral norms and qualities of the will of a member of society.

Teachers: teach students to be proud of their own achievements and efforts, as well as the achievements and efforts of others; - Encourage everyone to participate, regardless of their skill level; to help children understand the importance of sports behavior; -Remember that not all students have the same desire for sports - never force a student to participate; - ensuring the safety of children's playgrounds and equipment; - teaching non-acceptance of violence; - Help students understand whether the style of play seen in some professional athletes is fair or not.

Athletes - to set an example for the audience; - teaching the values of sports behavior, observing them in practice and expecting athletes to respect these values; - increase your knowledge in the field of sports, attend seminars to follow the latest developments and achievements; - Never quarrel with officials and coaches in front of players and spectators; - Athletes - never quarrel with officials and coaches in front of an audience; - support and follow the rules and punish violators; - Respect the participants and treat them as individuals, aware of the different levels of opportunities; Contrary to the "win in any case" approach, having such qualities





reflects the deontological processes in athletes. These processes are very important for students studying in the field of physical culture.

Fundamentals of moral behavior in sports What is the psychological and pedagogical basis of deontology and moral behavior in sports? What is the basis of fair and ethical behavior in sports? Code of ethics. Having and adopting (and adhering to) a code of ethics established for athletes, coaches, officials, and others. During the Olympic Games, the International Olympic Committee's code of ethics applies to all competitions. In other words, individual and team competitors; officials, leaders and other members of any delegation; judges and members of the panel of judges; to all other accredited persons. Code of ethics. Having and adopting (and adhering to) a code of ethics established for athletes, coaches, officials, and others. During the Olympic Games, the International Olympic Committee's code of ethics applies to all competitions. In other words, individual and team competitors; officials, leaders and other members of any delegation; judges and members of the panel of judges; to all other accredited persons. Human rights. Fundamental human rights, including the right to non-exploitation, respect for human dignity and worth, self-determination and the right to privacy. Human rights. Fundamental human rights, including the right to non-exploitation, respect for human dignity and worth, self-determination and the right to privacy. Principles of natural law. There are policies and procedures that are consistent with natural law (in accordance with the law), including informed consent, impartiality, conflict of interest, and the right to appeal. Principles of natural law. There are policies and procedures in place that comply with natural law (in accordance with the law), including informed consent, impartiality, conflict of interest, and the right to appeal. That is why we need to train well-developed athletes, both physically and mentally. It is also important to pay attention to the psychological experiences and pedagogical views of athletes.

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## **DIDACTIC BASES OF ORIENTAL THINKERS' APPROACHES TO MILITARY AND PHYSICAL EDUCATION OF YOUTH**

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### **Annotation**

The article discusses the didactic basis of the approaches of Eastern thinkers to the military and physical education of young people, that is, first of all, every educator should be able to clearly imagine their activities and goals. should be imagined in advance.

**Basic concepts:** Physical, sports, technique, tactics, qualification, skill, movement, exercise, method.

### **Introduction**

The purpose of education. When thinking that education is a social phenomenon, it is emphasized that it is a goal-oriented event. An analysis of the factors influencing human development shows that education is one of the most important and leading factors. The right question arises: what is the purpose of education? Who and what determines its purpose? The effectiveness of educational work depends on finding the right answers to these questions. That is, first of all, every educator must be able to clearly imagine their activities and the purpose for which they are intended, to understand the importance of this goal. So, it is necessary to imagine in advance what kind of person should be brought up, what kind of person should be brought up. This goal must be consistent with the goal of society as educating the perfect man. The tasks of education are wide and multifaceted. While the main task of education is to equip teachers with knowledge, skills and abilities, education is to inculcate in the younger generation the beliefs, moral skills and abilities, needs and aspirations that are in line with the rules of ethics adopted in our society. . Educator Abdullah Avloni, in his book "Turkish Gulistan or Morality", emphasized the role of education in human development and said: created to separate black from black. But it is also a means to an end. If a child is well-mannered, well-mannered, and well-mannered, he will be a happy person. If he grows up uneducated and immoral, he will become a foolish, ignorant, disgraceful person who does not listen to advice and does all kinds of evil deeds. " Upbringing has a great influence on the beauty and beauty of our moral building. We have said above that the purpose of education is to bring up a harmoniously developed person. So who is a good person? History has shown that







Oriental education has been based on Islamic morality for thousands of years. The verses of the Qur'an, the hadiths of the Prophet (peace and blessings of Allaah be upon him), and the books of our scholars and rulers have been the source of our education. Islamic education covers all aspects of Muslim life. Islamic upbringing advises raising a child in seven aspects. These are: health and physical education, mental education, moral education, moral education, conscience education, religious and spiritual education. The Messenger of Allaah (peace and blessings of Allaah be upon him) said, "In addition to honoring your children, improve their upbringing and manners." they said. At the same time, the role of parents in upbringing is emphasized, saying, "No father can leave his child a better legacy than behavior." Islamic (Oriental) upbringing encourages all believers to be extremely kind, sweet-spoken and noble. One narration lists ten signs of a well-mannered person:

1. Don't think that what people think is right is wrong.
2. Asking for justice.
3. Not to blame others.
4. When something bad happens to someone, spread it to good.
5. If the offender apologizes, accept his apology.
6. Meet the needs of migrants.
7. Eating hand pain.
8. Acknowledgment of guilt.
9. Be open-handed.
10. Be nice to people.

Both the purpose and the nature of education change over time. This can be seen in the formations of primitive society, slavery, feudalism and capitalism. In primitive society, the purpose of education was simple and simply served to ensure human survival. The emergence of slaves and slaves in the system of slavery also changed the nature and purpose of education. The children of the slaves aspired to domination, learning the martial arts to wage wars of aggression. The children of the slaves were taught to do simple menial work and to participate in the labor process. With the advent of feudalism, education began to stratify. The development of the productive forces changed the content of education, and education gradually took on a scientific character, which in turn led to the emergence of general education buds. Now it is necessary to give scientific knowledge to feudal children, to bring them up in special schools. With the advent of capitalism, the stratification of education began to be felt even more strongly. The development of productive forces and relations, working in manufacturing enterprises, managing equipment, increasing productivity required workers to be literate and educated. By this time, the main goal of education was to





educate the children of workers, to teach them the sanctity of private property during their studies. Mental education. Man always lives in the circle of people, in the conditions of social environment his mental development, the ability to think is realized. It must have the conditions for normal physical development. Human mental development is intensively influenced by social communication and upbringing. Mental development is successful only if the educator, at the right time and place, systematically influences his or her cognitive activity. Thus, mental education is the activity of an educator aimed at developing students' mental strength and thinking, in order to form a culture of mental labor. Mental education is part of the system of social education, the content of which is to learn the system of knowledge in all disciplines, and on this basis to develop in young people the ability to form a scientific worldview, thinking and speaking. Mental education is carried out by providing general information in all disciplines. In this process, students are taught through school curricula, which develop memory, attention, thinking, and imagination.

Abu Nasr al-Farabi, reflecting on the human intellect, says:

1. Be able to quickly understand the whole issue: discussion and reasoning, to understand its meaning, the purpose of the speaker, to quickly notice the truth of what is said.
2. His memory should be very strong, he should not forget anything he saw, heard or felt.
3. Let the mind be so quick and sharp that when it senses a sign of something, it will quickly know what that sign means.
4. Be clear and concise in expressing their thoughts and opinions.
5. Have a love of knowledge and reading, be able to easily master the knowledge you want to learn without feeling tired.

Mental education is the basis for the full development of the individual. It increases labor productivity and builds a creative approach to labor. Moral education. Morality is a form of social consciousness, embodied in the rules of behavior of each person in society and in the family. In short, a person's morality is determined by how he or she reacts to the events around him or her. Our people have been enriching moral qualities since ancient times. Ethical ideas are found in the Avesto, ancient writings, pandnoma, and other written sources. Many of the ideas of the great scholars of the past on morality are still relevant today. In particular, the encyclopedic scholar Abu Nasr al-Farabi, speaking of moral qualities, makes the following remarks about his qualities: be able to do. Let him not be greedy in food and drink, let him not gamble in nature, and let him hate the "pleasures" they bring. Let him love the truth and the





followers of the truth, and let him hate lies and liars. May his spirit, which values his pride and conscience, by its very nature be used for low and high deeds. Let him look with disgust at dirhams, dinars, and the like. Whether he loves justice by nature and fights for justice, or hates injustice and oppression, let him be just but not stubborn. The perfection of the human person will continue to be realized throughout his life. This quality is manifested in a person's dealings with others, in his attitude to reality, to society, and in his actions and behavior. Moral education, in general, involves the formation of a system of moral perceptions by educators, the development of moral feelings, the ability to react to events and happenings. The moral image of man is formed throughout his life. Man is not born of a mother who is industrious, lazy, or ignorant - these and similar moral qualities are the influence of the social environment and upbringing that surrounds the child. It should be based on two principles - morality and wisdom. The former cultivates good qualities, the latter protects against the evils of others. This means that upbringing can only be achieved if it is linked to both morality and human relations, to the values, traditions and customs that have been tested over the centuries and proved to be lifelong. Physical education. Physical education is one of the oldest means of influencing human development. The main tasks of physical education in secondary schools are to improve the health of students, prepare them for work, protection of our independent country and social life. At the school, students are provided with physical education through movement games, gymnastics, and extracurricular and extracurricular activities. The purpose of physical education classes in primary school is mainly to get children used to the correct posture, to perform important movements (walking, jumping, running) and to exercise with objects. consists of teaching. The most important thing is to instill in children the idea that they need to take care of their own health. Because human health, physical fitness is not only his personal business, but also a task of national importance. The main task of labor education is to provide students with scientific knowledge of labor education, to teach them to deal with the tools of labor, to prepare them for life and socially useful work. These tasks can be divided into two categories. First, it involves the knowledge and skills needed to work. Young people are encouraged to work for the benefit of the people and the country, and to form the view that work is a vital activity. Second, group tasks, knowledge required in the course of work, the basics of science, polytechnic education are studied. The concept of labor education is general and includes a number of specific concepts. The first is polytechnic education, which requires the mastery of the scientific foundations and principles applicable to all areas of production, labor skills and abilities, and the handling of simple tools. Second: it's common labor. General work requires students





to be involved in the production process. Third: socially useful labor. This type of work is for the benefit of the masses. Self-service. It is a type of domestic service that involves keeping the classroom, school, and workplace clean and tidy. Housework, which is also a type of domestic work, requires keeping the house clean and helping the parents with household chores. Aesthetic education. Aesthetic education is based on the means of beauty in art, nature, and the surrounding reality, and has been considered in world pedagogy as one of the means of harmonious human education. The main task of aesthetic education is to cultivate the ability to perceive the beauty of nature, art, life, to understand, to get used to the beauty. Through aesthetic education, the child understands the beauty of life, strives to preserve beauty and create beauty himself. Omar Khayyam, reflecting on beauty and its characteristics, says: Beauty is described in all languages and is pleasing to any mind. There are many good things in the world, and enjoying them makes people happy and purifies their nature, but nothing can replace a beautiful face, because a beautiful face gives such joy that no other joy gives it. cannot be equal. It is said that a beautiful face is the source of happiness in the world. Aesthetic education influences the moral image of students, the formation of positive norms of behavior, the development of their creative abilities. Singing, painting, music, reading lessons, as well as extracurricular and extracurricular activities in primary school are a means of aesthetic education. Each nation has its own national customs and traditions. The traditions of the Turanian peoples are distinguished by their antiquity and diversity. But many of them were forgotten as a result of tyranny. Now, thanks to the honor of independence, we are restoring our national values.

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## THE ANALYSIS OF THE DYNAMICS OF THE VOLUME AND QUALITY OF TECHNICAL AND TACTICAL ACTIONS OF YOUNG PLAYERS' PERFORMANCE

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### Annotation

In this article, the analysis of the dynamics of the volume and quality of technical and tactical movements of young players and the comprehensive development of physical abilities, increasing the physical qualities of strength, speed, endurance, agility, test results on technical movements performed by players, the number and effectiveness of technical-tactical actions are illustrated on the basis of diagrams and tables.

**Keywords:** young player, agility, quality, method, development, training, effectiveness, agility, loading, training

### Introduction

In modern football, the role of defenders has expanded. Their taSI is not only to "break" the opponent's attack, but also to combine the active participation of their team in the attack by playing confidently and Skillfully in defense. The increase in the volume of work and the increase in the number of movements require an increase in the level of physical fitness of defenders - strength, speed, endurance, agility, jumping, high starting speed. These players need to be well-coordinated and able to compete individually on the ground and in the air. They need to be well versed in all the technical techniques, to be able to stand up to the opponents Skillfully, and to work together knowingly and at the right time in organizing the defense and attack.

Defensive play can be individual, zonal or mixed. However, it is a mistake to play in one style without using other style elements, at least in part. Because it simplifies defensive tactics. The style of defense should be chosen taking into account the individual characteristics and capabilities of the defenders.

The tactical art of defensive play is to know when to chase an opponent without leaving him alone, when to hand him over to one of the partners, and when to play in the zone. All the actions of the defending team are in response to the actions of the attackers, depending on the characteristics of the opponent's tactics. Well-organized defense allows the team to successfully perform offensive moves as well.





Defensive play is diverse and multi-faceted, focusing on defending the goal, actively fighting for the ball and attacking. Defensive play consists of actions as individual, group and team as attack play.

At the World and European Championships, we see the high level of technical and tactical actions of defenders in the national team, their efforts to throw the ball away from the opponent, and the actions taken on the second floor.

We can see the ineffective actions of the young players participating in the championship of Uzbekistan in the defensive line during the game. In the future, the main reason for the resistance of our national teams in the games will be the loss of players who play in the defense. This can be attributed to the inability to choose the right position to take the ball away from our defenders, the lack of understanding of the defenders in the team game, the fact that they often lose the ball in the air, and the mistakes in the game are obvious. From this, we need to strengthen the efforts of our young players to play in the defensive line, to help them become qualified defenders. The players in the training groups are not well-prepared yet. Their physical, technical, and tactical movements, functional states, and mental processes can be developed and perfected. Young players will need to be properly trained, loaded, and rehabilitated. This means that the technical and tactical efforts of young players are not well formed and much remains to be done. Evidence of this is the data obtained from our pedagogical observations.

In order to determine the dynamics of the effectiveness of technical and tactical actions of 15-16-year-old players during the annual training period, observations were made in their meetings. Children's and youth football school No. 3 in Bukhara city studied the activities of 15-16-year-old football players. Observations have shown that, on average, over 10 games, young players have many shortcomings in performing almost all technical and tactical actions in the competition. During the game, the balls, which are used more often than other technical movements, often failed to reach the ball to their partners. We selected four players from the experimental and control teams who acted in protective ampoules. Bekberganov Miraziz (right winger), Narziyev Khurshed (left winger), Rayimov Azimjon (center), Azimov Amal (center), Hasanov Abram (right-back), Bobomurodov Nodirjon (left-back), Botirov Sukhrob (central defender), Almeyev Amir (central defender) were chosen from the control group.

It should be noted that Bekberganov Miraziz, a right-wing defender, performed 18 times (SI-72%) in the pre-match movement, and after the study, this figure was 19 (SI-79%). In another defensive technique, the defender averaged 13 times (SI-69%) during the game before the study and 13 times after the study (SI-85%). The technical





movement of the ball in the air was recorded an average of 14 times (SI-71%) during the game before the study, and 11 times (SI-82%) after the study.

Another pupil, Narziev Khurshed, is a left-back: he played a total of 14 times (SI-71%) in passing before the match, and after the study, he scored 16 (SI-88%). In the effort to take the ball away from the opponent, the defender averaged 12 times (SI-75%) during the game before the study and 13 times (SI-92%) after the study. The player made an average of 15 times (SI-73%) during the game before the study and 16 times (SI-81%) after the study for the technical action of fighting in the air for the ball.

Central defender Rayimov Azimjan: Before the study, he scored a total of 17 assists (SI-82%) during the game, but after the study, he scored 18 (SI-89%). The defender averaged 5 times (SI-60%) in the game before the study and 7 times (SI-71%) after the study for trying to take the ball away from the opponent. The technical action of fighting in the air for the ball averaged 10 times during the game (SI-70%) before the study and 10 times after the study (SI-80%).

Another central defender, Amal Azimov, had scored a total of 15 assists (SI-80%) during the game before the study, but after the study, the figure was 15 (SI-87%). The defender averaged 9 times (SI-67%) in the game before the study and 9 times (SI-78%) after the study to take the ball away from the opponent. For the technical action of fighting in the air for the ball, the player averaged 11 times (SI-73%) during the game before the study and 13 times (SI-77%) after the study. Commenting on the results of the control group (Table 2), the team's right-back Khasanov Abram: before the study, the total number of technical and tactical actions during the game averaged 42 (SI-71%), after the study and 41 (SI-73%).

Left-back defender Bobomurodov Nodirjon: Before the study, the total number of technical and tactical moves during the game averaged 47 (SI-72%), and after the study - 43 (SI-74%).

Botirov Sukhrob-Central Defender Results: Before the study, the total number of technical and tactical actions during the game averaged 35 (SI-71%), and after the study - 43 (SI-74%).

Another central defender, Almayev Amir, the average number of technical and tactical moves during the game before the study was 42 (SI-71%) and 43 after the study (SI-70%).





Table 1. Indicators of technical and tactical actions carried out in the experimental group (10 games)

Actions		Bekberganov Miraziz (right-wing defender)				Narziyev Xurshed (left-wing defender)				Rayimov Azimjon (central defender)				Azimov Amal(central defender)			
		+	-	Total	SI%	+	-	Total	SI%	+	-	Total	SI%	+	-	Total	SI%
Ball passes	1	13	5	18	72	10	4	14	71	14	3	17	82	12	3	15	80
	2	15	4	19	79	14	2	16	88	16	2	18	89	13	2	15	87
Cheating on the opponent	1	1	0	1	100	1	1	2	50	4	1	5	80	3	2	5	60
	2	2	1	3	67	1	0	1	100	5	0	5	100	4	1	5	80
Taking the ball away from the opponent	1	9	4	13	69	9	3	12	75	3	2	5	60	6	3	9	67
	2	11	2	13	85	12	1	13	92	5	2	7	71	7	2	9	78
Fighting in the air for the ball	1	10	4	14	71	11	4	15	73	7	3	10	70	8	3	11	73
	2	9	2	11	82	13	3	16	81	8	2	10	80	10	3	13	77
Shots to the goal	1	0	1	1	0	0	1	1	0	1	1	2	50	1	1	2	50
	2	1	1	2	50	0	0	0	0	1	0	1	100	1	0	1	100
Total TTA	1	33	14	47	70	31	13	44	70	29	10	39	74	30	12	42	71
	2	38	10	48	79	40	6	46	87	35	6	41	85	35	8	43	81

Note: Results of the 1st study; Results of the 2nd study.

Our observations show the results of 15-16-year-old players, which allows us to assess the level of their technical and tactical skills. Preliminary results show that the efficiency of all technical and tactical actions of young players in our control group is not high. From this we think it is necessary to pay attention to the educational process. As a result of the research conducted during the training, the table shows that the results of the experimental group have changed slightly.

In the course of the research, we analyzed a number of calendar and friendly meetings that were part of the training process. We started watching friendly matches in preparation. We all know that the training period in football takes place in the winter months, because our national championship will come to an end by this time. In summary, the analysis shows that the level of meetings during the preparation period was slightly lower. The physical and technical training of young players in these matches was low. The results of the analysis during the competition are good. If we compare the results with the preparation, it is clear that a much higher result was achieved (Figure 1-2).



Table 2. Performance of technical and tactical actions in the control group (1 game)

Actions		Xasanov Abram (right wing defender)				Bobomurodov Nodirjon (left-wing defender)				Botirov Suxrob (central defender)				Almeyev Amir (central defender)			
		+	-	Total	CK%	+	-	Total	CK%	+	-	Total	CK%	+	-	Total	CK%
Ball passes	1	11	4	15	73	12	4	16	75	11	3	14	79	12	3	15	80
	2	9	5	14	64	11	2	13	85	13	4	17	76	9	4	13	69
Cheating on the opponent	1	0	1	1	0	1	1	2	50	3	1	4	75	3	2	5	60
	2	1	1	2	50	1	1	2	50	5	1	6	83	3	1	4	75
Taking the ball away from the opponent	1	10	3	13	77	11	3	14	79	3	2	5	60	5	3	8	63
	2	8	2	10	80	12	3	15	80	4	2	6	67	7	3	10	70
Fighting in the air for the ball	1	9	3	12	75	10	4	14	71	7	3	10	70	9	3	12	75
	2	11	2	13	85	8	5	13	62	9	4	13	69	10	4	14	71
Shots to the goal	1	0	1	1	0	0	1	1	0	1	1	2	50	1	1	2	50
	2	1	1	2	50	0	0	0	0	1	0	1	100	1	1	2	50
Total TTA	1	30	12	42	71	34	13	47	72	25	10	35	71	30	12	42	71
	2	30	11	41	73	32	11	43	74	32	11	43	74	30	13	43	70

Note: Results of the 1st study; Results of the 2nd study

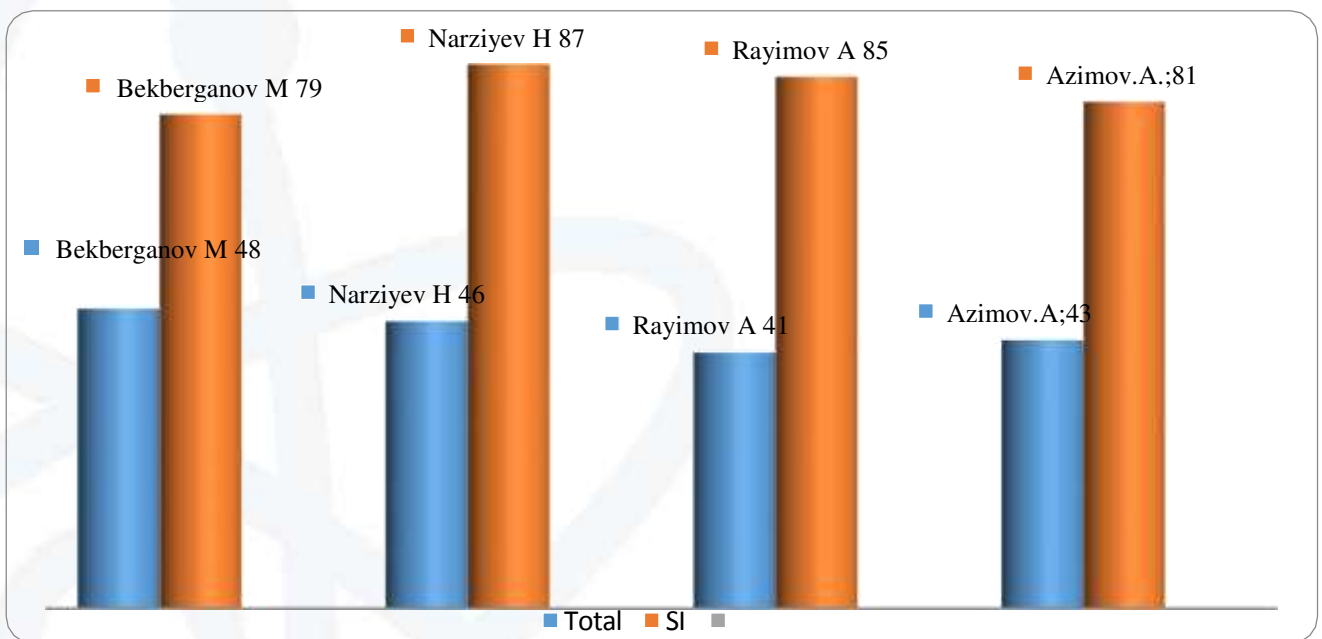


Figure 1. The total number and effectiveness of technical and tactical actions after the study performed by the players of the experimental group

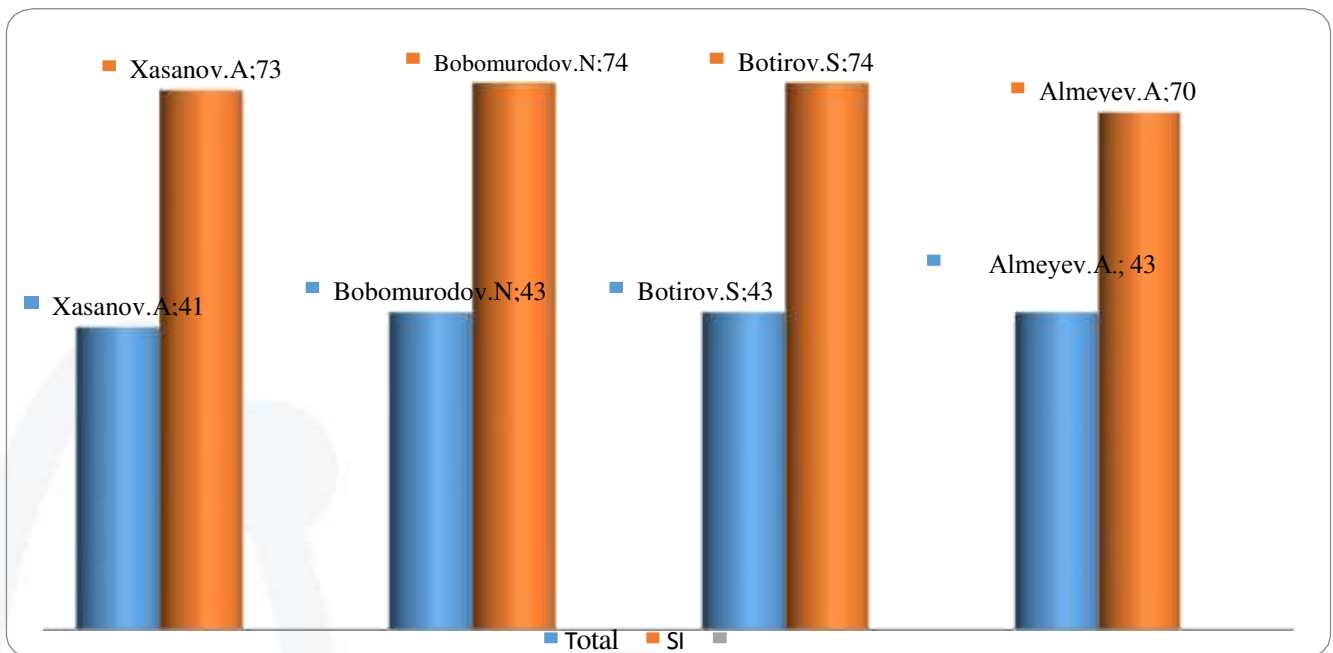
Figure 2. Number and effectiveness of technical and tactical actions after the research carried out by the players of the control group.



## Results According to Technical Performance

In our training, we found that the test results matched the performance of the players during the game. The first test was taken at the beginning of the competition.

It was used in 30 m ball running, long-distance kicking, ball play, long-distance manual throwing and intermittent strikes. In the control tests, there was a significant difference in the performance of the players in the control and experimental groups.



The control tests, which determine the technical movements obtained, show that the performance of the players is not the same. During the game, the performance of the control group was changed. That is, the results of the players taken as a control group showed a result of 5.02 seconds (X) and the results of the players taken as an experimental group showed a result of 5.11 s.

In addition, the results of long-distance technical movements of the ball in the experimental group were 39.85 m in the control group and 42.65 m in the control group. We found that the experimental group results averaged 20.62 m and 20.45 m. Preliminary results suggest that the control group players were similar to the test group's results in passing the test criteria. From these results, it was found that the low results of the players in both groups had a negative impact on the effectiveness of technical and tactical actions during the game.

Control tests used to determine technical readiness revealed differences between teams. The players, who were recruited as an experimental group, were found to have deficiencies in the technical training standards, especially in the areas of goal-scoring,



goal-scoring and inter-goal-scoring. We have tried to overcome these shortcomings through specially designed exercises in our training.

The results of our study are based on the second round of the competition. Here, the control tests, which determine the technical movements, also show that the performance of the players is not the same. In other words, the results in the 30m hurdles control and experimental group were 5.08 s and 4.55 s, 41.55 m and 45.15 m in long-distance kicks, 5.01 s in goal shots between the beams and 4.22 s, throwing the ball from the sideline (out) 21.53m and 22.47.

The results show that at the end of the study there was a difference in the test standards that determine the technical actions of the experimental group compared to the initial data obtained. The results of the players of the team, taken as a control group, did not increase based on the planned training.

Summarizing the results, we found that the methods and tools developed by us and involved in the training had an impact on the performance of the players of the experimental group. Pedagogical observations also show that the growth of these results also affected the growth of technical and tactical movements during the game.

Table 3. Control indicators (X) to determine the technical readiness of the initial research

No	Test standards	Results of the control group		
		Before the study	After the study	Change
1.	Carrying the ball for 30 m	5,11	4,55	0,56*
		5,02	5,08	0,06**
2.	Long-distance kick	39,85	45,15	5,3
		42,65	41,55	1,1
3.	Shot through the barriers	4,52	4,22	0,3
		5,05	5,01	0,04
4.	Entering the ball from the sideline)(out)	20,62	22,47	1,85
		20,45	21,53	1,08

Note: \*\* control group

## Conclusions

In summary, the analysis shows that the level of meetings during the preparation period was slightly lower. The physical and technical training of young players in these matches was low. The results of the game, which were analyzed during the competition, were good. Compared to the results of the preparatory period, it is clear that a much higher figure has been achieved.





From the results we can conclude that the pedagogical observations among the first 15-16-year-old players revealed that they had many errors in the delivery of the ball. This, in turn, is one of the major shortcomings in the implementation of tactical moves. We were impressed by the fact that in the experimental group, we did not focus on physical and technical movements, but introduced our tools using tactical movements, such as wall-to-wall and cross-cutting techniques, as well as simple to complex transitions. The results show that at the end of the study there was a difference in the test standards that determine the technical actions of the experimental group compared to the initial data obtained. The results of the players of the team, taken as a control group, did not increase based on the planned training. Summarizing the results, we found that the methods and tools developed by us and involved in the training had an impact on the performance of the players of the experimental group. Pedagogical observations also show that the growth of these results also affected the growth of technical and tactical movements during the game.

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## METHODOLOGICAL BASIS FOR THE FORMATION OF FOOTBALL TRAINING

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### **Annotation**

**Purpose:** to analyze the phenomenon of physical culture of the person subject to the methodological approaches its formation in the system of physical education.

**Keywords:** methodology, humanization, principles, physical, culture, personality, model, football training, education.

### **Introduction**

French psychotherapist Pierre de Coubertin, fascinated by the history of Ancient Hellas, while still a student at the Paris University of the Sorbonne, decides to combine sport, which makes people perfect, strong and enduring with psychology. Largely thanks to his selfless devotion, international public activity in 1894, the founding congress of the International Olympic Committee (IOC) was held. Coubertin owns the term "sports psychology", which appeared in 1896. At the 1913 IOC Congress, the first ever symposium on sports psychology was held.

More than a hundred years have passed, modern psychology has more than a dozen applied areas. As for the psychology of sports, the following questions are still being discussed: is it an independent applied direction of psychological science, or is it one of the academic disciplines at the coaching faculties; what psychology can give to the practice of sports; who can or should be a sports psychologist.

Sport is a special human activity, which, first of all, is associated with great physical stress and requires the athlete to maintain stable positive motivation for daily loads, the formation of an active internal attitude towards self-improvement, self-education and self-development. As a result, such a specific activity leads to the formation of professionally important mental qualities and personality traits in an athlete, which are significant both for a particular sport and useful in everyday life.

Sports psychologists and experienced coaches believe that without knowing the characteristics of the needs-motivational sphere of a young athlete, it is difficult to "bring" him to competitions, to form a stable, "effective" motivation for achieving success. A coach, armed with information about the personal motivation of his ward, acts as a subtle creator and a true creator of his sports result.





Purpose, tasks of the work, material and methods The purpose of the research is to analyze formation of personality's physical culture from the point of view of methodological approaches, to formulate conceptual idea of its formation in system of physical culture education. Results of the research Methodology of the research is based on philosophy about man (B. Ananyev V. Andriuschenko et al.) and sociology of physical culture and sports (V. Vydrin L. Lubysheva, V. Stoliarov et al.). Theoretical cognition of object of the research we started to regard in context of general methodological problems: cognition of contradictions; correlation of general and specific; categorical characteristics of personality's physical culture. In methodological foundation of concept of personality's physical culture formation determining role is played by systemic approach, which ensures holistic view at process of personality's formation in system of physical culture education [1;], permits to analyze it in unity of all sub-structures of social-educational environment of educational establishment, of components of pedagogic process [8;]. Systemic approach to physical culture education permits to discover integrity of functional, value and activity's aspects [10,]. The sense of these aspects and their interconnection facilitate the fullest realization of integrated, spiritual-physical essence of physical culture. Synergetic approach, being a part of systemic, accentuates attention at coordination of interaction of components, when creating a system as unity. For complex systems, such as physical culture, some alternatives of development are possible. Their choice is connected with choice of way at bifurcation points, which are, in pedagogy and psychology of personality, sensitive periods of ontogeny, optimal for development of physical qualities and psychological processes of a person. The more correct and timely was way of individual development, the more successful will be pedagogic influence, oriented on formation of personality's physical culture [5,]. Cultural approach ensures analysis of phenomenon, which is studied, against of wide general cultural background of educational environment, with studying of interconnection of formation of all components of personality's physical culture, ensuring full-fledged process of comprehensive development of his (her) intellectual, moral, mental, physical, aesthetic and other qualities on the basis of values of culture and morality [2;]. Physical culture with it is regarded as form and method of self-development of culture, putting personality in the center of educational process. From the point of view of axiological approach physical culture of personality is a measure of person's mastering of values, interiorizing of which makes them subjective and more significant. This process is connected with activation of development of cultural self-consciousness and cultural transformation functioning in sphere of physical culture. Main factors of development, in this case, are contradictions between actual





and potential body-spiritual abilities and demands of personality. Required for her (his) adaptation, socialization, individualization and in-culturing in natural and social environment [10], as well as between demands of society to body-spiritual conditions of a man and his actual state [3]. Only through such hierarchy of value approaches as personality-culture-society it is possible to realize perspective model of formation of personality's physical culture [10;]. Anthropological approach belongs, by its orientation, to humanistic problems because it is oriented on a person, on aims, means, ways and conditions of person's development. The founder of anthropological approach to physical education P; Lesgaft is considered to be, who said that "... tasks of true education imply education of whole person, without divisions into mind, souls and body in to any independent parts" [9,]. Being connected with humanology, anthropological approach permits to understand wholeness of human nature, sense of education, development, interaction of their movers [1]. Anthropological approach is the basis for starting of human-related direction in process of physical culture education; it permits to mark out its specific features, which imply simultaneous influencing on motion sphere of a personality and on social-psychological sides of his (her) organization. The culture of internal sphere and body of personality is, in this case, main criteria of his (her) qualitative progressing in two interconnected and interconditioned directions "body-spirit" and "nature-culture". Achmeologic approach serves for intensification of homeostatic processes, adaptation, socialization, selfactualization and in-culturing in educational environment of educational establishment. It permits to project models of achievements of "achme" physical, personality's, social and spiritual self-progressing, i.e. to reach physical culture education – high level of mastering of physical culture values, mastering of special knowledge and vitally important motion actions and, as a result, to have high level of motion functioning and somatic health, which permits to ensure effective formation of personality's physical culture [10;]. Personality-oriented approach determines unity of personal and activity's components in educational process. Personality's component determines means registration, in educational process, of individual features of persons, who study, realizing it through sense, form of educational classes, character of interactions and inter-relations. Activity's component determines means of mastering of educational material, samples and methods of thinking and functioning, development of cognitive and creative potential of subject of teaching [2]. The structure of such environment includes subjects (pedagogues, pupils and other), spacesubjective (physical environment), social-communicative (value orientations and social interactions) and sensetechnological (programs, methodic, etc.) components that facilitate holistic development and self





development of a personality. The conducted theoretical analysis permitted to determine formation of approaches to physical culture as spiritual-physical phenomenon, its orientation on social and personality's problems. We marked out methodological approaches to formation of personality's physical culture in system of students/pupils' physical culture education's system permit to determine purpose and task (axiological, cultural and synergetic approaches), content (anthropological, cultural, synergetic approaches), conditions of realization of physical culture education (systemic, competence, personality-activity's and environmental approaches). From this analysis it follows that formation of personality's physical culture shall be built on the base of complex combination of methodological approaches and principles, which determine functioning of this process. As far as physical culture, as basic part of general culture, is oriented on achievement of the whole number of interconnected aims, such as health, education, development, recreation and so on, then sequence of their achievement can be ensured not only by methodological approaches and principles of organization of physical culture educational process, but also by peculiarities of students/pupils' contingent. As far as main factors of physical culture's development is contradiction between actual and potential body-spiritual potentials and demands of a person as well as demand of society to human spiritual-body conditions and their actual state [12,], then every individual shall, to some extent, pass stages of individual and social-cultural development, which envisage adaptation, socialization, selfrealization and in-culturing [10;]. It means that in pre-school education and in primary school priority shall belong to health related adaptive model of formation of personality's physical culture, oriented on development of natural, body-motion potential of a pupil; in basic one – socially-oriented model, oriented on formation of body-motion potential, considering demands of society; in senior or vocational school – competence-oriented model, which stipulate formation of holistic (spiritual body) human culture and formation of healthy life style in harmony with nature and culture.

## Conclusions

Thus, analysis of theoretical-methodological principles of formation of personality's physical culture shoes that they are based on modern humanistic conceptions of general theory of culture, theory of human functioning, considering its philosophical, pedagogic and psychological aspects. Determination of methodological approaches permits to build models-projects of formation of personality's physical culture and re-orientation of pedagogic functioning in this direction in real practice of physical education of students and pupils. Further researches imply foundation of sense and







structure of personality's physical culture and building of model-projects of its formation in system of physical education of modern school.

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## WOMEN'S SPORTS IS A KEY LINK OF PHYSICAL CULTURE

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### Annotation

The issues sports and physical education have become an integral part of people's lifestyles. It is important to create wide opportunities and conditions for young people, to guide them in the right direction, to bring them up spiritually, to help them become mature people in all respects

**Keywords:** physical culture, women's sports, physical performance

### Introduction

The development and popularization of physical culture and sports in our country and its transformation into a nationwide movement is an important factor in strengthening the health of citizens, the harmonious development of the younger generation. Therefore, the state of physical culture and sports in our country special attention is paid to it as one of the important directions of the policy.

One of the important factors in the success of Uzbek athletes in the international arena is the special attention paid to mass sports among students.

Independent Uzbekistan, which has gained a reputation in the international arena in a historically short period of time, is known not only to the world as a country of ancient culture, great thinkers, scientists, poets and commanders, but also as a country that has achieved great success in the international sports movement.

There is no continent or any major sports conference in the world without the national anthem of Uzbekistan and the raising of our flag in honor of our athletes.

Now we can safely say that Uzbekistan has become a major sports power and has passed the path that other countries need for many years in a historically short period of time.

As a vivid example of this, we can cite the world-class achievements of Uzbek boxers at the XXXI Summer Olympics in Rio de Janeiro in 2016.

Today, sports and physical education have become an integral part of people's lifestyles. It is important to create wide opportunities and conditions for young people, to guide them in the right direction, to bring them up spiritually, to help them become mature people in all respects. Our young people should be not only well-educated and spiritually beautiful, but also healthy, fit, physically strong. To do this,





it is necessary to pay attention to the popularity of the sports movement, to develop physical education, to strengthen the willpower of young people, to prepare young men and women for physical labor and defense. One of the important directions in the development of sports in our country is the involvement of girls in sports, the creation of the necessary conditions for their regular participation in mass sports.

The best way to ensure the popularity of sports in the country, to pay special attention to the development of children's sports, especially women's sports - is to ensure the healthy birth, growth, upbringing and ultimate goal of the children of Uzbekistan.

The goal is to improve the gene pool.

Events organized by the Children's Sports Development Fund of the region, construction and reconstruction of sports facilities, delivery of domestically produced sports equipment to remote villages in the upbringing of our children, especially our women, to be spiritually and physically fit serves as an important factor.

It is noteworthy that the future plans in this area are focused on finding solutions to problems and their solutions the fact that coaches are working is an important factor in the popularity of the sport among girls.

Today, 48% of girls in the cities of the country and 45.7% in rural areas are involved in sports. This figure also testifies to the rapid development of women's sports in all regions of the country.

Along with strengthening the health of girls, sports are expanding their worldview and raising their medical culture. The girls, trained in the classes, have a deep understanding of their responsibility to the family, society and homeland, and are married to a healthy and happy person.

Many girls have become professional athletes and are achieving great results in competitions in our country, on the continent and around the world. The fact that 38 girls were awarded the Zulfiya State Prize for their achievements in sports is an example of the attention paid to women's sports.

The State Program "Year of Healthy Mother and Child" sets out a number of measures to bring the work in this direction to a new level, to involve women in physical culture and sports, to strengthen their health.

In our region, special attention is paid to the transformation of physical culture and sports into a daily lifestyle for women through various health promotion events, competitions, tournaments, educational events.

The work carried out in this area at the Faculty of Physical Culture of Bukhara State University is also noteworthy. If we analyze the work done in the past 2012-2017, ie 5 years in the development of women's sports, we will see the following significant results:





- First, in the last 5 years, the number of female students at the Faculty of Physical Culture has increased by 20%.

- Secondly, 23 female students play sports became winners of Uzbek, Asian and world championships in various fields.

As you know, to assess the general physical fitness of a person and the level of his physical fitness, quantitative indicators of aerobic endurance are of the greatest importance. An objective indicator of human health is a multiple increase in oxygen consumption. However, this statement does not always coincide with the statement of experts that the main indicator of human health is the activity of the cardiovascular system.

Based on systematic studies, it has been established that in order to maintain and improve the health status of people of different ages, genders and people with different initial physical performance, different threshold loads are required (Tkhorevsky, 2001).

At present, we have established the main parameters of physical activity, determined the intensity (power) and duration of performance, as well as the frequency of classes per week, which together determine the total volume of the load. At the same time, their mutual influence is so great that it is not possible to single out the relative role of each of them and the degree of interrelation between them.

It is known that the lower the level of a person's physical fitness, the less the intensity of the physical training load should be. At the beginning of classes, the intensity of physical activity is not recommended to be set more than 50-60% of the IPC, or 60-70% of HRmax. Therefore, to determine the required heart rate load, a simple formula is used:  $180 - \text{age (in years)}$ . As the physical fitness of a person increases, the intensity of training loads (in pulse terms) is increased to 70-80% of HRmax. Only under this condition is positive effect and improvement of human physical health.

The systematic performance of physical exercises by a person causes at least two positive functional effects:

1. The maximum functionality of the whole organism as a whole and its vegetative systems (blood, circulation, respiration) are enhanced. This is evidenced by the growth of the maximum values of physiological parameters characterizing the activity of these systems during the performance of test physical loads.

2. The efficiency of the activity of the whole organism and its organs and systems increases when performing dosed muscular work. So, in particular, when performing the same load in a trained person compared to an untrained person, or in the same person after a 2-3 month period of aerobic training, there are weak functional changes (heart rate, blood pressure, pulmonary ventilation, body temperature), as well as







reducing energy costs (for example, reducing oxygen consumption) when performing the same load.

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## FORMS OF CONTROL OVER THE PROFESSIONAL AND PEDAGOGICAL ACTIVITY OF THE TRAINER AND ITS PEDAGOGICAL SIGNIFICANCE

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### Annotation

The article considers the measures taken to monitor the professional and pedagogical activities of teachers and trainers, to monitor the negative and positive aspects of their pedagogical activity, to eliminate shortcomings in a timely manner.

**Keywords:** professional and pedagogical activity, coach, attestation control, monitoring, coach and athlete activity, express survey,

### Introduction

Assessing the suitability of the coach for his profession and his professional and pedagogical training on the basis of attestation control will help to accelerate the formation of existing theoretical knowledge, practical skills and other functional abilities. In this regard, the method of internal monitoring of monitoring and evaluation of trainer performance is important. This method of control, on the one hand, helps to identify existing shortcomings and eliminate them in a timely manner, on the other hand, opens the way for further formation of vocational training individually and with the help of colleagues. During the attestation control carried out by the administration and government agencies, the professional and pedagogical activity of the trainer is organized in different ways and forms: monitoring, interviews, express surveys, questionnaires, theoretical knowledge, practical skills and competencies. assessment of the level on the basis of expert tests.

It is known that the professional and pedagogical activity of a trainer is a multi-component and multifaceted process that reflects the movement (activity) and the set of actions. The process focuses on a variety of educational, methodological, spiritual-educational, research and social tasks.

In the pedagogical process, factors such as the activities of the coach and the athlete, education and training, planning and application of loads, the personality of the coach and the athlete, the level of preparation of the team and the results of its participation in the competition. Therefore, the coach will have to keep in mind, memorize, study, control all the issues mentioned in the sports team as a single, governing entity, and make changes or additions to the process if necessary. .





E.A. Seytkhalilov (2000), E.R. According to Yuzlinayeva (2012), one of the important differences between one-time attestation and monitoring of the pedagogical process in sports schools is that monitoring is the dynamics of the process, the nature of the shortcomings and the pace of change. In the order of consistency, it allows the full observation, helps to determine which processes are changing in which direction, the observation of negative and positive cases, creates the basis for the application of measures to eliminate shortcomings in a timely manner.

The most democratic method of monitoring a coach's professional and pedagogical competence is open dialogue. Of course, every interview to determine the level of readiness of the coach should be based on a pre-designed program. The program should include the goals, objectives, and topics of the conversation. The purpose of the interview should not be to look for shortcomings or problems, but to learn from the experience, eliminate negative situations, and introduce positive ideas and actions as role models to other trainers. In this regard, it is advisable to use the methods of discussion, dialogue, discussion, comparative analysis and debate in individual or group discussions.

The use of the express-survey method in the study of the trainer's professional and pedagogical training is based on a pre-designed program of questions, depending on what age and qualification group or team he leads. This method is aimed at quickly answering the identified questions and studying the knowledge and ideas formed in the trainer in a particular area of professional and pedagogical activity.

The survey is recognized as the most common method for studying and evaluating a trainer's professional training. The ability to achieve objective and original results using this method depends on the short and clear structure of the questions, their logical meaning and coherence, as well as the fact that they are developed in a balanced context.

When using the survey method, it is important to ensure that consultation with others is strictly prohibited, that the answers are impartial, and that the name of the respondent coach or trainers is not disclosed. The answers to the questions are "yes" or "no", "I know" and "I don't know", "right" or "wrong" or other similar one-sided punctuation marks. It is advisable to

The practical skills and competencies of trainers are often assessed on an expert basis in the study, diagnosis or certification of their practice. This method can be used in public or in private. Based on the open expert method, the assessment is organized as follows: first, an expert commission consisting of 3, 5 or 7 leading specialists is formed and approved in accordance with the procedure; the maximum number of pre-graded rating points is determined; for example, the maximum score - 10: stratification - 5-6





points - "satisfactory"; 7-8 points - "good"; 9-10 points - "excellent". Each expert publishes (or displays) his score; then all accumulated points are added; the sum of added points is divided by the number of experts; the amount of points generated (e.g., 7.5 points) represents the assessment of the quality of the practical action (technique or tactics of the game method) demonstrated by the coach.

A closed (confidential) form of expert assessment is rarely used in sports practice.

Special test question options are developed and used to determine (assess) the level of theoretical training of the trainer.

The size (number) of test questions used is determined by the category of the trainer, his functional responsibilities, the training program and content of the group or team (children and youth sports school, specialized children and youth sports school, special sports boarding school, national team).

The level of complexity of the questions depends on the position of the coach (head coach, senior coach, trainer, coach-teacher, coach-methodologist).

One of the most objective methods of assessing the level of professional and pedagogical training of trainers is a programmed computer tool. This method is used in the following order: first, the experts prepare the correct and alternative answers to the system of questions developed in a programmed order in paper form; then they are stored in computer memory. The computer has the ability to change the sequence of questions, change the options of questions. The logical meaning of the questions can be retained and renamed.

The selection of test assignments and test exercises to assess the theoretical training and practical skills of the trainer should be based on the principle that their results allow to form an objective picture of professional and pedagogical training.

Based on the generalization and comparison of the opinions of the authors, who studied various aspects of the professional and pedagogical activity of the coach and revealed their internal and external nature, it can be noted that the coach with all-round high professional and pedagogical training is a talented and competitive athlete. can nurture.

It is important to remember that the main criterion in assessing the professional training potential of coaches is the result of the competition. Therefore, when studying the professional and pedagogical activity of the coach, the results achieved by the team in competitions should be taken into account in the assessment based on the forms and types of control.

Coach's role in organizing and conducting competitions (in the case of volleyball). The professional and pedagogical activity of the trainer is not limited to the functional areas, which are described in the relevant paragraphs of this section. Trainer







knowledge in the broad and narrow sense of the organization and conduct of multi-program public competitions, traditional tournaments, sports holidays, including championships, memory tournaments, cup competitions in their specialty and should also have the skills. To do this, it must have a high level of knowledge of the opening and closing ceremonies, the development of competition rules, competition systems, official competition rules and arbitration.

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## USE OF NATIONAL ACTIVITY GAMES IN PHYSICAL TRAINING OF STUDENTS

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### Annotation

The article argues that the use of national movement games in physical education should pay special attention to the effective use of national movement games in physical education classes in order to educate students in a healthy, active way and develop their mental readiness through games.

**Basic concepts:** Students, Uzbek, physical education, pedagogy, national, psychology, anatomy, physiology, family, education, social, scientific.

### Introduction

One of the most important issues today is to collect and study the creative wealth of the Uzbek people created over thousands of years, passed down from generation to generation, to educate the younger generation on the basis of these rich treasures. This puts a great deal of responsibility on the physical culture of educating the younger generation to be healthy and well-rounded. It is necessary to nationalize the physical culture, which allows to bring up the younger generation physically strong, to develop their physical qualities, to collect the forgotten national games of our people, to apply them to life and school, to reconsider the ways and means of development. The use of national movement games of the Uzbek people, formed over many years and inherited from their descendants, is very important today, after gaining independence. Scientific research of the Uzbek national movement, its inclusion in school and kindergarten curricula, raising the level of socio-educational significance to the level of sports has become one of the most pressing issues in the field of physical culture. 'rsatadi. From this point of view, the relevance and importance of the chosen topic is obvious. The majority of teachers in physical education classes at the school are not yet fully familiar with the methods of conducting national movement games. In addition, social reality, pedagogical practice and theory are born among the general public, the effective use of the best achievements of advanced folk pedagogy, thinking based on the ideas of folk pedagogy is the key to the success of educational work. factors. Therefore, the research results can be widely used in practice. Theoretical significance of the work The main and important role in it is played by experimental





research, analysis. based direction is created. This problem, which allows to educate young people in all respects physically strong, aimed at developing the physical qualities of students, makes it necessary to consider the physical culture of secondary school students in the context of organizational and pedagogical processes. we would like to emphasize again and again that the role of national folk games in this is great. That is why our goal is to carefully seek, develop and implement ways to pass on the centuries-old national games of our people to the next generation. The national folk games to a certain extent expand the perception of our people's multi-year cultural heritage, helping to enrich the ways in which they are incorporated into modern life. National action games are one of the most effective methods of physical education and are an important tool in the successful implementation of mental, moral and intellectual education in students. Therefore, it is important to pay attention to the spirit, nature, level of children's games, as well as the behavior of the participants. The same features should be considered when using some of the national games we recommend to make the physical education of primary school students fun and rewarding. Awakening the love of values in primary school students, teaching them to care for folk traditions, in many respects, depends on the effective use of the Uzbek national games. Because through national games, on the one hand, the child acquires physical knowledge, on the other hand, it is important to be interested in physical culture. In recent years, a group of specialists, young researchers led by Professor FN Nasriddinov have managed to carry out a number of scientific and practical works, publications in order to study the national games and popularize them among the people. It is worth mentioning the scientific work of Professor AK Atoev in this area. His research on the use of folk games at school, in the family, outside the classroom, in public places, and on the development of such qualities as agility, dexterity, and strength in the upbringing of children is of interest. In addition, the annual scientific-practical conferences and collections published in this regard, pay more attention to the national games of the people, research on their study, collection. At the same time, the science of pedagogy has always focused on the problems of physical education of young people, the development of their motor skills, the need for and interest in physical culture through regular classes. It seems that a number of works have addressed this issue in one way or another, but the problem of educating the physical qualities of 7-8-year-old students through the Uzbek national games is reflected in the system of physical culture, as well as in folk pedagogy. was not the subject of a special study. From this point of view, this work is important because it is aimed at solving this problem in a scientific way. This, first of all, necessitated a comprehensive scientific and pedagogical substantiation and development of issues related to the





independence of the Republic, as well as the organization of the Uzbek national games on the basis of the requirements of life. Education has always played an important role in society and has changed over time in terms of its goals and objectives, content, form and methods of education, which have carried out communication and inheritance between different generations of people. These changes are closely linked to human relationships. Therefore, in education it is necessary to pay attention to the formation of a mature person who is ready to defend the Motherland, to work, to social activities, to life. In order to successfully solve these tasks in the process of physical culture education, it is necessary to understand the content, means, forms and methods of education, which are interconnected. In the Uzbek national games, which are the object of our research, it is necessary to take into account these peculiarities in the development of physical qualities of primary school students. The most important age for us from the age adopted in pedagogy is the small school age. Each age group has a certain level of physical and mental development. Features of small school age. Studying at an early school age changes a child's whole lifestyle and sets new requirements for him. Because in kindergarten, children are mainly focused on the development of speech, the formation of moral norms. Specially organized play activities play an important role in their upbringing. Didactic educational and teamwork games are used for the child's development. At a young school age, against the background of the general maturation of the organism, the sphere of movement of children develops rapidly. This period is very favorable for active participation in sports and physical culture. In this sense, the use of national folk games, which develop exactly these characteristics of the child, accelerates the achievement of educational goals. The pace of physical development requires rapid growth of the skeleton, the formation of curvature of the spine, the developmental characteristics of the cardiovascular system, etc. The child is rationally organized and the whole life cycle. The development and transformation of the psyche of children of different genders of different ages, the factors that positively affect their moral and physical development, knowledge of the conditions, their effective use today is very important for teachers, physical culture specialists. Influencing the minds and spirits of students by conducting physical education classes, taking into account the mental characteristics of each student's age, creates a timely self-awareness. The sooner a child wakes up with a sense of self-awareness, the sooner a personal perspective, a sense of self-worth, and an assessment of their mental and physical capabilities will emerge.







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## EDUCATIONAL METHODS USED IN ORGANIZATION OF PHYSICAL EDUCATION IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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### Annotation

The article discusses the methods of teaching physical education in preschool organizations, the widespread use of modern teaching methods in the educational process, which is important in the formation of children's motor skills, abilities and knowledge of exercise. thought about.

**Key words:** Preschool education, Physical education, Education, training, skills, abilities, movement, exercise, method.

### Introduction

Physical education in preschools is a form of education that plays an important role in shaping children's motor skills, competencies and knowledge of exercise. During physical education classes, children learn, strengthen and improve the types of physical activity scheduled for each quarter, week and day in accordance with the requirements of the "First Step" program. In order for physical education to be effective and methodologically correct, a preschool educator must be well-educated, experienced, and methodologically armed. Each lesson should be well-planned, pre-arranged, and methodologically consulted with the preschool teacher. In preschools, physical education classes are held in the gym or on the sports field. The training area is kept clean and tidy, which meets the hygienic and methodological requirements. Children participating in physical education classes are supervised by a medical professional and wear healthy and sportswear (T-shirts, shorts, sneakers). The process of participation, organization and management of the lesson requires the educator to use adequate teaching methods. The choice of exercises for training is determined by the work plan, which is based on the program. Calendar plans that take into account the age of a particular group of children, the health of each child, the general level of development, based on the movement skills acquired by children, individual characteristics of children, the season, the conditions of training, as well as previous activities of children training tasks and specific exercises are defined. Careful analysis of the previous session will be helpful in developing the next lesson plan. The analysis determines the level of implementation of the tasks set in the previous lesson, the results that are reflected in the children's reaction and recorded in the recording





of the lesson. An integral connection between the previous and the next session, a common goal-oriented system provides a perfect system. This determines the clear consistency in the performance of increasingly complex tasks, and at the same time the success of the education of children in each age group. Based on the analysis of the previous training, the main tasks of the training are: to teach children new exercises; repetition and improvement of pre-familiar exercises (specific exercises are indicated) are determined. Then the exercises for the introductory and concluding parts of the session will be determined. An educator, especially an inexperienced educator, can use the exercise plan in the methodological recommendations given in the program. With a creative approach to these recommendations, you can make the necessary changes to the plan according to the specific circumstances of your group. At the same time, these guidelines help her to systematically teach children to exercise according to the program.

The educator uses a variety of methods of organizing children, such as frontal, group, individual.

When using frontal methods, children are given exercises that are performed in the same way for everyone, at the same time. It is advisable to use the frontal approach in any part of the exercise, especially when teaching children new exercises or improving already familiar exercises. This method is effective in fostering motor coordination in children, uniting them to solve tasks that are equal for all, the educator interacting directly with children, as well as increasing the intensity of training. Children can be divided into smaller groups that take turns learning and identifying parts of the activity. The educator will be able to monitor the performance of the exercise by one or two groups, while the rest of the children will observe the movements of their peers and listen to the educator.

There is also a flow of exercises, in which all children do the same exercise one after the other, one after the other, without stopping. Exercises can be organized into two or three groups for a wide range of repetitions. It is advisable to use the flow method of exercise for children of large and preparatory groups. It should be noted that this method is of particular importance in improving the exercises and is less important in their study: the continuity of the flow movement sometimes does not allow the educator to overcome the inaccuracies in children's movements; he or she will monitor each child and can briefly assess or warn them about the performance of the exercises at this time. At the same time, the use of the movement-flow method in the development of skills helps to develop in children such physical qualities as agility, dexterity, strength, endurance and spatial orientation. In large and preparatory groups, the group method is used. It is used in conjunction with the educator's process





of teaching children and improving the children's previously acquired motor skills. In this case, one group of children is taught an action under the guidance of a tutor, and the second group of children (or two small groups) practice another type of exercise at this time (repetition). There may be two or three groups of children who are already familiar, but who perform a variety of exercises (ball play, climbing, balance, etc.), as well as creative tasks.

The educator goes directly to the group and does not ignore all the participants, inviting the children to control their actions, discipline and behavior. In this way, children are taught responsibility, self-control, the ability to perform tasks independently without disturbing the general work mood for all, the conscious improvement of their skills, as well as the activity of the whole group during the lesson. and the ability to maintain high density. Individual methods can be used during the lesson when each child completes the task independently under the supervision of a tutor. This method requires special attention of the educator, good organization of children, active involvement of all and analysis of the correctness of the performance of tasks, readiness to repeat the exercises at the call of the educator. The use of each of these methods of organizing children in the classroom depends on the tasks set by the educator, the conditions of the training and their implementation. When teaching children to exercise, it is advisable to use a variety of mixed methods of organization, which will increase the effectiveness of physical education.

It has been shown above that the introductory part of the exercise helps the body to get used to it gradually and to activate the mental functions that prepare the child for the main part of the exercise. At the beginning of the main part of the lesson, children are given exercises that require a lot of attention. When teaching a new movement activity, the child first develops an image of it, an image of movement. Understanding this task is related to the sequence in which the elements of the exercise are performed by the educator, and the interpretation and explanation of his or her performance methods without display. After that, the children will be able to practice independently again. At this time, the child demonstrates his will (mental and physical) by trying to do the exercise as accurately as possible. All this leads to stress on the nervous system and an increase in mental and physiological functions of the body. So the process doesn't have to be long. Therefore, it is self-evident that the regulation of workloads, the involvement of the child from one activity to another, and the regular switching of work and rest play a role. Once children have mastered the new exercises, they will be given repetitive, low-intensity exercises. The children listen to the tutor's verbal instructions before completing the familiar exercise and then repeat the actions. Individual methods can be used during the lesson when each child







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Improving children's knowledge, skills and abilities.

Improving moral, mental and physical qualities in children.

Children's interest in modern information and communication technologies is growing.

Positive changes in children's physical maturity and physical development.

Active and independent participation in the training process is changing.

In short, all this is the result of the correct and effective use of teaching methods in the organization and conduct of classes in preschool education.





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## PSYCHOLOGICAL ASPECTS OF TRAINING YOUNG BASKETBALL PLAYERS

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### Annotation

Basketball is an active and intense sport that has a clear impact on the individual characteristics of the players. It is important to make effective decisions in terms of predicting the opponent's actions, the work of the whole team, the fast movement of the balls, and the maximum distribution of attention between teammates and coaches' comments. lack of time and being responsible for them. In this situation, the willpower of basketball players, the ability to strike at physical and psychological concepts, and the stability of axiological directions play a special role.

**Keywords:** psychological training, young basketballball players, scientific, psychological skills, playing position

### Introduction

Young basketball players have been training under a lot of pressure since childhood. This pressure stems from a tight schedule and the coach's (club administration's) commitment to achieving the best results in every match, in every part of the game. All this has a great impact on the child's psyche, forming specific character traits, which sometimes develop into accentuated behaviors and affect the emotional state. In mental states that hinder the growth of personal and professional potential, the pressure from the point of view of each player is intensified by the peculiarities of basketball as a game. Depending on the outcome of the individual game, the stability of the performance, the effectiveness of the changes made by all basketball players during the competition was not included in the main content. Another cause of stress is that a player in the main lineup gets injured and is quickly replaced by another player.

In such a situation, the substituted basketball player may not be able to play in the main squad. One of the most important categories of psychological preparation of young basketball players, in our opinion, is emotional management. As mentioned earlier, constant work with states in physical education and sports is important.

A healthy lifestyle has become a very fashionable topic nowadays, one of the cornerstones of sports. "Sport: According to the European Sports Charter (1992)," any





physical activity which, occasionally or in an organized form, serves to improve physical and mental fitness, to establish social connections or to achieve results in competitions at different levels. " Sport presupposes and develops appropriate psychomotor skills. It is regulated, purposeful, usually - but not always - based on competition and struggle. Many times it requires determination, risk-taking; other times, it requires manual dexterity and playfulness. Sport is an outstanding field of physical culture, which affects the whole personality, the intellectual, social, moral, emotional-will characteristics, and abilities of man as a bio-psycho-social unit."(BALOGH, 2015 based on RÉTSÁGI, 2011) As a key idea, I would like to highlight the following part: "man as a bio-psycho-social unit."

It is, therefore, essential to investigate this topic in a complex way. Therefore, sports science has a great responsibility. As a multidisciplinary discipline, it can produce detailed measurements and results that can impact all areas of life by combining many other fields. It is, therefore, necessary to develop and incorporate innovative processes that can keep pace with this approach. These play a vital role in developing performance diagnostics, as measuring instruments with real-time, quantitative results that can be used in direct practice can significantly reduce the effects of subjective factors. The success of an athlete is influenced by several factors. In general, the factors that have been considered to influence the success of an athlete are physical, technical, tactical and psychological skills.

For basketball athletes, every playing position has different characteristics. In relation to the different characteristics of the playing position, the aspects of psychological skills that might have been identified are namely motivation, selfconfidence, self-efficacy and imagery. Then, the significant psychological skills are observed based on the playing position on the aspects of aggressiveness, pudency, interpersonal passiveness, low positive emotion and inefficiency (Tayari, Kamkary, Roohi, & Shokrzade, 2012). Delextrat and Kraiem (2013) explain that the presence of anxiety among the basketball players might be assessed based on the heart rate in relation to their playing position. Similarly, te Wierike, Elferink-Gemser, Tromp, Vaeyens, and Visscher (2015) explains that every position has differences in performing the ball arrangement and the self-regulation during a game. Sood (2017) further asserts that there have been significant differences on the psychological skills of the basketball players based on the playing position. Specific to the case of the study, the intended playing position is guard, forward and centre. During the development of a basketball game, there are three positions that should be given special position namely guard, forward and center (Kryeziu & Asllani, 2016).







Departing from the review in the previous studies toward the athlete psychology and the playing position in basketball, the researchers have found that every position that a basketball player occupies display differences in terms of psychological skills. Therefore, through the study the researchers would like to identify the presence or the absence of the psychological skills among the basketball athletes based on the playing position. The findings and the differences that have been found in the study will be disclosed more comprehensively and the disclosure later will include the aspects of motivation, self-confidence, anxiety control, team significance and concentration based on the playing position in the basketball game.

The experiment was held at the "BSU" sports ground. 16 young basketball players of different ages took part in the competition called "Universiada-2019". Research methods: Analysis of scientific literature, methods of mathematical statistics, questioning, observation, interview method. The above-mentioned methods have shown the importance of the studied aspect of training athletes, opening up a range of challenges and problems for further experimental work. Let us consider the practical application of the above methods.

## **RESULTS AND DISCUSSION**

During the interviews with the team's basketball players, by asking additional questions, we revealed the main challenges that young basketball players face during training and in competitions. Often, athletes mentioned the characteristics of elementary training. Fever (89.2%) and apathy before onset (7.1%). Only 3.7% of players noted the stability of their results both in games and during training.

We mentioned the following aspects of young psychological training of basketball players:

- If the teaching staff conducts psychological training in general;
- If the theory of diagnosis, correction and management of emotional and mental state is proposed;
- If there are lessons in the practical development of knowledge acquired in the field of sports psychology;
- If basketball players receive personal advice from coaches on how to balance negative emotions and their consequences;
- If the coaches explain to the team how to deal with negative emotions, fear, anger, rage, guilt, shame, sadness, hatred, and so on.
- Do coaches advise basketball players to ignore the provocation of the opponent or to provide information on ways to help prevent it;





- If coaches organize individual and group consultations on sports psychology, taking into account the individual characteristics of each player;
- If the focus is on team building, conflict analysis and resolution;
- Provides information on the techniques of pre-training management.

Almost every player denied that the coaches had the necessary information, assignments, and conversations on these topics. Basketball players only mentioned that sometimes coaches offer to get rid of fear with power techniques. We agree with coaches that physical exposure to fear is an effective method. But its lack of short-term action and lack of reasons for fear of diagnosis, which increases the expenditure of emotional and physical strength in young athletes. It should also be noted that it is not enough to take into account the psychological aspects before the start.

Psychological support of sports activities includes control of the athlete's condition and behavior:

- Before training;
- When performing exercises in the classroom;
- Between training sessions;
- During a certain period of study;
- Before the competition;
- Before starting;
- Between competitive exercises;
- After the competition.

Often coaches are skeptical of the work of sports psychologists, even though they themselves do not know the information and do not find time for players to practice independently. Practice shows that the demands on young basketball players are increasing, the position of teachers is a bit dominant, but coaches themselves are always self-managing athletes during sports training and games before demanding results are not ready to provide the necessary knowledge on. Thus, our research work proves the relevance of the organization of experimental work on the psychological preparation of young basketball players.

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## PHYSICAL TRAINING OF YOUNG HANDBALL PLAYERS AND ITS IMPORTANCE

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### Annotation

The article shows how to increase the physical activity of a young handball player and how to train young athletes through the volume of workload used in them.

**Keywords:** Education, general physical training, special physical training, physical ability, physical quality.

### Introduction

Physical training of young handball players is one of the most important components of sports training and is understood as a process aimed at comprehensive development of the body, strengthening health, improving physical abilities and creating a solid functional base for all other types of training. In modern handball, high demands are placed on physical training.

This can be explained by the following factors:

1. The growth of achievements in sports always requires a new level of development of physical abilities from the athlete:
2. A high level of physical fitness is a necessary condition for increasing the workload of training and competition.

Depending on the nature and direction of the effect of the means used, the physical training of young handball players is studied in groups of general physical training (GPT), auxiliary and special physical training (GPT).

General physical training (SPT) of young handball players is the foundation, the necessary basis for achieving high results. It is aimed at solving the following tasks.

1. Improving the functional capabilities of the body of young handball players
  2. Physical qualities Development of strength, speed, endurance, agility and flexibility:
  3. Elimination of defects in the physical development of young handball players.
- Auxiliary physical training of young handball players is aimed at creating a functional basis for effective activities aimed at developing special physical abilities. It has a special direction and is aimed at solving the following tasks:







1. Development of functional capabilities of young athletes, which are reflected in the movement activities specific to the chosen sport.
2. Improving the body's ability to withstand high levels of special loads.
3. Increasing the intensity of recovery processes.

Special physical training (SPT) of young athletes is aimed at developing physical abilities in strict compliance with the requirements of the characteristics of the competitive activity in the chosen sport.

Special physical training of young handball players solves the following tasks.

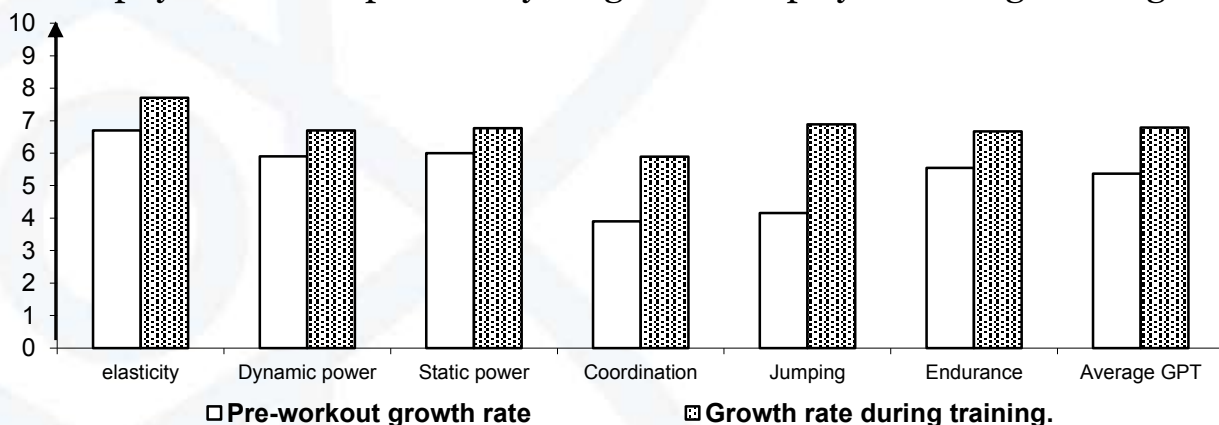
- \_Improvement of physical abilities specific to the chosen sport;
- \_ Deepen the development of motor skills necessary for successful technical and tactical improvement in the chosen sport;
- \_ Selective development of individual muscle groups that are more involved in specialized exercises;

The most important movement in the system of motor skills of young athletes MJT is focused on the development of qualities. Therefore, as the main means of special physical training, competitive exercises are used in combination with various complicating elements that enhance their effect on the athlete's body.

All types of physical training have certain similarities. Physical training of young athletes is closely linked with sports specialization. Inadequate assessment of any type of physical fitness during exercise will eventually hinder the development of sportsmanship. In the training of young handball players, the tasks of the ratio of GPT and SPT, the age and qualifications of athletes, their individual characteristics, stages and cycles of the training process, change the current state of the body.

As the athlete's skills increase, the contribution of SPT tools increases and the volume of GPT tools decreases accordingly.

The level of physical development of young handball players during training.





In addition: The formation of the physical culture of young handball players is also an important factor. Therefore, in the process of forming the physical culture of young athletes, participants not only master the movements and knowledge associated with them, but also develop their physical abilities. Currently, the terms "physical abilities" and "physical qualities" are used to describe the ability of athletes to move. Although these concepts are similar in some ways, but not the same. Physical abilities are a set of psycho-physiological and morphological features of a young athlete that meet the requirements of a particular muscle activity and ensure its effective performance. In physical culture and sports, the characteristics of the quality of athletes' abilities are reflected in the terms "strong", "fast", "agile", "flexible".

Currently, five main types of physical abilities are accepted: strength, agility and coordination skills, endurance and flexibility. Each of them manifests itself in different forms in different types of movement activities.

Now there are also basic laws of development of physical abilities.

1. Movement is a leading factor of physical abilities
2. Dependence of ability development on the mode of movement activity
3. Stages of development of physical abilities
4. Uneven and heterochronous development of abilities (belonging to different times)
5. Reversibility of ability indicators
6. Transfer of physical abilities
7. Interrelation and unity of motor skills and physical abilities

As a result, the level of development of physical abilities of young basketball players varies depending on the level of mastery of this or that movement. Therefore, the person conducting the pedagogical process in the field of physical education will have to build it not only in accordance with the principles of education and upbringing, but also in accordance with the principles of development of physical abilities. It should be borne in mind that the principles of training in physical training reflect the unique requirements of handball players: in them, any pedagogical process must be built on the principles of consciousness, activity and others. However, the clear implementation of these principles must be consistent with the tasks at hand.

Thus, the actual values of the maximum load can be determined only in relation to the specific physical condition of the participants.

Of course, in the development of physical abilities, the maximum load should be applied when the trainees have the appropriate training, taking into account their age, individual characteristics, as well as the specifics of the load, in accordance with other principles. The magnitude of the physical load is characterized by its size and intensity. Accordingly, it is possible to clearly distribute the workload.





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## AGE-SPECIFIC DYNAMICS OF ATTACK AND DEFENSE RESPONSE SPEED IN HANDBALL PLAYERS

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### Annotation

Objective of the study was to identify the age-specific dynamics of the response rates in the 10-15 year-old handballball players

**Keywords:** response rate, age peculiarities, junior football players, simple visual-motor response, complex visualmotor response.

### Introduction

Team sports, among which is handball, impose high requirements for athletes' individual psychophysiological characteristics. It can be argued that a response rate, as an aspect of the functional state of the nervous system, is the psychophysiological basis of motor activity in handball, and the role of fast-decision making in unexpected extreme situations is growing in importance with age. In experimental psychology, there are empiric materials relating to sensorimotor response in humans. The patterns that express the dependence of the response rate on individual typological qualities, as well as the characteristics of human mental health, were identified earlier. At the same time, the one-time screening of the psychophysiological characteristics of highly-skilled athletes provided a series of case studies, while the data obtained in the children and adolescents were provided without the interpretation of the findings in view of the level of age-related development or sports specialization. The psychophysiological characteristics of the athletes in ontogenesis were virtually unexplored. Experts in sport psychology consider adolescence to be a sensitive period for the development of a number of mental qualities. Thus, 10-15 years is one of the most important age periods in a teenager's life. It is in this period that objective prerequisites for performing complex, previously unavailable motor







tasks are created. In the first half of this period, sensorimotor qualities are developed, in the second half - cognitive ones [5].

Special physical training is a process aimed at developing physical qualities, while mastering technical techniques faster. During the game, his tool is to develop the most important qualities of movement: the ability to move quickly, the ability to quickly get out of motion, the ability to stop quickly after moving: jumping, agility in the game, strength in individual muscle groups develops. For this purpose, special training exercises are used. The first part of the exercise should include exercises to develop speed, agility and jumping. The second part is recommended to give exercises to develop strength and other physical qualities. (In addition to learning the style of play).

All of these types of physical activity are inextricably linked. Inadequate assessment of any type of physical training during training can hinder the development of an athlete's skills. Therefore, it is important to follow the optimal ratio of physical fitness to exercise. Its numerical expression is not a constant measure, but varies depending on the qualifications of the athletes, their individual characteristics, the period of the training process and the current state of the organism. In modern sports training practice, strength training is one of the most important physical qualities of an athlete. Because strength determines a player's speed on the field to a certain extent, the height of the jump. Depending on the nature of the force, we can divide it into absolute force, relative force, "explosive" and "start".

The lack of age-specific qualifying standards for sporting children and adolescents makes it difficult to characterize various aspects of the psychophysiological determination of junior athletes' activities for practical purposes. Thus, it seemed relevant to examine the response rate in its long-term dynamics as an aspect that ensures successful sports activities. To conduct a thorough study of the age-specific dynamics of the response rate and accurately describe the age-specific changes, a longitudinal method is recommended to be used. A longitudinal study is a long-term study of the identified factors in one population, which makes it possible to identify the age-related dynamics and forecast further development.

Objective of the study was to identify the agespecific dynamics of the response rates in the 10-15 year-old football players. Methods and structure of the study. Sampled for the study was a group of male athletes born in 2004 - trainees of the Sports School of Olympic Reserve "VIZ", Yekaterinburg, with 3-5 years of training experience.

Results and discussion. It was found that the simple visual-motor response time in the junior handball players was significantly reduced with age (Table 1). This was particularly evident between 10 and 12 years and 14 and 15 years. On the one hand,





the identified drivers for change are natural age-related psychomotor function improvement processes and, on the other hand - the effects of regular training. The decrease in the standard deviation of the response rate with age also indicates an improvement in the response stability. In addition, with each age period, the response rate decreased from  $5.56 \pm 0.4$  errors in the first test (10-11 years) to  $2.67 \pm 0.29$  errors in the final test (14-15 years). The complex visual-motor response test includes a motor component similar to that in simple visual-motor response, signal detection and decision-making in response to the signal. These parameters can be used to assess the development of the decision-making speed.

To improve your speed, you use cycling exercises that are performed at different maximum speeds, such as running, accelerating, cycling and so on. It is necessary to increase the amplitude of the movement gradually, evenly, so as to maximize the re-acceleration. Here are some more exercises to help you develop speed:

- Perform rapid running on the side, backwards;
- Running with the knees raised and the steps at maximum speed;
- 25-80 m at the tip of the foot, fast jumping;
- Jumping with a short and long rope that rotates at maximum speed: running under or over a spinning rope;
- Sudden change of speed when running medium distances;
- Throwing balls, grenades, tennis balls at a certain time;
- It is important to develop students' sense of time in order to improve their speed response. To this end, trainees are regularly offered three different tasks in a row;
- After completing the speed exercise, the coach announces to the trainees the time spent on the task;
- The time is not announced to the trainee; he must determine the time;
- The trainee should perform the exercise at the given time.

The most important exercises for generating a speed response are movement and sports games.

Exercises to develop speed are given regularly at the beginning of each session.

Endurance training is the body's ability to withstand fatigue that occurs during muscle activity. It is determined by the state of the central nervous system, functional readiness, physical qualities, endurance to motor skills, as well as psychological stability. The level of endurance is assessed by the effectiveness of active actions.

The development of endurance in sports differs between specific and general endurance: General endurance refers to an athlete's ability to perform a task over a long period of time. It is nurtured by a long, straight run, as well as by a series of straight, moving sports nets. (skiing, swimming, cycling, etc.)





Long-term performance of special endurance game techniques should be achieved by holding training games in enhanced areas, extending play time, and reducing rest time between assignments and other exercises. Coordinated endurance develops between two or more players with a complex system of interconnected exercise that leads to fatigue. When working with children, taking into account their capabilities, it is advisable to choose exercises and adhere to the norms of loading, extensive use of pedagogical supervision. The peculiarity of endurance training loads is that the exercises that affect the body of athletes are the same as during the competition, that is, more, and these exercises should be used systematically. Agility training is the complex ability of agility to coordinate the actions of an athlete and to demonstrate their accuracy with a high level of strength and speed. In terms of coordination, good mastery of complex movements is characterized by the ability to correctly assess emerging situations, to adapt to sudden changing conditions, and to successfully solve complex movement tasks. The most important thing for an athlete is to develop coordinated movements without support, movements with the ball in rapidly changing conditions, the ability to maintain balance and maintain direction. The development of agility in unusual conditions (other shells, different placement of obstacles, difficult weather conditions, etc.). Doing regular exercises helps a lot. Acrobatics, gymnastics, and track and field exercises, as well as ball-handling, hooping, goal-scoring, and throw-in techniques, are also considered to be agility-enhancing techniques. The following guidelines should be followed when developing agility:

1. Introduce a new system of exercise.
2. Redesign the lesson according to the circumstances.
3. To control the first signs of overload on the body during movement.
4. Determine the norm of rest time between exercises, depending on the heart rate.

Sports psychologists and experienced coaches believe that without knowing the characteristics of the needs-motivational sphere of a young athlete, it is difficult to "bring" him to competitions, to form a stable, "effective" motivation for achieving success. A coach, armed with information about the personal motivation of his ward, acts as a subtle creator and a true creator of his sports result.

Speaking about motivation, it should be emphasized that it is one of the manifestations of an athlete's personality traits. Leading motivation, like character, is formed throughout a person's life, starting from early childhood. The nature of the motivation for achieving success (the need to be the first in everything, dissatisfaction with the loss, the need for recognition of personal achievements, the propensity for





active motor actions, the position of a leader in communicating with peers, etc.) in childhood is mainly determined by the characteristics of the child's psyche.

Modern sports activities aimed at achieving the highest results in various sports are characterized by a steady and significant increase in sports performance, a significant expenditure by participants in sports competitions not only physical, but also mental energy. According to a number of researchers dealing with this problem, even a very well physically and technically prepared athlete cannot win (for which he is potentially fully prepared) if he has insufficiently developed mental qualities and psychological personality traits necessary for this.

**Conclusions.** It was found that the response rates in junior and adolescent athletes are associated with the age-specific psychophysiological features and tend to improve. The results demonstrated by the successful 10-15-year-old handball players can be used as due reference values in monitoring of the effectiveness of the training process and selection of junior handball players. Age-specific psychophysiological features are essential to the individually-differentiated approach in handball training.

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## THE PSYCHOLOGICAL SIGNIFICANCE OF HIGHLY QUALIFIED 19-21- YEAR-OLD HANDBALL PLAYERS BETWEEN PERIODS IN THE TRAINING PROCESS

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### Annotation

Purpose: the technology of preparation of athletes in accordance with the requirements of the system approach. Team management methodology disclosed in terms of the training process in the competitive period between rounds of the regular championship of region.

**Keywords:** handball, microcycle, preparation, process, system.

### Introduction

In sport games solution of problem of modern sport training's improvement is especially difficult. On the one hand there is no objectively measured result in games and on the other hand this result depends on the whole complex of quite different factors, differently compensated and interdependent at various stages of many years' training [1]. That is why control of training process of highly qualified players requires clear knowledge of their condition at certain stages of training, scientifically grounded complex control of the whole process [2]. With such approach to control role of choice and registration of system of factors, which influence substantially on competition results, increases significantly [8,10]. It results in need in studying of competition functioning, integral reflections of fitness's levels as one of important tasks of control in system of informational provision of managements [3,11]. As main directions of methodic a number of scientists [6,7,9] offer methods.

Exactly strive for proper provisioning of competition functioning conditions tasks of training at different stages and periods of annual cycle [7,9], and as a result it is necessary to know not only the structure of competition functioning but also factors, which condition its effectiveness and positively influence on sport result [3]. Special means of every training in model micro cycle of qualified handball players are oriented on improvement and maintaining on optimal level of special physical qualities and organism's functional potentials. A number of scientists put forward a statements, which concern model micro-cycles: quantity of exercises' repetitions, intensity,





duration, intervals and character of rest between series [5,10]. Some authors proved that correct alternation of loads and rest facilitates better development of physical qualities and organism's functional potentials against the background of tactical tasks' solution [2,6,8]. It was reflected in different kinds of sports, but up to nowadays it has not been elucidated for handball players' training in inter tour competition period. It is quite natural that absence of systemic work on this problem – control of training process in handball – does not determine the level of its urgency. But our own experience of scientific-practical work with combine teams and teams of region championship, analysis of modern literature, devoted to this problem, give understanding that to day one of problems is discordance of theoretical works about sport games and their insufficient implementation in practice. It permits for us to think this problem to be really urgent. The research has been fulfilled in compliance with plan of scientific research works of department of physical culture and sports theory and practice of Bukhara state university "Theoretical-methodic principles of individualization of training process in game kinds of sports". Purpose, tasks of the work, material and methods The purpose of the work is working out of team control methods in conditions of training process in competition period between tours of regular championship of region. Results of the research Our research was oriented on determination of means and methods, which would permit to surely maintain condition of players and their functional state at high level, considering intervals between game loads and in training process between tours of competition period. Alongside with it one of local tasks of our research, in our opinion, was achievement of such training effect, which would permit during long time to preserve achieved indicators of physical, psychological and functional fitness. It is of common knowledge that during handball match there are changes of players depending on situations, tactic schemas, for keeping temp and so on. Some teams constantly replace one-two backs with forwards. It results in interruptions in loads-rest alternations, because it is impossible to envisage duration of game episode. From this fact we noted that general tea, HBR usually fluctuates between the lowest and the highest, independent on status of the match and its intensity. We determined that before coming of players on site HBR is 160- 180 b.p.m. As a result of replacements, if handball player had rest about 5 minutes, HBR was 90-120 b.p.m. Percentage of mistakes' correlation was within – 0,3%. With rest up to 3 min. HBR reached 120-140 b.p.m.; mistakes – up to 1.2%. If duration of rest before micro series of loads reached 1 minute, quantity of mistakes reached 2.7% with pulse 180-190 b.p.m.

Especially it was noticeable, when constant game time trouble happens in important official championships requires increased physical and psychic functioning of





organism, instant thinking and extreme quickness of movements. It is quite reasonable that with working out of model micro-cycles it is necessary to consider exactly orientation of means.

Considering specificities of handball competition activity, for training of speed-power qualities and special endurance we used interval and continuous methods of training. Principle of selection of means was based on method of combined influence, owing to which we improved sportsmanship, maintained special workability and functional fitness of players at optimal level.

From our point of view, for complex solution of the tasks the best suitable is such rather popular among specialists of functional and physical training innovation as TRX® - training. Owing to using of simulator TRX® in complex with individual sensors of heart beats rate, command Polar Team – 2 for team and (in particular) game kinds of sports, we could work out complexes of specialized exercises, which, on the one hand simulated competition functioning and, on the other hand, in accentuated way influenced just on individual defects of players. Besides, we could provide objective prompt control over players' functional state, having possibility to urgently correct the process in real-time mode.

TRX® simulators facilitate development of all muscles, combining in one integrity: balance, mobility and flexibility – all that is required by handball players. Training with own weight excludes axial load on backbone; that is why simulator TRX® is of special interest for all, who feel increased loads on supporting motor system.

Basing on data of operative control of complex scientific-methodic team during first micro-cycle we developed organism's anaerobic potentials; in second - aerobic potentials. Obtaining of data was carried out in complex way by the following parameters: level of special physical fitness, level of physical workability; effectiveness of competition functioning; strong and weak sides of certain player and team in the whole; recommendations on corrections of training

process. This process took place in the frames of micro cycles of different orientation. During control trainings, fulfillment of TTA was completely in strict mode of future matches. Control-model trainings were with higher imitation of competition's conditions. Advanced trainings were conducted with significantly excessive scope and intensity. Advanced – model trainings were maximally approximated to matches and simulated conditions and confusing factors, which exceeded predicted reality. First type of training (development of anaerobic qualities) contained individual complexes of exercises, which sportsmen fulfilled in series by 15 – 20 repetitions. At the beginning we offered to fulfill 2-3 starts, then 3-4 and up to 5. Orientation of these complexes was targeted influence on main muscular groups, imitation of different





elements of individual technical tactic actions. At trainings, pointed on development of special quickness with the help of technicaltactic exercises, duration of series reduced by the end of training in the following variants: 20, 17, 15, 12, 10 repetitions during 15-20 minutes. Rest pauses between them were 3-5 minutes – the time, which is required for HBR to reduce to 110-120 b.p.m. after loads. Rest pauses were filled with imitational exercises, oriented on improvement of ball handling. Depending on individual condition of a player we used 3 levels of load's complexity: 1st – gentle level, 2nd – main level and 3rd – mode of excessive loads for creation of optimal excessiveness. The second type of training (development of aerobic potentials) was oriented on improvement of technical-tactic actions with maintaining of available level of aerobic potentials' functioning or development. In this type we used circular method of training's constructing. One more innovation was opportunity to change temp and rhythm of tasks' fulfillment with the help of specially created musical accompaniment, which we could vary in compliance with complexity of task from 120 to 160 accents per minute. It, in its turn, permitted to completely simulate game rhythm of competition functioning of handball players. Schema of exercises' alternation (sequence of passing of circle) was the following: exercise for shoulder girdle muscles – exercise for lower limb muscles, - exercise for abdomen muscles, back and torso. Intervals of work with every kind first were equal to rest intervals and were 30-40 sec. that, in matches, corresponds to segments of high intensity and quick change of game situations. Then intervals changed to longer ones, 60 sec. every. And at last, we passed to fulfillment of exercises in mode: 60 sec. work – 30 sec. rest. Rest meant transition from “station” to taking initial position of next exercise. Quantity of “stations” (depending on quantity of players on site and bench players) – was 12-14. Method of changing of intensity of exercises' fulfillment was used, like in previous training variant, with the help of calculated temp of musical accompaniment. Under such conditions, rest pauses between training circles were absent. The main condition of continuation of exercises' fulfillment was signal of cardio leader by data of HBR sensors, which shall have not reduced more than the lowest pulse frequency. It permitted to maintain constant cardio loading for long time within the set limits, thus, influencing on improvement of players' functional state. Physiological specificity of trainings in model micro-cycles was that every following series of exercises repeated at the end of phase of quick HBR reducing (at level of 125–135 b.p.m.), which happened after finishing of previous load and matched with it by period of restoration of muscular workability's indicators.





## Conclusions

Quantitative and qualitative analysis of results of complex determination of fitness in conditions of model micro-cycles after first stage of experimental research in comparison with initial data witnesses about increasing of special physical fitness, psycho-physiological indicators, and physical workability.

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## **FOLK GAMES AS A MAIN MEANS OF PHYSICAL CULTURE**

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### **Annotation**

This article is the first to summarize and systematize the ideas on physical culture and physical education in the works of thinkers who lived and worked in Central Asia in the 16th and 19th centuries.

**Key words:** Uzbek folk games, Uzbek folk dances, Folklore, wrestling, ulok, kupkari

### **Introduction**

The Uzbek folk games are the product of the Uzbek people's collective creativity, created and maintained by a wide range of people. Games have been developed over the centuries as a necessary element of life and social life of many generations of the Uzbek people, and have performed various social functions at each historical stage of development. Uzbek folk dances combine the creative power, material and spiritual riches of history, reflecting the historical experience of knowing and mastering the 7 surrounding realities. Uzbek folk dances are practical by nature. They clearly show the uniqueness of folk art culture, its national features. At the heart of the national character of these games is the rich cultural heritage of the people. Folklore, in particular, can serve as a source for genres such as his epics and historical narratives. The content of many games can reflect tribal customs, ancient customs, labor activities, or cultures. The forgotten prayers, verses and counts of the people continue only in children's folk games. Uzbek folk games and some sports, which are played in groups, are based on games of ancient tribes. Uzbek folk dances date back to ancient times. This is confirmed by archeological excavations and ethnographic materials of the ancient Roman writer Elian. Because they have a lot of games in the Saks, and they are a popular tradition. He testified that the Saxons had the right to marry the girls they had defeated in the game.

Among the national folk dances, the ancient art of dorboz and symboz was especially distinguished. Dor game used to be very popular. Public and local holidays and seasonal markets are almost impossible without gates. In Registan, dors were built in market squares and chorsu. The sound of trumpets and drums signaled the beginning of the show. When the crowd gathered, the games began. The spectators watched with excitement the courageous movements of the doorman, who was playing on a high





rope. Wooden board games were once popular in our area. Wooden legs ran, jumped, danced, and played national instruments such as trumpets and horns. There is a lot of information about this in "Boburnoma". "Stick game" is popular in Khorezm.

Well-known scientists U. Karabaev, M. Murodov on the types of national folk games, their content and socio-educational conclusions. N. Jabborov, T. S. Usmonkhodjaev, A. K. Atoev, R. Q. Qudratov, F. N. Nasriddinov, R. Abdumalikov conducted research. Their popular educational and scientific manuals, collections, and a number of articles are known to the public today and are being used by students as well. It should be noted that wrestling is usually racing, horse fighting (fencing, overturning, spear stabbing, whipping, beating, etc.), archery (bow) spear (arrow), horseback riding in the mountains, walking on fast-flowing water and complex practical actions such as crossing and sailing on horses are reflected in dozens of folklore masterpieces and manuscripts in the series "Avesto", "Alpomish", "Forty Girls", "Gorogly".

Folk games at all stages of development have embodied the life, lifestyle, working conditions, nationality, religion and other characteristics of the people of their time, and the participants have agility, endurance, creativity, enthusiasm. , served to cultivate the qualities of strength.

Children's games also feature light humor, competition, and team spirit. Uzbek folk dances can be classified differently. For example, the game is played according to the age of the participants (children, teenagers, adults), gender (boys and girls or men and women), season (spring, winter, summer, autumn). relative to place (area, water, room), relative to occupation (farmer, artisan, herdsman, etc.), relative to region (northern, southern, eastern, or northern).

The process of creating games is divided into:

- Hunting games (Gang, Jambil, Lappak, Oshik, Happak, Chirgizak, etc.);
- Shepherd's games (Ball, Rock Stone, Goat's Game, Shepherd and Jackal, Step Stick, CHillik, Podachi, CHanta, Chuv-chuv, etc.);
- Craft games (Dandararak, Charkhpalak, Besh Fingers, Pakillak, Lanka, CHigirik, Uruk Soldi, Varrak, Sartarosh, Koz Baglar, etc.);
- farming games (Palaxmon, John Burgam, Straw Sepdi, Chanak Game, Peach Sugar, Guardian, etc.);
- Simulation games (Aunt, Topolak, who gets it, Bear game, Rooster fight, Lame crane, Bosari, Bees, Geese, etc.);
- action games (Chonka Shuvak, Chim Throwing, Kim Tez, Hurkach, Tufalak, Chori Chamber, Cat-Mouse, Wooden Foot, Durra Shooting, Halinchak, etc.);
- Word games (Who is smart, Balkan-Balkan, Batman-Batman, Double-odd, White rabbit sign, White poplar, blue poplar, Pirr did, etc.);





- Meeting games (gossip, heel game, king-minister, king-thief, throne, etc.);
- Wrestling and related games (National Wrestling, Wrestling, Shoulder Wrestling, Wrestling, etc.);
- Equestrian games (Chavgon, Uloq-kupkari, Pedestrian race, Golden pumpkin, Shogulak, Girl chase, Donkey riding, etc.).

Given that all of the above folk games were popular among the people in the 16th and 18th centuries, the military during this period

We will focus on wrestling and related games, as well as equestrian games, which form the basis of training.

Wrestling is a test of strength of brave guys. Holding on to the shoulders, back and neck, using various methods to bring the opponent's shoulders to the ground. Our national struggle has served as a key tool in preparing and educating young people to live healthy, strong, courageous, agile, strong and resilient lives.

Wrestling also existed during the pre-Islamic period, when annual inter-tribal competitions were held near the Ukoz market. The Arabs held these gatherings with great interest. 'Umar ibn Khattab was one of the most famous fighters even though he was not a Muslim. While confirming and propagating this practice, Islam has removed from it the barbarism, morality, and inhumanity that people are accustomed to.

It is narrated in the Sunan of Abu Dawud that Rukana ibn Abdu Yazid will fight the Messenger of Allaah (peace and blessings of Allaah be upon him), and he will defeat him and he will become a Muslim.

Al-Dhahabi said, "The Messenger of Allaah (peace and blessings of Allaah be upon him) broke the ruk'ah twice."

The Messenger of Allaah (peace and blessings of Allaah be upon him) used to fight with powerful and virtuous Companions such as Abul Aswad al-Jumahi. The young Companions also struggled. Imam Hasan and Imam Husayn also fought in front of the Messenger of Allaah (peace and blessings of Allaah be upon him).

Every practical movement (running, jumping, throwing, lifting, ball games, wrestling, swimming, traveling, etc.) has physical developmental features, qualities, and educational value.

In almost all types of national games, physical qualities and human qualities, such as agility, dexterity, courage, bravery, courage, are combined.

About them in the popular scientific pamphlet "Kupkari" by R. Abdumalikov, R. Q. Kudratov, K. D. Yarashev, as well as O. R. Toymurodon, F. A. Karimov, A.Q. In addition to the content of the national games, the educational and methodological manuals on wrestling of Atoev et al., As well as their social and educational features





are described in detail. In this regard, we intend to use them purposefully by students and young people.

This means that equestrian sports have a status that is not inferior to other sports. The rider's ability to control the horse and perform the most complex movements in the game is the result of many years of work. To teach riding, it is necessary to involve young people in games from an early age, to bring them up physically.

The national action games mentioned above are not inferior to any other sport. Therefore, it is advisable to use these types of physical education, training and training of talented athletes. On this basis, the gradual inclusion of these mobile games in the programs of sports competitions, which are held at the regional and national levels, and, ultimately, the selection of them and their entry into the world sports arena.

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## **CORRECTIONS IN JUMPING IN THE DEFENSIVE BLOCK AGAINST AN OPPONENT IN VOLLEYBALL**

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### **Annotation**

The aim of this study was to analyse the adjustments in technique made by a volleyball player when shooting against an opponent. Volleyball has become one of the most widely played participant sports in the world. Participation requires expertise in many physical skills and performance is often dependent on an individual's ability to jump and land. The incidence of injury in volleyball is similar to the rates reported for sports that are considered more physical contact sports.

**Keywords:** Training, jumping technique, frequency, block

### **Introduction**

Studies on jump height have focused on the relationship between jump motion and high contact point as well as changes in jump height measurements. With respect to the former, Takanashi (2018) focused on spikes and investigated the effectiveness of the three-step run-up and appropriate step width. Another study of competitive college women spikers showed significantly high values for jump height and knee joint torque (Muramoto et al., 2014). With respect to the latter topic, Wnorowski et al. (2013) reported that game time jump height among top men players in Poland fluctuated between 77-90% of maximum values, and among top women athletes in Argentina, it was reported that there was no decrease in post-match maximum jump height (Esper, 2003).

The DS position in volleyball is the defensive specialist. This is one of the roles on the team along with the setter, the middle blocker, the outside hitter, opposite hitter, and the libero.

Defensive specialists are the players that have sound passing skills and great digging. Between the libero and the DS, you have 2 roles that are focused on ball control. Their job is to start every play with a great pass.

The hallmark of a defensive specialist needs to be consistency. They are a reliable role player who provides consistent good passes during serve receive, consistent digging, good defensive coverage, and possibly good serving.





This spot is known as either the middle blocker or middle hitter. The team's tallest athlete tends to play here. Their additional height can help the player excel in this role. On defense, the middle blocker blocks the center area of the net and has to be ready for the opponent's quick middle attacks. But they also need to move to either side to help teammates close blocks with the opposite hitter and outside hitter. On offense, they play near the setter to execute fast attacks. The middle hitter must be able to read the setter and adjust their approach to get the most of their attack. They can also act as a decoy to help confuse opponents and spread out their blockers.

### **Responsibilities**

- Read the opponent's hitters to set up blocks.
- Block opponent's shots.
- Use quick attacks on offense.
- Act as a decoy on offense.

It is important to consider that spikes and blocks are not only jumps, but jump-landing sequences. In particular, the landing phase requires dissipation of the kinetic energy generated during the jump. Newtonian mechanics dictates that increases in jump height (most prevalent in elite volleyball players) must be accompanied by a proportional increase in the kinetic energy that must be properly absorbed to avoid injury (Dufek and Zhang, 1996). These landings often result in the creation of ground reaction forces on the order of five times body weight (Adrian and Laughlin, 1983). The deleterious effects of these forces may be compounded when considering that a front row player may jump and land many times during a regulation match.

The mechanisms and frequencies of injury in volleyball are intriguing and well documented. The jump-landing sequence is the most common source of injury in volleyball (Briner and Kacmar, 1997). In fact, blocking and spiking are linked with over 70% of volleyball injuries (Watkins and Green, 1992). More specifically, the landing techniques used in volleyball can potentially be related to lower extremity energy absorption and likelihood of injury (Dufek and Zhang, 1996). Stacoff and colleagues, (1988) found an initial vertical impact force of approximately 1 to 2 BW at forefoot touchdown for males performing a block. Heel contact resulted in a second peak force ranging between 1 BW to 7BW. The authors observed that the height of the jump was less important than knee angle in predicting the magnitude of the force with increased knee extension producing more force during landing. Thus, technique plays an important role during landing in volleyball.

Jumping and landing movements are fundamental features of many sporting activities and have received considerable research attention. Previous research on





landing has concentrated on the implications of the impact and the resulting loads placed on the body as well as the injury potential of various landing situations. For example, Kovacs and colleagues, (1997) indicated that the landing technique used by the individual (forefoot vs. heel-toe landing) has significant implications regarding the forces transmitted to the body and the body's ability to dissipate these forces. Accordingly, the jumping and landing techniques utilized by volleyball players may influence their likelihood of injury during the jump landing sequence. Ferretti et al., (1992) hypothesized that the high number of jumps and the likelihood of losing balance due to deviations in jumping technique are the primary causes of injury during volleyball (Ferretti et al., 1992). The vast majority (90%) of volleyball injuries occur in the lower extremity with the knee joint being particularly vulnerable (Gerberich et al., 1987). Knee injuries are of particular importance because they are associated with more lost time from sports participation than other injury sites (Solgard et al., 1995).

Though it is known that knee injuries are a common problem in volleyball and that technique influences the magnitude of the forces transmitted to the lower extremity during landings, little research exists regarding the prevalence of jumping and landing techniques in elite female volleyball. Thus, the purpose of this study was to quantify the number of jumps performed by elite female volleyball players in competitive matches and to determine the relative frequency of different jumping techniques. A secondary purpose of this investigation was to discuss implications for physical education professionals, coaches, and researchers.

Some of these studies have also included analysis of the jump shot under different conditions, as the variability in the performance of the shot is determined by a number of factors (Saenz and Ibañez 1995) such as arm action (standard, hook and lay-up), previous technical action (dribble, reception fake), previous movement of the legs (stationary or running), lateral movement of the legs (with or without jump), body orientation, height and distance of the shot, and opposition. For example, Elliott and White (1989), Walters et al. (1990), Miller and Bartlett (1993) and Satern (1993) studied the effects of increased shooting distance in the jump shot, whilst Gabbard and Shea (1980) and Chase et al. (1994) analysed the effects of equipment modifications on children and jump shot performance. Of these influencing factors, no research group has attempted to establish the effects of opposition on the movement characteristics of the jump shot. As the technical performance of the shot may be expected to change with the presence of opposition, then practising the jump shot skill without realistic opposition may be less beneficial to skill development and maintenance. Therefore, the aim of this study was to determine the influence of the





presence of an opponent on jump shot technique. This aim was met by investigating the biomechanical characteristics of jump shot technique with and without an opponent.

The execution of the jump shot is subject to all types of stimuli, external contingencies and attentional mechanisms. For this reason, and in order to control these variables, it was necessary to analyse the action using a protocol similar to that encountered in competition, where the variables manipulated are controlled and those that influence it is kept constant. The manipulated variable was the presence or absence of opposition, while the controlled variables were the previous technical action (running and stop), body orientation and distance of the jump shot. Two video cameras were used at 50 Hz to record the performance of the shots. The first was placed at a distance of 10 m from where the shot was to be made with an orientation of  $45^\circ$  to the direction of the shot, and the second was situated 11 m from the shot with an orientation of  $45^\circ$  to the direction of the shot and  $90^\circ$  to the orientation of the first camera. The cameras were started approximately 3 s prior to the beginning of each shot and were not switched off until the ball passed through the hoop to ensure the recording of a sufficient portion of the performance to permit analysis of release variables. After positioning the cameras, and before filming the shots, a reference object was filmed. The reference object was so oriented that the x-axis was in line with the direction of the shot, the z-axis was perpendicular and horizontal to the direction of the shot and the y-axis was perpendicular to the plane of the floor, and from that static position the player ran along a line. During his run, the player received a ball from player P at a point 2 m before reaching the shooting position. At the instant of receiving the ball, the player stopped and he finally made the shot. The opponent, situated in the horizontal projection of the hoop, O, remained in that position until the moment in which the ball left the passer's hands. The opponent, at that moment, at random, either remained in that position or moved to intercept the ball, sometimes succeeding in doing so. This protocol was continued until each player had performed 15 successful shots. Eight shots by each player (four with and four without opposition) were selected for analysis, the criterion being those where the ball passed through the hoop without touching either it or the backboard.

In conclusion, it can be stated that players attempt to release the ball more quickly and from a greater height when confronted with an opponent. This strategy lessens the chance of the opponent intercepting the ball. Players realize this strategy by approaching more rapidly and positioning the body in a more upright position at the initiation of the upward movement of the ball. This manoeuvre gives players greater initial height but also a more stable base for generating a greater initial velocity of the





ball. The greater initial knee position restricts the ability of the player to jump and therefore he performs a quicker but less powerful jump, while the more rapid upward movement of the ball helps to increase the joint angles at shoulder and elbow at release and this, combined with a more upright trunk, helps the ball to attain a greater height and a more vertical angle of projection.

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## METHODOLOGY OF OPTIMIZATION OF TRAINING FOR YOUNG FOOTBALL PLAYERS

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### Annotation

This article scientifically describes the development of physical qualities such as speed, agility, strength and endurance of 14- and 15-year-old players in Olympic reserve children and youth sports schools, as well as methods for optimizing their training load.

**Keywords:** Young player, cycle, theoretical training, general physical training, special physical training, technical training, tactical training, psychological training, control games.

### Introduction

In recent years, a number of measures have been taken to take care of the health of our people, to form a spiritually and physically harmonious generation, to attract the population, especially young people, to the sport of football, which is a game of millions and has a special place in our country. At the same time, such issues as the selection of talented young players in the country, the further development of the selection system and football infrastructure, raising the activities of sports schools to a new level, improving the system of training and financial incentives, raising the level of competitions remain one of the most pressing ones. Our government has adopted a number of resolutions and decrees to make football the most popular sport in Uzbekistan, to establish a system of selection, selection and training of talented young players, to make the country's football competitive with developed countries, to train football specialists in accordance with international requirements and standards. In order to develop the activities of football clubs, to effectively organize the training process for national teams, to hold major international football competitions in our country, including world and continental championships among juniors, youth and women's teams. In particular, in accordance with the Decree of the President of the Republic of Uzbekistan dated March 5, 2018 No -5368 "On measures to radically improve the system of public administration in the field of physical culture and sports" was adopted. On the basis of these documents, colleges of Olympic reserve have been established in almost all regions of the country. In this way, the necessary conditions





have been created, in particular, for the training and improvement of the country's junior and youth national teams, young players who are able to fill the ranks of major league teams. However, despite these efforts, the teaching process in colleges is not yet fully based on research data. This, in turn, does not allow us to identify the hidden potential of young players.

Statement of the problem and its connection with important scientific or practical tasks. Psychological preparation of athletes is a complex methodological education, consisting of separate elements, each of which performs a specific function and does not correspond to others. In the training of qualified athletes, the main task is to search for the reserves of the body of athletes precisely in psychological training. The working model of the structure of the process of psychological training can include only those means of this type of training that are certainly necessary for it. They are either absent or used and cannot be included in its structure. This, of course, does not mean that they should not be used in sports training, but they should be studied further. The study was carried out in accordance with the plan of the research work of the Department of Theory and Methods of Physical Education and Sports of Zaporozhye National University "Theoretical and methodological foundations of individualization of the educational and training process in game sports". Analysis of recent research and publications. Modern sports games are characterized by a high intensity of game actions, fast switching during the game, a wide variety of used game techniques in attack and defense, as well as complex tactical schemes [4, 12]. All this requires from athletes not only good technical and tactical readiness, but also a high level of psychological stability, which will ensure their implementation in various game situations [1, 3]. The state of tension, anxiety caused by dissatisfaction of needs, objectively insurmountable (or subjectively so understood) difficulties, obstacles on the way to overcome them during the match - leaves its mark [6, 9]. Analysis of the literature on handball showed that the attention of researchers is directed to the study of ways to control the training process based on the analysis of the dynamics of mental functions of athletes [1]; taking into account their individual psychological characteristics [11]; the use of special exercises for the development and improvement of individual mental and psychophysiological functions that affect the quality of technical and tactical actions [2, 4]. The works of these authors make a certain contribution to the improvement of the training process in sports games, including handball. Nevertheless, the formulation of the issues under study is somewhat generalized. At the same time, the analysis of the available scientific and special literature in handball indicates that the possibilities of using special exercises in the leading microcycles of the training process between rounds of the competitive period





to correct "weak" psychomotor and psychophysiological qualities in athletes - handball players were not specially studied. The aim of the study is to increase the level of psychological training of qualified handball players in the preparatory period of the macrocycle. Research methods: analysis and generalization, pedagogical observation using instrumental techniques, pedagogical experiment, methods of mathematical statistics.

Research results. At the first stage of the research, we carried out pedagogical observation using a complex of psychological, psychophysiological and pedagogical methods to determine the level of psychological readiness of athletes [5, 8, 10]. The analysis of the results of pedagogical observation made it possible to reveal in some athletes the level of psychological (emotional stability, low frustration tolerance), psychomotor (complex sensorimotor reaction and psychomotor coordination), psychophysiological (concentration and switching attention) and characterological (motivation and exactingness) qualities. The analysis of the results of our pedagogical observation became a prerequisite for the development of the psychological and pedagogical characteristics of each athlete. The structure of the characteristic included: - analysis of the features of the functioning of the psychomotor and psychophysiological spheres; - analysis of the level of development of special readiness of athletes with the concept of "strengths and weaknesses" of its sides and factors; - personalized recommendations, taking into account the CMC, physical, psychological and functional readiness. The experimental factor of our research was the individualization of the psychological preparation of a team of qualified handball players for the next round, improving the level of development of "weak" psychophysiological qualities of athletes. The selection of the means of sports training was carried out on the basis of the principle of conjugate influence on the technical-tactical and psychological aspects of the athletes' fitness. We recommended special preparatory and basic exercises, which made it possible to improve the level of development of "weak" psychophysiological qualities of athletes. At the same time, their technical and tactical actions were improved. The methods of sports training were planned based on the characteristics of the competitive activity of handball players and their neuromuscular activity. So in the lead-in microcycle, repeated, interval-serial and sensory training methods were used. Summarizing the data of scientific and methodological literature [2, 7] and practical experience, we have developed two leading microcycles for training qualified handball players, which are based on the individualization of the training system with an accentuated impact on the "weak" psychological aspects of each of the athletes. The prerequisites for their implementation in educational and training work were the following: - the use of





special exercises for correction, taking into account the strengths of the handball player (throw in motion, outplay and "fly-in" on step 2, false swing, etc.); - exclusion of reasons limiting the effectiveness of performing a certain action (weak legs, poor imitation, etc.); - use in the main training session up to 30% of special corrective exercises of the total volume;

Conclusions and prospects for further development 1. It has been established that the individualization of the psychological training of qualified handball players with an accentuated impact on the "weak" sides of psychological preparedness, using special preparatory and basic exercises in the leadin microcycle, contributes to a significant.

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## THE IMPORTANCE OF A DYNAMIC MINUTE FOR ELEMENTARY SCHOOL STUDENTS

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### Annotation

The purpose of such pauses is the formation of the basics of a healthy lifestyle among elementary school students, the development of creative independence through the development of motor activity

**Keywords:** dynamic minute, healthy lifestyle, physical exercises, dynamic pause

### Introduction

One of the most important tasks for today is the question of the role of dynamic pause in the formation of universal learning activities in younger schoolchildren. What is the relevance of the topic provided? Well-being is the most important asset of every person, and it needs to be preserved and consolidated from the very beginning of life. Recently, students have revealed a sharp shift in the worse side of well-being. Epidemics, bad ecology, an immobile lifestyle and interest in computer games have a bad effect on the well-being of future citizens. For this reason, you are increasingly thinking about the question: how can a school contribute to improving the health of students.

The great philosopher of ancient times Socrates recorded: "Health is not everything, but everything without health is nothing." Nowadays, the priority task is to preserve the well-being of the baby during its physiological development. The tasks of physiological formation are multifaceted. They provide for the improvement of the physical condition and motor apparatus of the child, the development of physical qualities: endurance, resistance to adverse environmental factors, fatigue resistance. The key hygienic principle of drawing up the daily routine of primary school students is considered to be the harmonious organization of the educational process, which consists not only in acquiring comprehensive knowledge, but also in forming a healthy and developed personality at the physical level with the highest need for motor energy. Dynamic pauses are of crucial importance for this. The pause provided in elementary grades is one of the forms of physiological formation that support and preserve the health of younger schoolchildren.

Conducting the course "Dynamic pauses" is not only a necessity of time, but also a physiological one, since even 3 physical education lessons do not compensate for the





lack of physical activity in order to satisfy the biological need of a growing organism in motion. Motor activity provides oxygen enrichment of the brain, acceleration of recovery processes, improvement of working capacity, which helps to relieve discomfort and tension during the school day. The main direction in the content of this program is given to sports and health education of younger schoolchildren. The purpose of such pauses is the formation of the basics of a healthy lifestyle among elementary school students, the development of creative independence through the development of motor activity. The task of the dynamic pause is to strengthen the health of schoolchildren, improve vital skills and abilities through learning outdoor games, physical exercises; to form general ideas about physical culture, its importance in human life, its role in health promotion, physical development and physical fitness;

- Develop an interest in independent studies, physical exercises, outdoor games, forms of active recreation and leisure. A dynamic pause can be held after the last lesson in order to organize the rest of the students, change the type of activity, relieve fatigue. To prevent fatigue, dynamic pauses are also recommended during academic activities after monotonous work or at the 25th-30th minute of the lesson with students. Dynamic pauses can still be carried out in between classes.

The types of such pauses in primary classes are diverse: these are outdoor games, warm-up exercises, walks, outdoor games, general physical exercises, creative and game tasks, psychological exercises, role-playing games, etc. The dynamic pause can be different, but it is mandatory to be available. In addition, during the dynamic pause, children learn to fulfill certain criteria of the game, establish relationships with peers, observe hygienic generally recognized norms, acquire the skills and abilities to independently perform morning exercises, gain knowledge on proper breathing during exercises. Also, students have a need for a healthy lifestyle, in compliance with safety measures.

Dynamic pause, carried out in the form of physical exercises, helps to remove fatigue and resume the functionality of students. Ignoring this type of work negatively affects physical development, depletes the nervous system, lowers the body's resistance to colds and infectious diseases.

The teacher should explain to the students that a static position while sitting leads to a deterioration of blood circulation, a decrease in metabolism, impaired posture, stagnation in the abdominal and pelvic organs, provoking diseases of the digestive and reproductive systems. Motionless posture reduces lung ventilation, causes a feeling of heaviness, fatigue, drowsiness, headache. General fatigue leads to a decrease in attention, poor memorization of material, an increase in the number of errors, and a deterioration in discipline. A dynamic pause helps to provide children with the





motor activity necessary for the proper development of a growing organism, allows them to actively relax after mainly mental labor in a forced pose in the classroom; ensure that they maintain working capacity in subsequent lessons. It is advisable for the teacher to choose exercises for dynamic pauses taking into account the topic of the lesson. I would also like to note that motor activity should bring joy to the child, it is necessary that it be organized imperceptibly, without strain for him. Therefore, it should first of all be diverse. In order to ensure diversity in the conditions of a modern school, we see a way out in organizing cyclical classes for each parallel on a rolling schedule.

I would also like to note that the course of "Dynamic pause" in accordance with the basic curriculum in primary classes is held for 2 hours a week. Dynamic pauses are included in the schedule of training sessions, conducted by the teacher after the second lesson, their duration is at least 40 minutes. Most often, dynamic pauses take place outdoors, if weather conditions do not allow, in the gym, in the classroom, in recreation. It is necessary to conduct them in an emotionally positive mood. On the street, in the hall, there is an opportunity for every child and teacher to look into each other's eyes, and not at the back of their heads, sitting at a desk. Dynamic pauses should be based on such principles as: realization of children's needs for motor activity, taking into account the specifics of motor activities, an integrated approach to strengthening and preserving the health of younger schoolchildren with a gradual increase in physical and muscular load, continuity of scheduled and extracurricular forms of work with students.

Removing fatigue from primary school students, increasing intellectual performance, instilling attention and independence in conducting various forms of physical education classes - these are the main goals when conducting dynamic pauses in elementary school.

Comfortable adaptation at school, elimination of muscle stiffness, removal of physical and mental fatigue, conducting tempering procedures, strengthening and developing the respiratory apparatus and the body of children, improving vital skills and abilities through learning outdoor games and physical exercises, forming general ideas about the mode of motor activity, its importance in human life, the role in health promotion - The most important tasks in preparing and conducting dynamic pauses in elementary school.

I note that it is necessary to remember about the upbringing and formation of leadership qualities of a person capable of interacting in a team, the development of interest in independent physical exercises, outdoor games, forms of active recreation and leisure. When conducting dynamic pauses, it is necessary to remember about the





formation of universal educational actions, which include: the formation of a sense of pride for one's own Homeland, respect for other opinions, history and culture of other peoples, the development of independence and personal responsibility for one's actions based on ideas about moral norms, benevolence and emotional and moral responsiveness, understanding and empathy for the feelings of other people, the development of skills of cooperation with adults and peers, the ability not to create conflicts and find ways out of controversial situations, the formation of a healthy lifestyle are those personal universal educational actions that can and should be formed during dynamic pauses. Mastering the ability to accept and maintain the goals and objectives of educational activities, the formation of the ability to plan, monitor and evaluate educational activities in accordance with the task and the conditions of its implementation, determining the most effective ways to achieve results, the ability to understand the reasons for the success / failure of educational activities and the ability to act constructively even in situations of failure, the ability to agree on the distribution of functions and roles in joint activities, to exercise mutual control in joint activities, to adequately assess one's own behavior and the behavior of others are the meta-objective results that must be remembered when conducting dynamic pauses.

Formation of basic ideas about the importance of motor activity for health promotion, its positive impact on human development, physical culture and health as factors of successful study and socialization, mastering the skills to organize life-saving activities, namely: daily routine, morning exercises, recreational activities, outdoor games and other forms of outdoor activities in the daily schedule - this should be remembered as the formation of subject results when using dynamic pauses to preserve and strengthen the well-being of schoolchildren.

Conducting dynamic pauses in the form of physical exercises, gymnastics for the eyes, fingers, musical pauses, relaxation in the classroom is considered an effective and intense entertainment for younger students. The use of short-term minutes of rest helps to reduce fatigue and increase the intellectual performance of children in the classroom.

Thus, the introduction of dynamic pauses into the study, as one of the types of health-saving technologies, leads to a decrease in the incidence rates of children, preservation and strengthening of their well-being, improvement of the psychological climate in teams.

In conclusion of this article, I would like to summarize and draw certain conclusions: Dynamic pause as a system of various forms of physical exercises to strengthen the health of students: walking, running, jumping, as relevant methods of human movement.







Conducting a dynamic pause in elementary school is designed to increase the motor activity of children, to relieve tension, to work on the development of interest and thinking in a playful way. Effective correction of violations or insignificant deviations from generally recognized measures in the field of leading psychological processes is carried out in the classroom.

During dynamic pauses, the ability to play in a team should be formed.

The planned results of the development of the program "Dynamic pause" in elementary school assume a system of sports cognitive, personal, regulatory, communicative actions that students will master in the course of classes.

In elementary school, holding a dynamic break in the form of outdoor games is one of the most favorite activities of students.

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## **PROBLEMS OF SPORTS SELECTION AND ORIENTEERING AND WAYS TO SOLVE THEM**

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### **Annotation**

This article deals with the topical issues of sports selection and orientation in sport. The terms "Sport Selection" "Sport Orientation" are fully disclosed.

**Keywords:** sports selection, sports orientation, many years of training, high performance sport.

### **Introduction**

In today's society, the effective use of the potential of human abilities is increasingly on the agenda. Modern sport is characterized by a dramatic increase in the level of athletic achievement, which far exceeds the boundaries that until recently were considered inaccessible. Targeted long-term training and education of high-performance athletes is a complex process, the quality of which is determined by a number of factors. One such factor is the selection of gifted children and adolescents and their sports orientation.

Athletic selection begins at an early age on the basis of testing and examination during specially conducted training camps, as well as on the basis of a study of training and competitive activities in children and youth sports teams.

Selection for sports is a complex of measures that help to determine a high degree of predisposition (giftedness) of a child to a particular kind of sports activity. At all stages of multi-year training of an athlete a comprehensive method of assessing his personality, involving the use of various research methods must be provided.

### **Purpose, Objectives of Work, Material and Methods**

The aim of the work was to substantiate the concept of formation of the system of training, selection and orientation of athletes in the process of long-term improvement.





## **Methods and Organization of Research**

The following methods were used in the work: analysis of scientific and methodical literature, normative documents, generalization, systematization.

## **Research Results**

Based on the position that the formation of holistic knowledge is a complex process, the comprehension of which should be carried out from different positions, to form a system of knowledge about the long-term selection and orientation of athletes' training, we have chosen as a theoretical and methodological basis of the developed provisions systemic, integrative and activity-based and personality-oriented approaches. The systemic approach, the subject of development of logic and methodology of which is considered to be the study of general principles of organization of system research, provides the correctness of the scientific problem statement in the substantive and formal aspects. The need to identify on the basis of cumulative scientific experience practical aspects of the solution of the posed problem, including the development of technological support for the process of forming holistic knowledge of the system of selection and orientation of athletes' training in the multi-year process, led to the choice of personality-oriented tactics of research. This allows us to consider the process of interaction between the subjects of the training process of holistic knowledge formation (coach, athlete, functionary, researcher, sports doctor, psychologist) in the aspect of cooperation, co-management and personal orientation as necessary components in the process of multi-year improvement of athletes' training and selection.

In order to implement systemic ideas in relation to our study, it is necessary, first of all, to specify the features of the system of formation of holistic knowledge of the system of training and selection of athletes in the process of long-term training, namely: substantiality of elements that make up this system; structurality, characterized by the presence of interrelations and relations between the elements of the system; functionality, which determines the functioning of the system as an indivisible whole. The system approach is considered as a general scientific basis for the study of the problem of the formation of holistic knowledge. From the perspective of this approach, this process involves identifying its constituent elements, establishing system-forming factors and relationships between components, determining the functions of the system as a whole. The rationale for the integrative-activity approach in the study was that it allows you to implement a set of different approaches, a set of methods and principles of integration of related disciplines and, through this, the formation of the integrity of the formed knowledge. In addition,





integrative-activity approach in the formation of holistic knowledge considers this process as a complex system, the integrity of which is achieved through the integration of their constituent elements, which are in relationship and interaction.

Personality-oriented approach acts as a theoretical and methodological strategy and tactics of forming holistic knowledge about the system of multi-year selection of athletes and orientation of their training in the multi-year process. It is the basic value orientation of the system in general and the athlete in particular, determining the positions in interaction with the subjects of the process of formation of holistic knowledge. Within the framework of the developed provisions, the personality-oriented approach acts as a fundamental element of this system, the construction of which provides for problematics, complex influence on the personality, using knowledge of individual, age and personal characteristics of subjects, and is based on the principles of nature-appropriateness, humanity, development, self-determination, individual creative self-realization. Personality-oriented approach is considered as a tactic that involves the identification of practical aspects of problem solving on the basis of the totality of scientific experience. In terms of methodology, the person-oriented approach allows you to identify the specifics of building the activities of participants in the process on the basis of respect for and trust in the individual, define the role and place of subjects in the training process and ensure the disclosure and maximum use of subjective experience. The general provisions of the concept include: the concept concept, its purpose, information, legal and methodological support, the place in the theory of athletes' training. The concept "concept" is not unambiguous in modern theory and practice. The concept is defined and as a certain way of understanding, interpretation of any phenomena, the fundamental, guiding idea for their coverage; the leading idea, constructive principle of various types of activity, and as a sudden birth of the idea, the main idea, artistic or other motive, and as a system of views on processes and phenomena in nature and society. Analysis of the concept "concept" showed that it is interpreted in two main directions: as the basic idea of research and as a form of presentation of the results of research work. The most accurate, from the point of view, is the understanding of the concept as a set of scientific knowledge about the object, presented and formalized in a special way. The concept is a set of key provisions, sufficiently fully and comprehensively reveal the essence, content, features of the phenomenon under study, its existence in reality or practical human activities. The concept of formation of holistic knowledge about the system of selection of athletes and their orientation in the process of long-term improvement is a complex, purposeful, dynamic system of theoretical-methodological and methodological-technological knowledge about







holistic pedagogical knowledge based on systemic, integrative-activity and personality-oriented approaches. The criterion of the complexity of theoretical knowledge implies dialectical unity of the main provisions that make up various concepts and theories. The complexity of the system of knowledge also means the diversity of its component composition and connections within the system. Each section of the concept has its own functional purpose, ensuring its integrity and completeness.

Hierarchical structure of the concept as a system of knowledge provides the presence of levels of subordination, determining the logic of deployment of its overall content. Purposefulness implies the definition, achievement and verification of the goal as "an anticyclical representation of the result of an action". The main requirement for the goal is its concreteness, measurability, reality, controllability. Purposefulness of the knowledge system meets not only the conditions of the moment, but also the general direction of development of the process or phenomenon under study. The purposefulness of the knowledge system, constituting the concept of formation of holistic knowledge about the system of long-term selection of athletes and orientation of their training for the Olympic Games, consists in a comprehensive presentation of the deployment of this process and the full characteristic of its result as a sports and pedagogical phenomenon.

Dynamism implies the relative stability of the system of knowledge about the object. The concept we develop and present is not completely finished and unchangeable, it remains partially open for further research. However, the criterion of dynamism does not mean unreliability of the system of knowledge that makes up the concept, but implies the establishment of interdisciplinary connections, the implementation of the process of scientific integration, the expansion of the sphere of use of its main content. To substantiate the main provisions, it is determined that in the conditions of increasing competition in the sports arena, constantly increasing volumes and intensity of training and competitive loads, significantly exceeding the resources of adaptive capabilities of the human body, have come to the fore. The need for long-term preparation to achieve high sports results requires special attention to the sports reserve, which consists of children and adolescents, purposefully and methodically preparing for major competitions in Olympic sport.

This suggests that the modern system of sports training is characterized by serious flaws, primarily of methodological, organizational and ethical nature. Their origin is well known to specialists in the field of high-performance sports, scientists who created the scientific and technological basis of modern theory and adequate





technologies of sports training, heads of sports and the Olympic movement, coaches and athletes [1].

Nowadays, for example, it is increasingly difficult for an athlete to cope with large volumes and intensities of training work without additional means of stimulating athletic performance. The following fundamental laws of human systems development are taken into account:

1. Heterochronic character of the development of different links and systems of the organism that ensure the realization of motor activity.
2. Syphase of the periods of intensive growth of the elements of movement systems and their inconsistency with the periods of accelerated development of the structures.
3. multilevel rhythmic development of motor systems, their elements and structures.
4. High degree of individuality of motor manifestations. Based on these regularities, let us consider the main principles of the theory of long-term athletic training.

The principle of determination means the necessity to take into account conservative and labile components of human morphofunctional organization in the process of sports training.

Conservative features of morphofunctional complex of motor skills must be the main objects of attention during sports orientation and selection, during development of long-term programs of physical improvement of an athlete. The labile traits must be evaluated from the point of view of possibilities of achieving optimal values of their development, necessity and sufficiency of the level of development of physical potential under the given parameters of its development, ability of an individual to assimilate reliably the teaching (training) information.

The principle of determination dictates the need to develop individual morphofunctional and motivational models of athletes as the basis for building stage models of their physical, functional and psychological preparedness. It also determines the usefulness of developing a typology of motor manifestations as the basis for a reasonable choice of optimal boundaries of biomechanical parameters and motor qualities realized in physical exercises. This, in its turn, opens up new possibilities for detailing training programs on the basis of effective consideration of individual characteristics of each athlete and specification of optimal characteristics of his functional conditions.

The efficiency of sports training both in the long-term plan and in shorter time intervals, up to a weekly cycle and a separate session, will be higher if the accents of training influences coincide in character with the natural accelerations in development of individual elements and structures of motor skills and the current state of its systems. Therefore, the principle of adequacy means the necessity of such





organization of training influences, which would take into account readiness of systems of a human organism to perception of the training information of a certain type. Both genotypic and phenotypic sensitivities, which determine the specificity of this readiness, must be taken into account. Finally, taking into account the regular phase and cyclic nature of motor skills development [14], we can consider the principle of phase emphasis. Based on this principle, it is possible to reasonably distribute training loads of different orientation by time. The principle of phase emphasis determines the expediency of observing a strict sequence in stimulating the development of the elemental basis of movement systems first (separate physical qualities, their morphofunctional components, separate biomechanical elements) and then their structural organization. The same principle prompts the coach and the athlete to make a decision on timely change in the direction, content, volume and intensity of the training load. The study of the system of modern multiyear sports training has shown that their improvement is possible on the basis of the above principles and their technological implementation. The notion that the system of long-term training, selection and orientation at its various stages should be presented as a holistic system is reflected in the proposed concept of forming the system of selection of athletes and their orientation in the process of long-term improvement.

## Conclusions

The results of the research allowed to formulate the main basic provisions of the system of preparation, selection and orientation of athletes in the process of long-term improvement; to form a system of scientific knowledge based on the integration of training, selection and orientation of athletes at different stages of long-term improvement, allows in practice to improve the effectiveness of management of the training process.

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## FORMATION OF MOTIVATION FOR PHYSICAL EXERCISE AND SPORTS FOR PEOPLE WITH DISABILITIES

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### Annotation

This article discusses the issues of motivation for physical exercises and sports for people with disabilities, the means and methods of forming sports motivation.

**Keywords:** sports motivation, adaptive sports, the personality of a disabled athlete, methods of motivation formation, means of motivation formation.

### Introduction

The problem of motivation and motives of behavior in sports is one of the main problems in the study of sports psychology. There is hardly an area of psychology that does not touch upon the motivational process.

Motivation plays one of the most important roles in the life of an athlete. Any activity always has a motive, i.e., a reason w-hy it is carried out. Motivation should be seen as the impulses that cause the activity of the organism and determine its direction.

Active interest in physical exercises and sports is formed as a result of intrinsic motivation, which occurs when external motives and goals correspond to the capabilities of the student [2].

Formation of motivation includes several blocks - work with motives, goals, emotions, training and sports activities of athletes with disabilities. Within each of the blocks the work on actualization and correction of the former motives, stimulation of new motives and emergence of new qualities is carried out.

The study of motivation in adaptive sports is the identification of its real level and possible prospects, the field of its closest development in each disabled athlete and sports team as a whole.

The results of the study become the basis for planning the process of formation of motivation. [2] The formation of motives for physical exercises and sports in persons with disabilities is the creation of conditions in a sports team (team, club, physical education team, etc.) for the emergence of internal motivations (motives, goals,





emotions) to the training process or competitive activity, awareness of them by the student.

The personality of a disabled athlete is individual and, to some extent, unique. One has a low level of motivation and good physical data; another has average ability, but great motivation to achieve results. Often an athlete with good physical data performs below average, and vice versa, an athlete whose preparation for certain starts was insufficient, achieves success.

A disabled athlete's success or failure in sport cannot be attributed to any of his or her individual qualities. On the contrary, only by analyzing these qualities in close correlation can we understand the true reasons for the success or failure of a particular athlete.

This raises several practical questions that need to be resolved: how to form sport motivation in athletes with disabilities? How to maintain it? What means and methods should be used for this purpose?

Encouragement and stimulation in the form of awards, certificates, material rewards, verbal gratitude are the means of formation of motivation of athletes with disabilities to engage in physical exercises and sports.

Coaches-teachers of adaptive sports also should constantly think over possible methods of improvement of work and motivation to do physical exercises and sports with people with disabilities. An important role here is played by the fact that sometimes just demonstrative competitions attract everyone's attention, motivating athletes to further sports activities.

Based on our own experience of the training process with the hearing impaired, participation in organizing and conducting training sessions with visually and locomotor apparatus disorders, we have identified the following methods of motivation formation for doing physical exercises and sports for athletes of these nosological groups. The method of increasing the diversity of skills.

The method of increasing the importance of the action performed. The athlete, knowing and understanding how and when exactly the results of his work will be used, begins to feel the importance of his own work, which motivates him to perform it as quickly as possible with good quality.

Our own observations of athletes with disabilities in the process of training sessions showed that the most effective is the formation of motivation at individual stages of training.

Whatever activity athletes perform, they must have an idea and understanding of the goal and objectives of specifically performed actions and techniques before implementing mechanisms of self-control and self-assessment.





Let us elaborate on the formation of motivation at individual stages of training [3].  
Formation of Initial Motivation Stage. At the initial stage of training, the trainer-teacher can take into account several types of motivations of disabled athletes: to actualize motives of previous achievements ("we did a good job at the previous training"), to cause motives of relative dissatisfaction ("but did not achieve the skill of performing another very important technical technique"), to strengthen motives of orientation for the work ahead ("and since it will be very important to use it at the competition, for example in such situations"), to strengthen involuntary motives of surprise and desire to acquire

In this case, verbal gratitude for the correctness of a specifically performed technical action can be a means of forming motivation. As a method, it should be used to increase the importance of performing this action with the indispensable indication of the place of its application in the competition.

As a means of forming motivation can act as mobile and sports games, because they contain combined skills in the performance of technical action, foster a sense of camaraderie and teamwork, cooperation with a partner. As a method should be used to increase the variety of skills. The athlete understands that at the competition he can apply a variety of abilities and skills in performing a technical action, acquired by means of application in the training process of mobile and sports games.[1]

Stage of maintaining motivation in the training process. A very important stage of the formation of motivation. Here it is necessary to accentuate by the trainer the attention of athletes on importance of performance of this or that technical device, thus underlining their importance in concrete situations at competitions.

A means of forming motivation at the stage of its maintenance is verbal gratitude for the correctness of a specifically performed technical action. The method is to increase the importance of performing this action with the indispensable indication of the place of its application in the competition.

The stage of maintaining motivation at the end of active training in physical exercises and sports. It is important that each athlete leaves the activity with a positive personal experience and that at the end of the training there should be a positive attitude towards further improvement of technical skills. A verbal encouragement of athletes who have shown themselves best in training is an important means of forming motivation at this stage.

Formation of motivation for physical exercises and sports activities in athletes with disabilities who are lagging behind includes the following directions: first of all restoration of positive attitude to training and to individual technical and tactical activities for which we should start with these athletes performing technical skills that







they already know how to perform well, to maintain their confidence, reinforce even small successes, create conditions for positive experiences of success, ask often, listen patiently.

At the same time, it is important to strengthen retarded athletes' own desire to train: to teach athletes to perform actions in a clear sequence with the use of story and demonstration, with compulsory bringing each action to the stage of automation; to specially teach more complex actions.

In working with underachieving athletes with disabilities, it is necessary to implement all of the above, offering to begin with goal-setting exercises and stimulating motives, while reinforcing the ability to train.

To form and build up motivation to exercise and sport in persons with disabilities means not to put ready-made motives and goals in the athlete's head, but to achieve a situation where desirable motives and goals would form and develop taking into account past experience, individuality, and the internal aspirations of the athlete himself/herself.

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**TO STUDY THE INFLUENCE OF THE IL-1 $\beta$  3953 C/T GENE ON THE  
CLINICAL COURSE OF UNSTABLE ANGINA IN YOUNG MEN  
DEPENDING ON THE CYTOKINE STATUS**

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**ANNOTATION**

In the atherosclerotic process, cytokines are the main marker of inflammation; imbalance between them contributes to the early progression of unstable angina pectoris and leads to the development of acute cardiovascular complications. For this reason, the study of the polymorphic structure of the cytokine network, deciphering the mechanisms of regulation of the functional activity of cells of the immune system and genetic control of the immune response will help researchers in the development of criteria for the susceptibility and resistance of a person to the development of pathological conditions.

**Keywords:** IHD, cytokine, IL-1 $\beta$  C / T 3953 gene, genotype.

**Introduction**

Coronary heart disease (CHD), despite significant progress in solving the issues of prognosis, therapy and prevention of this disease, is still one of the urgent problems of modern cardiology [1,3]. In the practice of cardiologists, unstable variants of angina pectoris (UAS) in men at a young age were quite rare, but in recent decades there has been a steady increase in the frequency of its occurrence, since this is an important





socio-economic problem due to early disability and early mortality [2, 5,12]. The wide prevalence and great social significance of coronary artery disease necessitates the timely and most reliable diagnosis of this disease.

Under the conditions of the observed rejuvenation of the age of onset of NVS in men, the main behavioral risk factors (smoking, malnutrition, physical inactivity, intense and harmful working conditions, stress) make a significant contribution, and more and more facts have recently accumulated indicating the importance of inflammatory processes in the vascular wall as a factor development and destabilization of the atherosclerotic process and the associated earlier and frequent development of cardiovascular diseases and their complications [4,6,15].

In the atherosclerotic process, cytokines are the main marker of inflammation, imbalance between them is manifested by an increase in the level of pro-inflammatory interleukins (interleukin-1- $\beta$  (IL-1 $\beta$ ), IL-6, tumor necrosis factor- $\alpha$  (TNF- $\alpha$ )) and a decrease in the level of anti-inflammatory interleukins (IL4, IL-8 and IL-10) [8,10,14]. In particular, hyperproduction of pro-inflammatory cytokines IL-1 $\beta$ , IL-6, TNF- $\alpha$  contributes to the early progression of HCV and leads to the development of acute cardiovascular complications [7,9,13].

One of the important non-modifiable risk factors for the early development of NVS is hereditary predisposition. The relationship of non-modifiable genetic risk factors with a predisposition to the development of NVS is found in certain groups of patients who are exposed to additional unfavorable external risk factors [8,11]. In this regard, an active preventive effect on diseases modified by risk factors in men at a young age prevents the implementation of the impact of unfavorable genetic risk factors.

The study of the relationship between modifiable and non-modifiable, in particular, molecular genetic markers that affect the destabilization and progression of cardiovascular pathology in young men, can make it possible to prevent the development of coronary artery disease in carriers genetically predisposed to the progression of HCV [8,15]. Considering all of the above factors, it will be possible to prevent the disease and take measures for the early prevention of NVS, or at least postpone the timing of its occurrence, which in turn will help improve the severity of the clinical course of the disease in men at a young age.

**Purpose of the Study:** to study the influence of the IL-1 $\beta$  3953 C/T gene in the development of unstable angina pectoris in men at a young age, depending on the parameters of the cytokine IL-1 $\beta$ .







## Material and Methods of Research

The object of the study were 130 patients with NVS hospitalized in the departments of somatic resuscitation, emergency therapy No. 1 and 2 of the Samarkand branch of the Republican Scientific Center for Emergency Medical Care in the period 2018-2020. Depending on age, the patients were divided into 2 groups. The 1st group included 70 patients at a young age (from 18 to 44 years). The 2nd group included 60 elderly patients (from 60 to 74 years old). The study used general clinical, genetic and statistical studies.

## Results of the Study

In our study, we assessed the genetic polymorphism of the IL-1 $\beta$  gene at position -3953 C/T (rs1143634) in patients with NVS to determine the predictors of the prognosis for the development of adverse outcomes. In this regard, we studied the distribution of the frequencies of alleles and genotypes of the polymorphic variant -3953 C/T (rs1143634) of the IL-1 $\beta$  gene in patients with HCV and healthy individuals of Uzbek nationality. Genotyping of the polymorphic locus of the IL-1 $\beta$  gene (-3953 C/T) rs1143634 was performed in 70 patients with HCV at a young age and 60 patients with HCV at an elderly age of Uzbek nationality.

The T allele is 10.4% more common among patients with NVS in the elderly than among patients with NVS of young age. The C allele, in contrast to the T allele, is more common in patients with NVS at a young age compared to patients with NVS in the elderly and also accounts for 10.4% ( $\chi^2=2.84$ ;  $p=0.09$ ) (Table 1). one).

Table 1 Frequency distribution of alleles 3953 C/T (rs1143634) of the IL-1 $\beta$  gene in patients with NVS at a young and old age

Polymorphism	Alleles	Frequency (%)		$\chi^2$	P	OR (95%CI)	RR (95%CI)
		Patients with NVS at a young age (n=70)	Patients with NVS in old age (n=60)				
IL-1 $\beta$ 3953 C/T rs1143634	C	80 (57,1%)	56 (46,7%)	2.84	0.09	1,5238 (0,933-2,4888)	1,2535 (0,9632-1,6312)
	T	60 (42,9%)	64 (53,3%)				

The homozygous T/T variant at position -3953 of the IL-1 $\beta$  gene was 4.3% more common among patients with NVS in the elderly compared to patients with NVS at a young age ( $\chi^2=2.53$ ;  $p=0.11$ ), the homozygous C/C variant is 25.3% less and the heterozygous C/T variant is 29.6% more ( $\chi^2=13.07$ ;  $p=0.0003$ ), (Table 2).



Table 2 Frequency distribution of the polymorphic locus 3953 C/T (rs1143634) of the IL-1 $\beta$  gene in young and elderly patients with NVS

Polymorphism	Genotypes	Patients with NVS at a young age (n=70)	Patients with NVS in old age (n=60)	$\chi^2$	p	OR (95%CI)	RR (95%CI)
IL-1 $\beta$ 3953 C/T rs1143634	C/C	27 (38,8%)	6 (10%)	13,07	0,0003	5,1923 (2,0471-13,1697)	2.6515 (1,3996-5,0233)
	C/T	26 (37,1%)	40 (66,7%)				
	T/T	17 (24,3%)	14 (23,3%)	2,53	0,11	2,3824 (0,8082-7,0224)	1.8103 (0,8577-3,8213)

When studying the relationship of some cytokines with the polymorphic locus -3953 C/T (rs1143634) of the IL-1 $\beta$  gene, it was found that patients who had heterozygous C/T and homozygous T/T genotypes of the IL-1 $\beta$  3953 C/T (rs1143634) gene had 6,6 and 13 pg/ml higher concentrations of IL-1 $\beta$  compared with the homozygous C/C genotype ( $p_1 < 0.0001^*$ ,  $p_2 < 0.0001^*$ ), (Table 3).

Table 3 The level of concentration of the pro-inflammatory cytokine IL-1 $\beta$  depending on the polymorphism of the locus -- 3953C>T (rs1143634) of the IL-1 $\beta$  gene in patients with NVS at a young and old age

Indicators IL-1 $\beta$ concentrations (pg/ml)	IL-1 $\beta$ gene genotype T/C 3953			P-value
	C/C	C/T	T/T	
	1	2	3	
1st group	63,4 $\pm$ 5,86	70,2 $\pm$ 6,2	79,4 $\pm$ 7,2	1vs2: <0,0001*; 1vs3: <0,0001*
2nd group	73,7 $\pm$ 1,6	82,2 $\pm$ 1,39	91,8 $\pm$ 1,29	1vs2: <0,0005*; 1vs3: <0,0001*

## Conclusions

Thus, according to the data of our study, it was found that among patients with NVS in the age aspect, it was found that the T allele of the IL-1 $\beta$  -3953 C/T gene (rs1143634) is 10.4% more common in elderly patients compared to with young patients. When analyzing the relationship of patients in young and old age with the C/T and T/T genotypes of the IL-1 $\beta$  3953 C/T gene (rs1143634) and pro-inflammatory IL-1 $\beta$ , it was found that the rates of pro-inflammatory IL-1 $\beta$  were higher compared to patients with C/C genotype. This shows that patients with C/T and T/T genotypes are more prone



to cytokine imbalance and atherosclerotic changes, which in turn worsens the clinical course of the underlying disease.

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## DEVELOPMENT OF A PHYSICALLY HEALTHY GENERATION

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### Annotation

The article states that about health promotion, it is necessary to temper your body from childhood, to comply with the basic provisions and requirements of personal and public hygiene, and many other components of health. A special place in the structure of recreational activities carried out in the system of public education is occupied by the motor regime - physical culture, sports, active leisure

**Keywords:** motor regime, physical culture, sports, active leisure, self-feeling and working capacity

### Introduction

Health is the most precious gift that a person receives from nature. But in order to strengthen it, it is necessary to temper your body from childhood, observe the basic provisions and requirements of personal and public hygiene, and many other components of health.

A special place in the structure of recreational activities carried out in the system of public education is occupied by the motor regime - physical culture, sports, active leisure. And this is understandable! It is known, for example, the beneficial effect on the body of children of such a popular sport as swimming. Systematic trainings on the "blue tracks" improve the functional state of the cardiovascular and respiratory systems of children and adolescents, contribute to the improvement of coordination of movements, the activity of internal organs, that is, they can significantly improve health, improve self -feel and performance of students.

It is appropriate to emphasize that the injury hazard of physical exercise is not always quite obvious. Take, for example, amateur boxing, which is attractive to young people. It would seem that the very nature of single combat in the ring - punches (even with gloves) on the body and head of the opponent - determines the negative potential in relation to the health of athletes. Meanwhile, according to the observations of European insurance agents, boxing takes only 15-16th place among various sports in





terms of injury rate. Athletics, tennis, table tennis and bowling pins turned out to be the "leaders".

The content of the physical culture complex "Alpomish" and "Barchina" reasonably includes issues directly related to ensuring the necessary safety measures and preventing accidents. Their importance is obvious, because we are talking about the main thing - preserving the life and health of people. Physical culture teachers, class teachers, mentors of sports sections, parents of students - everyone who is involved in the upbringing of the younger generation must persistently and competently explain to schoolchildren the main provisions of the relevant requirements of the Alpomish and Barchinoy complex, educate them have a steady habit of following these rules and guidelines.

The commandments of physical culture well-being are a multifaceted topic. Today we are stirring about the hygienic aspects of exercise.

The art of being healthy. As is known, you can drown in a saucer with tea. It is no coincidence that, therefore, in any business there is a special code of safety that reduces the level of risk to a minimum. A complex of such measures has been developed in the field of physical culture.

The first commandment is a systematic medical examination. A medical opinion on admission to practicing a favorite sport is of fundamental importance. And the point is not only that there may be hidden deviations from the norm in the body. Let's say that a perfectly healthy teenager decides to go swimming. In this case, even the smallest damage to the teeth will cause him a lot of trouble while in cool water. And some absolutely healthy people do not tolerate the ingress of water into the ears: drops of liquid cause irritation of the vestibular analyzer. That is why, before embarking on any training sessions, you should definitely get the "go" from the doctors. And in the future, naturally, not to break off friendship with them, to visit the school doctor's office or clinic at least twice a year.

Another rule is strict observance of the main laws of physical education. It is reckless, for example, to join hardening by "winter swimming", to learn the basics of athletics in a marathon run, to climb the top for jumping into the water, not being able to swim. In each case, a logical sequence and continuity must be observed. A new element, a more complex exercise should be based on what has already been achieved, firmly mastered. The pace and rhythm can be increased only without overloading the body. And you should definitely start physical education classes with small volumes. Moreover: it is better to train 3-4 times a week for 15 minutes than once an hour. Irregular activities will not accomplish much!





Before exercising, you need to take care of proper equipment - clothing, footwear, protective equipment. All components of a sports uniform must be fit, clean, tidy. It is absolutely unacceptable to neglect special safety equipment. No one needs bravado, overestimation of their sportsmanship, the erroneous belief that the safety equipment is heavy and inconvenient, that it creates the impression of a lack of true courage, provoke young athletes to tragic actions. Cyclists, for example, sometimes wear only a light cap instead of a helmet. At the same time, speeds in some sections of the route reach 40 km / h. In this case, hitting the head with the ground in an accidental fall will inevitably lead to serious injury, and even death. A protective helmet reduces the impact force by 3-5 times.

The next rule is a good warm-up. And this is not a dull formality, as the guys often think. Preparatory exercises, mental representation of the structure of upcoming movements help to bring the nervous system to an optimal state, activate breathing and blood circulation, "warm up" muscles and "roll" joints. A person begins to better orient himself in space, his movements become clearer, more economical, internal organs and systems acquire the ability to withstand the most "severe" regime of physical and neuro-emotional stress. If you get involved in the exercise, and even more so take a start without a warm-up, there will be trouble! The schoolboy, as it were, dooms himself in advance to abrasions, bruises, damage to muscles and tendons, and more serious injuries.

During lessons, sectional classes, it is important to be extremely collected, attentive and circumspect. In every sport there are special self-insurance techniques that should not be neglected. A typical case is a sudden fall. The unhurried student falls relaxed, convulsively trying to somehow stay on his feet, waving his arms chaotically. Consequences - severe bruises, bone fractures, concussion. Experienced athletes in such situations, first of all, do not lose their composure, control over their actions. Instantly assessing the situation, they quickly squat, group, press their head to their chest, tighten their muscles and gently roll onto their side, not trying to rest their hands on the ground. If there is a fall on the chest, they land springy on both hands or do a forward roll. The main thing is not to be afraid, to act boldly and decisively!

Physical culture and sports at school are subordinated to a noble goal - to comprehensively strengthen the health of students, to maximize their motor potential. However, the wrong organization and methodology of classes (especially independent ones) leads to overload, exceeding the real capabilities of children. This is how situations arise when health is in serious danger. It is known that with exercise, fatigue gradually develops - a physiological reaction to stress. It is caused by the depletion of human energy and nervous resources. During the recovery period after





the load, the functions of the body return to their original level, thanks to regular training, the life support system is transferred to a new, higher level. Specialists call this phenomenon supercompensation.

It may, however, happen that beginning athletes before the next lesson do not have time, as they say, to get into shape. This means that a new load will bring the body out of the normal balance and overwork will occur. Its characteristic signs are unsatisfactory health, an aggravated feeling of fatigue, an unusual pulse, disturbances in appetite and sleep. Systematic overfatigue will inevitably lead to a sharp deterioration in health, diseases. Clear planning of physical activity and daily monitoring of well-being help to avoid this.

Overtraining is also fraught with dangers. Prolonged intense loads, unreasonably short time for recuperation, too frequent performances in important competitions, conflict situations can cause irritability, resentment, poor sleep, loss of appetite, shortness of breath and palpitations after simple exercises, pain in the chest, abdomen, muscles. Boys and girls have an aversion to sports, they avoid physical exertion in every possible way.

Physical education and sports after such crises can be resumed only after additional medical examination, under the strict supervision of a doctor and trainer. And it will be much more difficult to restore the previous level of skill than with a rational training process.

It is impossible not to mention one more problem that arises when practicing physical culture and sports. It happens that the student feels the characteristic signs of an incipient illness: chills, headache, fever, weakness. But false shame in front of his peers forces him to put on a sports uniform and fully complete the lesson program, training in the sports section, and take part in competitions. This is harmful to health, greatly complicates the treatment of the disease and can lead to dangerous complications. There is no alternative: for any ailments, physical activity is categorically prohibited. Yes, and after healing, going out to the sports field must certainly be preceded by a medical examination. Well-being does not mean that the body has regained its strength and the danger has completely passed. The main thesis of both medicine and physical culture is to strengthen health, not destroy it!

It is also natural that all types of physical culture and sports are incompatible with the use of alcohol, drugs, and smoking.

Security guarantee. One of the components of successful physical education and sports is the rational selection and reliability of the inventory and equipment used.

Injuries in the gym often occur in the absence of protective devices, overloading the premises, irrational training methods, and an abundance of foreign objects in the







room. To prevent accidents, steam heating radiators, pipes, wires, stretch marks must be covered with gratings or shields. The floor should not be slippery. On windows and luminaires, nets, grilles or transparent shields are installed to protect them from ball hits. In the gym, it is necessary to have a complete first-aid kit and a spittoon with a disinfectant solution, "Working" equipment is wiped with a damp cloth for 10-15 minutes. before exercise.

Similar requirements apply to the home "stadium". You should free the area for classes from unnecessary things, make sure that the exercise will not interfere with other family members; you also need to conveniently arrange sports equipment, and be sure to ventilate the room,

Safety rules also exist for outdoor activities. Tracks for running short distances, for example, are marked so that after the finish there is at least 10-15 m of free space in stock. Otherwise, the runner will not have time to "extinguish" the speed in time. The same tracks can be used for the takeoff run during the jumping competition. In this case, the jump pit is placed not behind the finish line in running, but, on the contrary, in the starting area. Note that it is filled with exceptionally clean sand, without impurities. The throwing sector is equipped taking into account that the projectile - a ball or a grenade - does not injure anyone and does not spoil the surfaces of neighboring sites.

All elements of the gymnastic campus and obstacle strips are carefully polished and covered with waterproof paint. Increased attention to the joints of the structures. They should be free of electric welding scale, protruding heads of nails and screws, cracks - anything that can cause injury. The diameter of metal pipes must be at least 30 mm. It is desirable to orient the longitudinal axes of the playgrounds in the meridian direction - from north to south. Permissible deviations are not more than  $+20^\circ$ . But where strong constant winds blow, it is better to position the longitudinal axis of the site perpendicular to the dominant wind direction. It is important that the surface of the sites provides a quick drain of water after rain. This is achieved by the uniformity of the coverage of the entire sports complex and a slight slope of its surface from the center to the edges. Another condition is timely maintenance of the sites: leveling the surface, cleaning from debris, leaves, snow, removing foreign objects, in the summer - regular watering.

A special question is about the choice of places for water sports. On the seashore, pond, lake, river or reservoir, use the coast that slopes gently towards the water. The approach to it should be free from thickets of sedges, reeds, algae; bottom - solid, depth - increase gradually. Before swimming, and even more so before playing games





and jumping into the water, you need to make sure that the bottom surface is free of stones, snags, and other dangerous objects.

You can not arrange bathing near a dirty water drain, a watering hole for animals, ship berths, places where clothes are washed. The sanitary safety control zones are as follows: on the river, the "blue arena" should be removed from the nearest source of pollution at least 100 m upstream or 500-600 m downstream; on a reservoir with stagnant water - not less than 200 m. For those who cannot swim, the depth of the reservoir should not exceed 1 m. And for diving, this indicator depends on the height of the tower or springboard: for a 3-meter tower and a springboard - not less than 3 m; for a 5-meter - not less than 4 m; for a 10-meter one - at least 5 m.

Before visiting the artificial swimming pool, it is useful for students to familiarize themselves with the following information. Existing norms allow swimming on one lane of a 50-meter pool no more than 15, and in a 25-meter bath - no more than 10 people. If the tracks are stretched across the pool, the limit for the number of swimmers is one per meter of track length. At the bottom of the pool, a strip is laid out with dark tiles, dividing the path in half (and not a dividing line between the paths, as some guys think). At both ends, it has a T-shaped risk, from which to the side of the pool is exactly 2 m.

When assessing the depth of a reservoir, one must be extremely careful, because of the refraction of light rays by the surface of the water, the depth always seems to be less than it actually is. Standing on a side with a height of only 30 cm, a person with a height of 170 cm perceives an object immersed by 50 cm as: on the first track - at a depth of 45 cm, on the second - at a depth of 30 cm, on the third - 22 cm. cause unhappiness.

It is clear that in each sport there are specific things that help to maintain health and avoid injury. But this already requires a special conversation.

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## **ANALYSIS ON CULTURAL CONNOTATION OF ENGLISH AND UZBEK EUPHEMISMS FROM SOCIOLOGICAL PERSPECTIVE**

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### **Abstract**

The present article highlights the cultural specifics of euphemisms by the help of sociolinguistic outlook. There are a large number of euphemisms in English and Uzbek. However, via comparing and analyzing euphemisms in different fields, such as old age, death, family relationships, occupation, and etc., in these two languages, it can be seen that there are some differences. Although euphemism is a common phenomenon in various languages, the social customs, historical development, and the culture of Uzbek and the West is different. There are obvious differences in many aspects such as traditions and values. It is reflected that the use of euphemisms and cultural connotations are not the same. Euphemism faithfully reflects the cultural characteristics of a nation.

**Keywords:** Sociolinguistic view, national-cultural specificity, euphemisms, euphemization.

### **Introduction**

Generally, analyzing language events from the sociolinguistic point of view and their linguistic features based on culture suggests examining the correlation between language and society, issues of various categorization of the reality and issues of language influence on people's behavior (influence of activity patterns categorized in verbal form and existing in the form of intellectual operations on relevant activity). The people who are from different ethno-cultural community perceive the social realm differently, categorization of facts and course of events of the real world can be various for different nations, which is related to specifics of life activity of a particular nation and to the existence of certain stereotypes determining the processes of perception and interpretation. As it is known, the English people, under the influence of European culture, that is, Protestantism, certainly have their own





national character. On the other hand, the Uzbek people are influenced by Eastern culture and Islam have a unique national ethnic character. These national and cultural characteristics are reflected in the speech of both people through the expression of their feelings.

### **Literature Review**

Obviously, euphemisms are common in various languages and are widely used in all aspects of life, such as politics, economy, culture, and religion. Euphemism, an important part of vocabulary, is closely related to social culture as it emerges. It is like a mirror that clearly reflects the cultural characteristics of language. Therefore, the interest of researchers in the problem of euphemization has increased recently. It has become the object of numerous studies by Uzbek linguists and foreign scientists. This issue was studied from the standpoint of various linguistic approaches and directions: functional-semantic, pragmatic, stylistic, gender and discursive. Within the framework of the functional-semantic approach, thematic classifications of euphemisms were developed by (A.M. Katsev, L.P. Krysin, B.A. Larin, V.P. Moskvina, E. Partridge, Ch. Kapu, A.Zh. Omonturdiyev), methods the formation of euphemistic expressions (A.M. Katsev, V.P. Moskvina, E.I. Sheigal, V. Warren, A.J. Omonturdiyev). From the point of view of pragmatics, euphemization was seen as a way of maintaining the appropriateness of speech (V.P. Moskvina). Within the framework of stylistics, such issues as the stylistic affiliation of euphemisms, as well as the functioning of euphemistic vocabulary in various styles of speech were solved (I.R. Galperin, V.P. Moskvina, E.P. Senichkina). Euphemism has also been studied in the framework of gender (G.A. Vildanova), discourse linguistics (E.I. Sheigal) and comparative linguoculturology (Alimzhanova G.M.). However, despite the large number of works devoted to euphemism, many related issues remain unresolved, in particular, the question of the difficulties in comparing euphemisms in the context of bilingualism.

### **Main part**

Different contexts demand widely different vocabularies when addressing sensitive issues that may cause a feeling of pain for others; in this case, it is important to choose words and expressions that avoid naming things directly. This is the purpose of euphemism. Euphemism is a lingual phenomenon existing in human society. It plays an important role in facilitating social interaction. So, the essence of euphemism lies in the use of inoffensive words or phrases instead of offensive or harsh ones, i.e. taboo-words. The word euphemism is defined as mild, pleasant





words, roundabout expression that are used instead of harsh or blunt or direct words. In other words, euphemisms are words with meanings or sounds thought somehow to be nicer, cleaner or more elevated and so used as substitutes for words deemed unpleasant, crude or ugly in sound or sense (Wilson, 1993) [1]. The word 'euphemisms', it is derived from Greek. The prefix 'eu-' means 'good, well'; the stem 'pHEME' means 'speak'; the suffix '-ism' means 'action or result'. The word means 'speaking well of...', 'good speech', 'to speak favorably' and 'words of good omen'. So, euphemism is seen as alternatives to dispreferred and indelicate word or expression with softened ones; a way of describing an offensive thing by an inoffensive expression; a mild name for something disagreeable (Allan and Burridge, 1991). [2]

Much has been done in the twentieth and twenty first centuries about the problems of euphemic lexicon or its related to other language phenomena. For example: G. Paul, R.O. Shor, B.A. Larin, L.P. Krysin, A.S. Kurkiev, E.P. Senichkina and others. A. Reformatsky believes that euphemistic units used instead of taboos are associated with ethnic development. He says that taboos are caused by superstition, and euphemisms are used to hide their names. He divides the phenomena of euphemisms into the following groups:

- 1) changing the names of countries, cities, enterprises, military units and some legal entities to symbols like (X (eks)) at the request of military diplomacy;
- 2) in order not to pronounce the names of diseases that are dangerous from an ethical point of view of diseases, it is necessary to replace them with abbreviations, symbols and Latin terms (tuberculosis - to be specified);
- 3) euphemisms that are used to hide speech words and phrases (abduction-purchase) in the speech of a thief [3].

A.S. Kurkiev divides euphemisms into five groups [4]:

- 1) euphemisms based on superstition (cold - bad);
- 2) euphemisms arising from the feeling of fear (die-fly away, go away);
- 3) mercy euphemisms (mentally retarded);
- 4) euphemisms that have arisen on the basis of shyness (illegitimate children - a wicked child);
- 5) euphemisms based on politeness (old age).

According to the English linguists K. Allan and K. Berridge, euphemisms can be studied by dividing them into two groups: sweet conversations (speak politely, hide guilt, avoid words that hurt the soul) and deception (hypocrisy: mainly in the military sphere, espionage, not disclose political and state secrets). [5]

V.P. Moskvina classifies euphemisms, dividing them into six groups [6]:





- 1) changing the name of objects that cause fear;
- 2) replace the definition of unpleasant hateful objects;
- 3) replace obscene language (everyday);
- 4) change the original names so as not to be afraid and not surprised by others;
- 5) disguise the true meaning;
- 6) replace the name of the organization and the position in which the status is low.

In Uzbek linguistics, the term “euphemism” was coined in 1963-1964 by N. Ismatullaev's dissertation "Modern euphemisms in the Uzbek language." In 1997, A. Omonturdiev extensively studies euphemism as a "subject that needs to be addressed as a subject of methodological research" and explores the basis of euphemisms of Uzbek speech. Linguist M. Mirtojiev's monograph "Semasiology of the Uzbek language" pays special attention to the relationship between the phenomena of taboo and euphemism, the history of their study. The scientist argues that euphemistic meaning is a derivative meaning, that derivative meanings are formed in metaphorical, metonymic ways, and that euphemistic meaning does not emerge on the basis of synecdoche and function. It should be noted that euphemisms have been approached by linguists from different angles. For example, H. Shamsiddinov comments on the euphemistic functional semantic synonyms of words, while A.E. Mamatov focuses on the euphemistic and dysphemistic formation of phraseologies in his doctoral dissertation. Some works on literary language also focus on the euphemistic meaning of language units. In particular, the scientist Z. Kholmonova, who specially studied the lexicon of "Boburnoma" made some remarks about the euphemisms used in it. A. Hojiev's 1985 Glossary of Linguistic Terms defines euphemism as follows: the use of a rude, obscene word, phrase, or taboo instead of a rude, obscene word, phrase [7].

Euphemism is a mirror that reflects social psychology and cultural feature of one nation in some ways. In daily life, people are afraid of talking about the words "old", "dead", "illness" and "fat", which reflects people's fear of "old", "dead", "illness" and "fat". Avoiding mentioning them is just because of fear. Therefore, euphemistic words can be used to avoid displeasure to others or yourself. For example, Americans like to use the term “adult” to refer to the old, and the elderly can also be called senior citizen or elderly people, the elderly, etc. In addition, the expression related to the elderly is home for adults (an elderly home), an adult community. These reflect the mentality of the elderly in the United States who are afraid of aging. Similarly, for "death," people always use devious words to express. Many euphemisms expressing "death" have arisen. Common sayings are “pass away (death)”, to fall asleep, go to heaven, be gone to a better world, to be with God (with God) Wait.





Certain diseases are also often expressed in euphemism. For cancer, people don't say cancer directly, they use big "C" instead. Using "mental home" instead of mental hospital, home sounds warmer and more intimate than hospital. "Stroke" can be said to be accident. In addition, because one of the thorny problems in Western society is the current widespread AIDS, people describe sexually transmitted diseases as "social diseases". It sounds less serious. Today, obesity has become a major worry for Western civilization because of over nutrition. Obesity not only affects health, but also affects beauty. To avoid swearing, the fat man is called "weight-watcher". Some people are obese, not fat, but overweight, plump or stout, which are more pleasant.

In contemporary American society, people's ideas are reflected in people's words and deeds. Taking the profession as an example, people have decentralized the "lower" occupations in the traditional sense because of various prejudices and other prejudices, so there have been many euphemisms that express occupations. The euphemistic way of expressing a profession is to beautify the ugly and harsh profession, making it sound comfortable and pleasing to the ear. This is also the main reason for the emergence of many professional euphemisms. If the dust man sounds uncomfortable, it is replaced by "a sanitary engineer". Maid was beautified as "a domestic help", and even "a housewife" without any occupation was also known as "the house executive". This way of expressing occupation is to use analogy to compare analogy and raise people's status. Even butter also raises his worth by the name of "meat technologist".

The emergence and use of euphemism is inextricably linked to the code of conduct of a particular society, and each society has its own code of conduct. Which of them are reasonable are sensible, and clearly stated, but most of them are customary. In communication, people try to use euphemism to express things related to reproduction, excretion, privacy, etc., and avoid using vulgar words. In the Victorian era, women could not call the names of certain parts of the body. If a woman accidentally uses the words like breast and thigh, people will be stunned. In order to avoid swearing, the human breast is called "bosom" and the thigh is "log". For the same reason, the muscles of the chest and legs of animals must also be expressed in euphemism. If you are a guest at an Anglo-American home, the hostess may ask you if you cut the roast chicken: "Would you like dark meat or white meat?" Maybe you will know what it is, and it is difficult to answer. It turned out that the hostess was asking if you want chicken or chicken breast. Here "dark meat" refers to chicken legs, while "white meat" refers to chicken breast, without words such as breast or leg. Westerners regard "convenience" as the privacy of secret people, and use







concealed words to express them. The most typical example of this is the various expressions of the toilet. The United Kingdom and the United States also have different expressions. The names of the toilets commonly used by the British are “ladies” (originally a woman, referred to as a women's toilet, considered to be the most common and elegant euphemism, and no distinction of honor); corresponding to the “gentlemen” (original is Mr., referred to the male toilet). The name of the toilet commonly used by Americans is the “Jane” (originally the female name Jenny, referred to as the female toilet); and the “John” (originally refers to the man named John, refers to the male toilet. The most frequently used in the United States is the “washroom” (originally meant the restroom), refers to the toilet.) The most common euphemism used to express toilets in European countries is “WC” (water closet). Similarly, there are many ways to express the toilet, such as “wait a minute”, “do one’s business”, “visit the necessary”, “I’m going to spend a penny”, etc. [8].

A.Omonturdiyev investigated euphemistic bases in Uzbek speech. He wrote that euphemism is one of the themes that must be deeply studied as a research theme. According to A. Omonturdiyev’s point of view “ A Euphemism is like a “curtain”, paraphrased with pleasant words which are restricted to tell directly or considered to be unpleasant, bad-mannered, or makes scare in imagination and cannot be pronounced openly. In the Uzbek nation, such things as adulthood, attentiveness, non-interference, and speaking without intercourse are the norms of ethics that have become standard rules. For example, according to the custom of the Uzbeks and other people of Central Asia in ancient times, husband and wife, and the wife were not named, this phenomenon is found especially in villages. The wife and husband are called “hey, hey” while the family does not have a child. After the birth of the child, the spouses call each other by the name of the first-born, as it is indecent and respectful to call by their proper names. For example: it is shame to call husband with his name in front of others, so that instead of it “dadajonisi” (father of my children), with the name of the eldest child, “turmush o’rtoq” (companion during my life), “jufti halolim” (my halal couple). Wives also have several euphemistic words as : “onasi” (mother of my children), “rafiqam” (my beloved), “bollarim” (my family ), “turmush o’rtoq” (companion during my life), “jufti halolim” (my halal pair). English males call their wives as “my sweetest” or “my sweetie”. Mother in-law is called as: “oyijon”, “ayajon” (my dear mum). Father in-law is called as: “dadajon”, “adajon” (my dear father). However English speakers call their husband’s side just with their name like Mr. John, Mrs. Jane. Even the connotation “bride” is understood differently in both languages. “Bride” has much more responsibility in husband’s family in Uzbek culture. She should take into account every single thing as preparing meals, doing





housework, looking after her children, taking care family members, household items and being always in good mood. For that reason, bride is euphemized as “kelinposhsha” (queen bride), “kelinchak” (dear bride). However, English brides do not care such responsibilities in husband’s family. They follow democratic idea in the family relationship. When the bride become pregnant it is too shameful to talk directly about pregnancy news that’s why there are certain euphemisms that describe that condition:” bosh qorong’u” (darkness in the head ), “og’ir oyoq” (heavy leg) instead of “homilador” (pregnant),. “To be in a family way”, “Bun in the oven”, „Knocked up“, „Baby bump“, „In a family way“, „Gestating“, „With child“, “ Baby mama’, „Eating for two“, „On the nest“, „Preggers’ are accepted euphemism among English speakers for pregnancy. When the time comes to delivering the baby, Uzbek people say “ko’zi yorimoq” (having broken an eye), “qutulib olmoq” (to finish) instead of “tug’moq” ( to bear). If the conversation is about the size of cloth English speakers prefer using “churbette” for girls’ size, “husky” for boys’ size, “portly” for men’s size, “women’s sizes” for women. Women’s little size is euphemized as “misses”, “junior”. [9].

## Methods

We may predict easily that some linguistic units reflect concepts about the culture of one target nation such as fixed phrases, proverbs, sayings and some speech patterns have national-cultural specificity. However, the conducted analysis of language material shows that stylistically marked units, including such stylistic devices as metaphors, allusions, antonomasia, euphemisms, also have high national and cultural potential.

Analysis of cultural features between two or more languages is mainly based on the comparative method of both related languages and languages with different structure. Comparison of the vocabulary and lexicon of both genetically related and non-related languages suggests describing this level in each language by the same criteria. For that reason, in order to get a successful result, a researcher needs authentic materials for acceptable comparison. Evaluation of materials reveal similarities and differences of euphemisms in the English and Uzbek languages: in linguistic mechanism of euphemism formation, in typology of euphemisms, etc. The goal of this article is to detect and identify cultural features of euphemisms in the English language via comparing the Uzbek language. The principal and the most productive method of studying the culture is comparing it with other cultures and languages, using intercultural contrast, cross-cultural analysis.





## Research Results

After examining the materials and examples, which exist in English and Uzbek lexicon, there are the following outcomes were come out:

1. Study of language materials depicts that euphemisms in the English and Uzbek languages originate from different sources and have significantly different types of motivation.
2. Our research has shown that euphemisms are based on moral and social standards of a particular society.
3. Moral and social standards depend on such factors as: a) religion practiced; b) social environment; c) political situation; d) geographical position, etc.
4. Language enterprises which have cultural specificity are examined within the process of comparative analysis of different languages and cultures.

## Conclusion

In conclusion, English and Uzbek cultures are unlike greatly in their lifestyles, customs, attitudes, life stereotypes, and goals, but have similarities in the use of soft, neutral words and phrases, i.e. euphemisms. The conducted comparative analysis of euphemisms showed national-cultural features of euphemisms in the English and the Uzbek languages. Detecting and identifying specific features is mainly conditioned by conceptual areas of use of euphemisms in the English and the Uzbek languages. The use of euphemisms in speech promotes instilling of tact, the tolerant relation to people, decencies, which dictated by rules of a human society. So we can say that euphemisms are the high informative, effective and important unit of the language. The peculiarities of their structure help us to acquire knowledge about literary standards of the cultural speech.

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## **TEXT THEORY: STRUCTURE, CONCEPT AND PRAGMATIC ASPECT**

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### **Annotation**

The article provides scientific, analytical and comparative information on the development of the science of textual linguistics as an important factor in today's scientific field. The analysis also shows that the text is described as a separate linguistic unit at the language level, that speech as a constituent unit rises to the level of speech only when the dynamic and anthropocentric requirements are realized, and that the text can remain at its structural linguistic level if the dynamic and anthropocentric requirements are not met. based on.

**Keywords:** Syntagmatic, paradigmatic, communicative, allomorhism, isoformism, linguistics, text, cognitive.

### **Introduction**

It has not been long since the study of the problems of textual linguistics in Uzbek linguistics began to take shape as a branch of science. Nevertheless, it is well known that linguistic research contains significant work on the problems of textual linguistics. In particular, scientific and didactic resources have been created in this area, a lot of scientific and practical research has been conducted. Representatives of the current of structuralism studied in depth the structural, cognitive and pragmatic aspects of the resulting text, mainly as a result of the dynamics and statics of the units that make up the text and their actualization in the speech process. When research and theories about the composition of the main tools in text theory and its linguistic features are analyzed, the scientific conclusions in it are found worthy of theoretical and practical study of the problems of text linguistics. Representatives of this movement studied the internal and external structure of language elements and the properties of their systematic integration.

Syntagmatic and paradigmatic connections are the most active elements in textual linguistics. In Western linguistics, it is recognized that the largest and highest unit of language is the text. Thus, the relationship between the text and its constituent units is described in terms of the sum of the relationships of the constituent units in the internal structure of the text structure and their ability to convey information to the level of communicative effect.





In Western linguistics, a lot of work has been done on the internal structure of language, in which the concepts of system, structure, layer, allomorphy, isoformism, reference language, meta (logical) language, language universals have been studied in detail, and their boundaries are many. It focuses on the recognition of the text as the highest and final unit of language, as well as the analytical issues of its interaction with speech.

Research suggests that the structure of a text and its communicative capabilities should be coordinated not only structurally, but also in terms of its cognitive, conceptual, and pragmatic aspects, as noted above, with its social characteristics. Some linguists recommend that textual linguistics be studied only synchronously. Any text should be described in terms of the information it contains and all the requirements for its social significance. Otherwise, only the text becomes a linguistic unit representing a single structural index. According to structuralists, text is described at the language level as a separate linguistic unit, and as a constituent unit of speech rises to the level of speech only when the possibilities within the framework of dynamic and anthropocentric requirements are realized. If the dynamic and anthropocentric requirements of the text are not met, it remains at its structural linguistic level.

Describes existing literature functionally using terms such as the essence of the text, text, context, speech, style, complex syntactic integrity, paragraphs. The lack of uniformity in the concept of text emphasizes that in traditional linguistics the text is considered as a linguistic material, the dynamic position of language units in speech is not taken into account, the text is semantically complete, the exact means and methods of its communication are neglected.

In addition, text theory is dominated by statistics, as in other areas of linguistics, and one of the fields of text verification is the science of linguistic statistics. Linguistic statistics defines a set of linguistic events in a complete text or text fragments, and the frequency with which they are used in that text.

The introduction of statistical linguistics, its first steps in the field of Uzbek linguistics in the 1930s, was carried out by simply calculating the quantitative ratio of lexical units used in the language of the Uzbek press according to different etymological-historical layers. From the 70s of the last century, statistical linguistic research in Uzbek linguistics began to be carried out using modern techniques.

In recent years, the research base of Uzbek statistical linguistics has expanded, and the results can be seen in the work of potential linguists. Frequent and negative dictionaries based on the works of Abdullah Qahhor, Uzbek folk epics and texts confirm this.





Textual research has also been conducted on the works of Babur. The goals and objectives of linguistic statistics, as well as guidelines for the interpretation of scientific methods, are emerging. There is no doubt that the concept of text is the object of systematic analysis in Uzbek linguistics, its main linguistic and non-linguistic features, the similarities and similarities of texts, in general, the growing interest in these problems.

We can come to this conclusion by first analyzing the level of study of the text problem in linguistics. This communicative connection, the linguistic-logical, socio-spiritual, historical, aesthetic aspects of speech, the rules and regulations associated with them, the peculiarities of the relevant disciplines, such as linguistics, literature, logic, sociology, aesthetics, etc. not divided. The unit of speech that expresses the finished thought is the text, not the speech. "The basic unit of speech that expresses a complete idea is not the sentence, but the text; and speech is only a special case, the text itself. Text is the highest unit of syntactic research. Text is not only a unit of speech, but also a unit of language: "In general, the view that text is both a unit of language and a unit of speech is widespread today." Analyzing the views on this issue, we can come to the following conclusion. It is true that the essence of the text is, first and foremost, a linguistic phenomenon, which is almost recognized in today's linguistics. The idea that a text is a sign of a primary language and a primary language is also well established in linguistics. Therefore, it is difficult to agree that the text refers only to the level of speech.

The text is available not only in writing but also orally. The study concludes: "First of all, it is contrary to the existing rules of text theory that communication between people through texts is limited to the written form. After all, it is unthinkable that any nomination between people will be made only in writing. As the speaker narrates a particular idea orally, in each consciousness of the same narrative process, both he and the listener take it back to any previous part of the speech, not only take it back, but the previous parts are in their memory. will be. If this were not the case, that is, if the speech as a whole did not attract the attention of both the speaker and the listener, it would be impossible to compose the speech and understand its content. As a proof of this idea, the works of folklore are given as an example: "Let there be no horses." Considering the oral form of speech as text does not negate the differences between oral and written speech. At the same time, these differences do not prevent the oral form of speech from being considered a text. A piece of speech that does not contain structural, semantic and communicative integrity cannot be the content of the text, the requirements of the text are as follows: as a whole in the form of structural, semantic, and communicative integrity that emerges in intellectual and written form,





it is expedient to interpret language as a higher level of spontaneous unity. Such an interpretation certainly does not completely deny the existence of various other features, symbols, and categories specific to the text. It is more or less related to the concepts of connectivity and integrity. This category is involved in the realization of these two central features of the text. Therefore, there is no need to specify all the properties and categories of the text in the text description. After all, any definition is meant to show the essence and general nature of a particular event, regardless of its main purpose. The text consists of sentences as a unit of syntactic language. Of course, a text is a syntactic unit of a sentence, so it is natural to have more than one sentence.

In the development of the science of modern textual linguistics, we cannot call these language units the basic constituent units of textual linguistics without fully disclosing the distributive relationship in the form of structure and system. It is true that in Uzbek linguistics the pre-text units, as mentioned above, are also called paragraphs, large syntactic units, and periods in some syntactic-related works. They are the units that make up the text. But it's not the text itself, they can be a collection or a few paragraphs of text. However, collections with any structural compositional properties are not considered to be specific to all linguistic parameters. Their structural-compositional features (order of attachment) do not constitute a logical-compositional feature. Perhaps the nature of the logical-compositional connection must also be subject to certain logical-semantic and conceptual rules.

The text is mainly a collection of verbal possibilities (giving and receiving information) that reflect the existence and its characteristics, their socio-political, scientific, didactic and other technical issues. When we analyze all the materials related to the typology of texts, it is observed and proved that the texts really have the ability to convey information in an ideal way. There is a process of reflection between reality and text. This process provides a basic interpretation of logical and emotional reality (depending on the type of text). The author's worldview is reflected in the text. This determines the ideological direction of the text. The methodological-connotative content of the text is the author's reflection on the process of perceiving the world and forms the logical and emotional dominance. This is the picture of the world. Any text can be divided into several types, depending on the information and verbal features. In some cases, when defining the typology of the text, we define their types according to their logical-compositional and emotional-stylistic features. I don't think that's enough. It is true that in Uzbek linguistics there are studies on the typology of text, information about the units that make up the text and the use of logical-compositional, semantic-conceptual, cognitive connections between them by the







author of the text (author). described on the basis of. However, the study of text typology is reasonable to say that the classification of the text according to the above-mentioned logical-compositional, stylistic-emotional, semantic-conceptual and cognitive features has reached a scientifically studied perfection.

However, the participation of the author of the text in the structure of the text is not taken into account. Psycholinguistic possibilities (text creation and text acceptance) have not been sufficiently proven in the organization of the text in revealing the essence of these issues.

The author's individualism is also evident in the way words and phrases are chosen in the syntagmatic extension of the text. The author presents the information about the being that surrounds him with his knowledge and beliefs through a text based on a system. But it is very difficult for the text creator's information about the world to be fully accepted by the recipient. We mentioned this in our thoughts above.

Reading and accepting the text, in which the author interprets the information and data provided, may not be at the author's level. Because the author and the listener (recipient) may not be the same as the author. There are a number of factors involved. The process of receiving and learning about the world is different everywhere. Although they are presented in the same didactic perfection, the ability of the learner is different.

So, while the most basic basis in the formation of the science of text linguistics is text typology, we need to pay attention to the characteristics of texts mainly at the level of conceptual and cognitive abilities of listeners, depending on the type of literary texts. As noted above, the lack of knowledge and beliefs at the author's level clearly determines the typology of the text and its characteristics, as well as the category of readers to whom the text is recommended.

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## PRINCIPLES OF JUSTICE AND DEMOCRACY IN PUBLIC LIFE

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### Annotation

The article presents the views of Eastern thinkers on social justice and the new meaning of the concept of justice in the period of independence.

**Keywords:** social life, justice, imagination, humanity, Farooqi, Ibn Sina, justice.

### Introduction

Bugungi kunda ijtimoiy hayot sohasidagi salbiy holatlarni bartaraf etib, odamlar turmush darajasining keskin pasayib ketishiga yo'l qo'ymasdan, aholining himoyaga muhtoj qatlam va guruhlarini ijtimoiy muhofazasini ta'minlagan holda, O'zbekistonda ijtimoiy-siyosiy barqarorlikni va fuqarolar totuvligini saqlab qolishga muvaffaq bo'ldik.

Darhaqiqat, bozor munosabatlariga o'tish davrida mamlakatimizda kuchli ijtimoiy himoya tizimi shakllantirildi va hozirda uni takomillashtirish muhim masala bo'lib qolmoqda. Bugungi kunda ijtimoiy siyosatni amalga oshirishda sifat jihatdan yangi bosqichga o'tish ehtiyoji paydo bo'ldi. Shu munosabat bilan aholini ijtimoiy qo'llab-quvvatlashning zamonaviy tizimi shakllantirilmoqda.

Mutafakkir adolat g'oyasini jamiyatning asosiy davrlariga tadbiquan qarab chiqqan. Bunda u insoniyat jamiyatining kelib chiqishida tabiiy ehtiyojlar yotishini, bu ehtiyojlarni uyg'unlashtirish esa adolat tuyg'usini shakllantirishini ta'kidlagan edi. Sharq mutafakkiri Konfutsiyning g'oyalarini davom etirgan holda Forobiy «adolat» tushunchasi insoniyatning ma'rifiy davriga to'g'ri kelganligini ta'kidlaydi. Bu davrda xususiy mulk o'rnatiladi va u kishilarning o'zaro tengsizligini keltirib chiqaradi. Shunisi muhimki, teng taqsimlashni ifodalagan adolat tushunchasi endi mulk ta'sirida tengsizlikni ifoda eta boshlaydi. Bu tushunchaning o'zi xususiy mulkni o'rnatishda ishtirok etadi.

Demak, adolat to'g'risidagi tasavvurlar insoniyatning oddiy egalitarizm, ya'ni barcha baravar bo'lgan holdagi darajasidan yuqori ko'tarila borishi natijasida yanada to'laroq shakllana borgan. Tenglashtiruvchi qoida bo'lgan, zo'rlikni aks zo'rlik bilan muvofiqlashtiruvchi vosita sifatida da'volar tengligini o'rnatib kelgan «adolat» tushunchasi xususiy mulkka asoslangan jamiyatda yangicha mazmun kasb eta boshlagan. Endi jamiyat ijtimoiy munosabatlarni muvozanatga keltirishning yangi tizimiga muhtojlik seza boshladi. Yuz bergan ulkan ijtimoiy o'zgarishlar kishilar





ongida, dunyoqarashida, siyosiy-huquqiy fikrda, axloqiy normalarda ijtimoiy adolat g'oyasining uzil-kesil shakllanishiga olib kelgan. Bu haqda Sharqning boshqa bir mutafakkiri – Abu Ali ibn Sino qiziqarli fikrlarni bayon qilgan. Uning fikricha, o'zaro bog'liqlik va almashuv jarayonida insonlar bir-birlarini qandaydir muhtojlikdan xoli etadilar. Buning uchun insonlar o'rtasida o'zaro kelishuv zarur bo'lib, bu kelishuv tufayli adolat qoidalari va qonunlari o'rnatiladi.

Ijtimoiy hayotda adolatparvarlikni qat'iy turib himoya qilgan ta'limotlardan biri tasavvuf falsafasidir. Tasavvuf namoyondalari boshqa sharq mutafakkirlari singari o'z umidlarini ma'rifatli va odil shohga bog'laydilar, u orqali barcha ijtimoiy illatlarni bartaraf etish mumkin, deb hisoblaydilar.

Tasavvuf namoyondalari hokim va xalq, shoh va saltanat munosabatlarida donolik bilan adolatli ish tutish, davlatni adolatli qonunlar orqali boshqarish, qabul qilinayotgan tadbirlarning xalq tomonidan qo'llanishi kabi ijtimoiy muammolarni ko'taradilarki, bu xalqparvar tuzum ideallarini ulug'lashtirdi.

Tasavvufning ko'pgina namoyondalari shohlar, hokimlar, amaldorlardan adolatni kutib o'tirmay, o'z amaliy faoliyatlarida unga amal qilish bilan o'rnak bo'lganlar. Hasan Basriy, Abdulla Ansoriy, Bahouddin Naqshband, Abdurahmon Jomiy, Alisher Navoiy, Xo'ja Ahror Valiy, Mahdumi A'zam Kosoniy ko'pincha shoh va hokimlar adolatsizliklariga qarshi chiqib, mazlumlarni dadil himoya qilganlar, haqiqat uchun kurashganlar.

Sharq mutafakkirlari adolatni asoslashda lirik-ruhiy, ma'naviy-axloqiy jihatdan yondashganlar. Zero, sharqona jamiyatlarda azaldan adolat tushunchasiga hamohang tarzda «haq», «me'yor», «haqiqat», «burch» tushunchalari qadrlanib kelingan. Shuningdek, jamoa manfaati, oiladagi tartib-intizom, e'tiqod va ma'naviylik yuqori baholangan.

G'arb mutafakkirlari esa ko'proq huquqiy, amaliy, kundalik hayot muammolari nuqtai nazaridan fikr yuritganlar. Shuning uchun ham Sharqdagidan ancha farqli tarzda «erkinlik», «teng huquqlilik», «erk» tushunchalariga ko'proq darajada ahamiyat berilgan. Shu bilan birga individualizm, individning tartib-intizomi, huquq adolatga olib boruvchi vositalar sifatida qadrlanadi, ma'naviylikdan ham ko'ra ratsionalizm mustahkam o'ringa ega bo'lgan.

Adolatga intilish - xalqimiz ma'naviy - ruhiy dunyosiga xos eng muhim xususiyat. Adolatparvarlik g'oyasi butun iqtisodiy va ijtimoiy munosabatlar tizimiga singib ketishi, ijtimoiy ko'maklashuv mexanizmida o'z aksini topishi kerak.

Darhaqiqat, O'zbekistonda huquqiy demokratik davlat va bozor iqtisodiyotiga asoslangan fuqarolik jamiyatini barpo etishda adolat omili muhim o'rin tutadi. Shu ma'noda adolat tushunchasi, uning erkinlik, demokratiya va barqaror taraqqiyot





g'oyalari bilan mushtarak jihatlari bugungi kunda ham zamonaviy mazmun kasb etmoqda.

Lekin tarixan oladigan bo'lsak, ijtimoiy adolat g'oyasi insoniyatning butun tarixi orqali o'tib kelgan. Shu bilan birga jamiyatni adolatli tashkil etish orzusi va uning hayotdagi haqqoniy mavjudligi o'rtasida doimo ziddiyat bo'lib kelgan. Shunga qaramay uni «naqd qilib qo'yishga» urinish to'xtamagan. Shu nuqtai nazardan insoniyat sivilizatsiyasining butun tarixi ijtimoiy adolatni kengaytirish tarixi hamdir. Albatta, Sharq va g'arb jamiyatlaridagi bu kabi qadriyatlar bir-biriga zid emas, ular o'zaro uyg'unlikda umuminsoniy qadriyat darajasida jamiyat hayotida ijtimoiy adolat qoidalarining barqaror bo'lishiga xizmat qiladi. Sharq va g'arb an'analarida asrlar davomida shakllanib kelgan bu kabi tushunchalar hamda qadriyatlar mustaqillik davrida jamiyatimizda umuminsoniy g'oyalar sifatida qayta shakllanishi shu jihatdan katta ahamiyatga ega. Zero, bu jamiyatimizda insonparvarlik, birdamlik, inson erki va mas'uliyatini manfaatlar uyg'unligi, qonun ruhi va demokratiya qadriyatlari asosida amalga oshirishga va shu tariqa ijtimoiy adolatni mustahkamlashga xizmat qiladi.

Umuman, mustaqillik davrida odamlarimiz ongida ijtimoiy adolatning yangicha tushunchasining shakllanishi mamlakatimiz kelajagi va islohotlar muvaffaqiyati garoviga aylanmoqda. Adolatli jamiyat qurish haqidagi umuminsoniy orzular va qarashlarni yangi jamiyat barpo etish manfaatlariga bo'ysundirish muhim amaliy masala bo'lib turibdi. Biz barpo etayotgan jamiyat insonparvar bo'lmog'i zarur. Bunda demokratik modellarni ko'r-ko'rona ko'chirib olmasdan, balki ilg'or demokratik jamiyatlar tajribasini tanqidiy o'rganish asosida fuqarolik jamiyatini qurish ehtiyojlariga xizmat qildirish talab etiladi.

Aholining yordamga eng muhtoj qatlami - bolalar, yolg'iz qariyalar, nogironlarga ijtimoiy yordam ko'rsatish va ularni qo'llab-quvvatlash ishlarini aniq mo'ljalli tarzda amalga oshirish zarur. Shu bois, islohotlarning hozirgi bosqichida ijtimoiy yordam tizimini takomillashtirish, aholini ijtimoiy himoyalashning ta'sirchan mexanizmini shakllantirish davom ettirilmoqda. Muayyan moddiy yordam aniq oilalarga yetib borishi, jamiyatning ijtimoiy zaif qatlamlariga mo'ljallangan tabaqalashtirilgan yordam bo'lishi va haqiqatan ham bunday yordamsiz kun kechirolmaydiganlarga borib tegishi lozimligini hayotning o'zi ko'rsatmoqda.

Hozirgi paytda aholining ijtimoiy zaif qatlamlariga davlat tomonidan shunchaki moddiy yordam ko'rsatishgina emas, balki jamiyat a'zolarining aksariyat qismini ehtiyoj va manfaatlarini qondirish va ro'yobga chiqarishda avvalo, ularning o'z tashabbusi, intilishi va mas'uliyatini kuchaytirish asosidagi ijtimoiy himoya tizimini takomillashtirish vaqti yetdi. Aynan shu ma'noda ijtimoiy sohada amal qilib





kelayotgan ustuvor tamoyillar, xususan, qonun ustuvorligi, islohotlarni bosqichma-bosqich joriy etish, kuchli ijtimoiy siyosat kabi tamoyillar ijtimoiy himoya tizimini rivojlantirishda muhim amaliy ahamiyat kasb etadi.

Har qanday demokratik jamiyat ma'lum ma'noda ijtimoiy asoslarni birlamchi manba sifatida qabul qiladi. Ijtimoiy asoslari bo'lmagan jamiyat o'z taraqqiyotida sobit bo'la olmaydi. Shu ma'noda demokratik jamiyat taraqqiyoti uchun kuchli ijtimoiy himoya va adolat tamoyillari muhimdir.

Umumiy ma'noda ijtimoiy himoya demokratik huquqiy davlat tomonidan fuqarolar, turli jamoalarning huquqlarini ta'minlash bilan cheklanib qolmay, ulardan amalda foydalanishni kafolatlash, amalga oshirish uchun barcha shart-sharoitlarni yaratib berishni anglatadi. Ya'ni, insonlar davlat uchun emas, davlat xalq uchun xizmat qiladi, bu inson va uning qadr-qimmatiga hurmat deb baholanadi.

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## THE IMPORTANCE OF PRAGMATIC ASPECT IN TRANSLATION

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### Abstract

This article deals with pragmatic aspect of translating from source language into target language when translators came across during translating. We also indicate what pragmatic is itself, then pragmatic aspect of translation and its importance are pointed out. Another peculiarity of this article is that it represents real examples of problems related to pragmatic aspect of translation. And, some relevant solutions are recommended for translators how to overcome the misunderstandings in interpreting so that their target readers can draw the appropriate inferences from the utterance of the communicator.

**Keywords:** pragmatics, pragmatic aspect, communicative intention, communicative effect, functional force, locution, illocution, perlocution, exegesis.

### Introduction

Since the existence of translation as a linguistic phenomenon, there have been endless problems in translating from original language into another one. One of the problem in translating is related to pragmatics as the term pragmatic meaning of a word is not yet fully investigated. But some linguists point out that the pragmatic component of the word meaning, which is realized in various kinds of emotive and stylistic connotations, is individually-occasional or collectively used meanings (Komissarov, 2002).

Translation, as a communicative act, involves interpretation made by the translator, which takes the context of the target text reader and his knowledge into consideration. The translator's interpretation is made in such a way which is deemed relevant to the target reader in the sense that the target reader can understand something from the utterance translated by the translator in accordance with relevance theory (Gutt, 2000, p. 116)

### Methodology

First of all, we should understand what pragmatic is itself, indeed, before analyzing the importance of pragmatic aspect in translating literary texts.

Pragmatic is the relations of the sign and its users: Each utterance in a speech act is aimed at somebody. Combined together, words make up a syntactic scheme of the





sentence. They refer to specific events, persons or objects, acquiring, thus, a sense. There are two types of language sign users: an addresser (author) and an addressee (receptor). When speaking, an addresser has a communicative intention, or purpose of the speech act. An utterance has a communicative effect on the receptor: it can inform a receptor of something, or cause some feelings, etc. A communicative effect is virtual. For example, an advertising text may persuade a receptor to buy something but the receptor may remain indifferent to the promotion. The potential effect of the utterance is its functional force. The communicative effect may override both literal sense and functional force and add further consequences depending on the situation. For example, Shut the door is imperative in a sense. Its communicative intention may be to carry the force of a request, but the communicative effect could be to annoy the receiver (H a t i m B, 1998).

Pragmatics of translation is a wide notion which covers not only pragmatic meaning of a word, but some problems connected with various levels of understanding by speech acts communicants of certain meanings or messages, depending on linguistic or paralinguistic factors (Wiezhbitska F, 1988), that is, background knowledge. A well-known linguist Komissarov points out that pragmatic aspect of translation should be considered from three points. One of them is conveying pragmatic meaning of words (Комиссаров В.Н, 1990).

In terms of linguistic pragmatics, developed by J. Austen, the three types of relations are locution (reference and the utterance sense), illocution (communicative intention and functional force), and perlocution (communicative effect) (A u s t i n J, 1962, 1986, 1985).

A translation should be primarily pragmatic because pragmatics and translation share common features. They are semiotic in nature, aiming at increasing understanding and facilitating communication. Semiotics is “the science that studies sign systems or structures, sign processes and sign functions” (Bassnett, 1991: 13). While pragmatics has been recognized by Morris (Morris, C.H,1938) as a division of semiotics (the relation of sign to user), translation is a kind of semiotic interpretation. Both pragmatics and translation are communicative, i.e. using sentences appropriately to achieve communication (G.H. Widdowson, 1979). In Gutt’s terms, translation is placed within the sphere of communication (Gutt,1991). Moreover, both pragmatics and translation utilize a functional view of language. Functionalism is a mode of explanation by reference to external factors. In pragmatics, “some linguistic feature is motivated by principles outside the scope of linguistic theory” (Levinson, 1983). In translation, a functional view should be adopted to compensate for the lack of a similar cultural convention in the TL (Bassnett, 1991, p. 22). Bell describes pragmatics







in terms of situationality, intentionality and acceptability (Bell, 1991, p.209). Thus, the pragmatic approach (PA) can be said to apply these three important features into the appropriate use in a particular situation, intentionality to the intention of the producer, and acceptability to the effect of the TL text on the TL receptor.

It is worth pointing out that not all problems encountered during the translation process are translation-related. In fact, when the text is rendered from its source context to a different context, it is unequivocally affected by this change, which would also affect its meaning, even if there is no language change involved in this process (Gutt, 1998, p. 50). For instance, understanding classical Arabic poetry by an Arab person of twenty years old, may cause a problem due to difference in time period and context.

Significant mismatches with regard to contextual detail may lead to incorrect meaning alongside affecting the original text. The reason behind this dilemma resides in the principle of relevance which demands consistency with optimal relevance; such consistency is primarily founded on context (Gutt, 1998, p. 51). When the translator confronts problems emanating from secondary communication situations, he/she can find ways of surmounting them. These may lie in strategies of providing the target reader with additional contextual detail (Gutt, 1998, p. 52). Recent research has advocated the notion that translators who work between languages often have propensity for clarification, simplification and making implicit ideas in the source text explicit in the target text (Laviosa, 2002, p. 18; Blum-Kulka, 1986, p. 21; Baker, 2011, p. 223). This is arguably due to the notion that translators are usually viewed as partially accountable for the information offer of the receptor text, and any exotic details are indeed ascribed to them rather than to the original writers (Venuti, 1995).

## **Result and Discussion**

In order to provide the certain aspects of relevance theory provided by scientists and its connection to translation, we give some examples for further clarification and discussion.

Example 1: English version (source language):

- a) John: 'Is Mike going to spend a long time there?'
- b) Peter: 'He is being interviewed by Frans at the moment'.

Uzbek translation (target language):

- a) John: Mike u yerda ko'p vaqt qoladimi?
- b) Peter: Undan hozir fransuzlar intervyu olishyapti.

It is clear that Peter has not given John a direct answer as to whether or not Mike will spend a long time there. He has replied, assuming that John knows of the nature of





Frans in interviewing people, that Mike is being currently interviewed by Frans. If John is aware of how Frans interviews people and that he is quick in his interview, he will be able to draw the right inference from the sentence uttered by Peter. On the contrary, if John is not familiar with how Frans interviews people and whether or not he spends a long time with them, John will encounter two contradicting possibilities. The first rests on the notion that Frans is quick in interviewing people and therefore, Peter's answer implies that Mike will not spend a long time there and will come back shortly. Conversely, the second lies in the concept that Frans takes a considerably long time in interviewing people, hence, Peter's reply implies that Mike will spend a long time there and will never show up soon.

It is evident that Peter's answer to John's query flouts the maxim of relevance propounded by Grice (Grice, 1975). Based on relevance theory, the communication will only take place if Peter assumes that John will assume the same with regard to Frans. In other words, Peter's utterance will be optimally relevant if John's assumption about Frans's nature in interviewing people is true. By contrast, if John's assumption about Frans's nature in interviewing people is different from the one held by Peter, the latter would be deemed to have miscommunicated in accordance with relevance theory. In this situation, the contextual details available to John, which form an important part of his assumption about the world, an assumption which represents the premise on which his interpretation of Peter's utterance is primarily grounded, would seem incomplete (Rafat Y. Alwazna, 2017, p.39-51).

If this exchange is to be translated into Uzbek language: there will be two significant steps to be taken. The first concerns, if the translator has no knowledge about how Frans deals with his interviewees, he/she will face the two opposing situations indicated above, thus interpreting or misinterpreting Peter's answer correctly. The translator's interpretation of Peter's utterance will wholly be contingent upon the assumption he/she will make with regard to Frans's way in interviewing people. If the translator is well-versed in the way in which Frans deals with his interviewees, he/she will be in a good position to correctly interpret Peter's utterance, thus drawing the appropriate inferences (Rafat Y. Alwazna, 2017, p.39-51).

Even if the translator is capable of drawing the right inferences from Peter's utterance for he/she has the relevant contextual information about interpretation of Peter's utterance primarily hinges, he/she still cannot expect the target reader to have possessed the same relevant contextual detail as that obtained by the recipient of the source text. This is because, as other scientists (Hatim and Mason, 1990) point out, what is inferable for the source text reader may not be inferable for the target text reader due to cognitive and cultural differences. Therefore, as Hatim and Mason





(1990) contend, the translator needs to strike a balance between new, evoked and inferable entities such that the fusion of them scaffolds the hearer/reader to draw the right inferences intended by the speaker/writer (Rafat Y. Alwazna, 2017, p.39-51).

Hatim and Mason (1990) suggest two principles that the translator needs to follow to succeed in maintaining the balance concerned. The first is effectiveness, which rests upon the transfer of any relevant detail that can enable the target reader to draw the appropriate inferences, thus achieving the communication goals. The second is efficiency, which resides in performing the task in question with no unnecessary effort exerted. Based on the foregoing, certain exegesis is required to enable the target reader to draw the same inferences as that drawn by both the source text hearer/reader and the translator (Rafat Y. Alwazna, 2017, p.39-51). The exegesis may read as 'Frans is quick in interviewing people' ) (Fransuzlar odamlardan intervyu olishda chaqqon) or 'Frans takes a considerably long time in holding interviews' ), (Fransuzlar intervyu olishga juda ko'p vaqt sarflashadi) depending on the relevant contextual detail truly assumed by the translator.

Example 2: English version:

a) John: 'As today is Friday, what kind of drinks are you going to have tonight?'

b) Peter: 'I will see Frans tonight'.

Uzbek translation:

a) John: Bugun juma, kechki payt ichishga nima xohlaysan?

b) Peter: Men kechki payt Fransuzlar bilan ko'rishaman.

Again, Peter's answer to John's question is not direct; he has not specified to John the kind of drinks he may have tonight. However, Peter states that he will meet Frans tonight, thus flouting the maxims of relevance and leaving John with diverse possible situations if he does not possess the contextual detail relevant to Peter's utterance .

As indicated above, if John is aware that Frans does not drink, for instance, and that Peter will certainly do the same as a way of respecting Frans, John will therefore draw the appropriate inferences from Peter's utterance that he won't drink tonight. Conversely, if John lacks the relevant contextual information that constitutes a substantial part of his assumption that typifies the premise on which his interpretation of Peter's utterance is built, he will confront different possible situations. The first lies in the notion that Frans does not drink and that Peter will do the same as a way of respecting his guest. The second is that Frans enjoys drinking a particular type of drink, which is also likable by Peter and therefore, he will opt for this particular type of drink tonight (Rafat Y. Alwazna, 2017, p.39-51).

It is worth pointing out that whatever applies to John does also apply to the translator who is accountable for rendering the above exchange into Uzbek. Whether or not the





translator possesses the relevant contextual detail required for drawing the appropriate inferences from the utterance of the communicator, he/she still requires to explicate whatever he/she has inferred from the utterance in question to the target reader who can never be expected to draw the appropriate inferences. This is due to the fact that the translator is not cognizant of whether or not the target reader is conversant with the contextual detail required for a number of comprehending the utterance concerned. Hence, certain exegesis needs to be added in accordance with what the translator considers to be sufficient for the target reader to fully understand the utterance in question, utilizing the principles of both effectiveness and efficiency simultaneously. Another problem that may form a real obstacle to the target reader, particularly if he/she is not familiar with the Western culture is the word 'drink' stated in John's utterance. In Islamic culture, 'drink' may refer to any liquid which is legally permitted in Islam to be swallowed by Muslims. Consequently, all alcoholic drinks are clearly exempted from the circle of permitted drinks in Islam. (Rafat Y. Alwazna, 2017, p.39-51)

## **Conclusion**

It goes without saying that translating literary works is one of the functions of communicating cultures and notions with each others as literary works present the particular notion's culture. However, translating source language into target language is difficult also in terms of pragmatic, because the translator, as a text receiver, needs to be equipped with the appropriate contextual details that form a pivotal part of his assumption that typifies the premise upon which his interpretation of a particular utterance is essentially founded. On the other hand, the translator, as a text producer, should create a target text that is deemed relevant to the target reader, taking into account the context and knowledge of the target reader. The translator is required to produce a text act, thus fully comprehending the illocutionary forces and perlocutionary effects of the source text and trying to reproduce them in the target text. This what may indeed create differences among translators as the interpretation of a text's illocutionary forces and perlocutionary effects may largely differ from one translator to another.

As Hatim and Mason (1990) suggest two principles such as effectiveness and efficiency, that the translator needs to follow to succeed in maintaining the balance. Based on the foregoing, certain exegesis is required to enable the target reader to draw the same inferences as that drawn by both the source text hearer/reader and the translator.





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## EVALUATION OF THE EFFECT OF PERFORATING FLUID ON SAFETY RESERVOIR PROPERTIES

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### Annotation

We know that the productivity of a judo during the period of use depends on the quality of its primary and secondary opening operations. Therefore, in this article, Hammer, who was selected to organize the secondary drilling, noted that not only does the secondary drilling of the productive layer affect the quality, but also the chemical and physicist properties of the fluid that fills the well during beams perforation.

**Keywords:** reservoir, wells, process, reservoir, perforation, bottom hole, pressure, fluid, permeability, secondary, openings

### Introduction

The purpose of the secondary opening of productive formations is to create a reliable hydrodynamic connection between the productive formation and the well to ensure the inflow of fluid from the formation into the well, injection of fluid into the formation and achieve the planned production volumes [1].

Secondary Opening Requirements:

- to ensure a high degree of hydrodynamic perfection of the well according to the nature of the opening;
- to ensure the safety of the well support.





## **Main Part**

Influence of technological processes of secondary opening on the state of the well and the reservoir

The degree of hydrodynamic perfection of the well by the nature of the opening depends on the level of additional hydrodynamic resistance in the bottomhole formation zone with the influx of formation fluid into the well, associated with the preservation of the reservoir properties of the productive formation in the perforation channels, the perforation density, the size and depth of the perforation channels.

It is important to preserve the well lining in the process of creating perforation channels, which prevents the possibility of annulus crossflows in the annular space during the influx call, development and operation of wells. Thus, in the process of secondary opening of productive formations as a result of the influence of technological processes on the bottomhole formation zone, the state of the well is possible: a decrease in the reservoir properties of the productive formation in the created perforation channels due to the impact of the components of the perforation fluid on the reservoir; violation of the tightness of the well lining in the casing pipes and the annular space of the well. In accordance with this, it is necessary to choose a method and technology for the secondary opening of productive layers, taking into account the geological conditions of the occurrence of the productive reservoir: reservoir properties and location near the reservoir saturated with another fluid (water and gas saturated for oil deposits or water and oil saturated for gas deposits), as well as level of the development stage of oil and gas fields.

## **Secondary Opening Methods**

The methods of secondary opening of productive formations, depending on the ratio of reservoir and bottomhole pressures during opening, are divided into: opening under conditions of repression on the formation; equilibrium of reservoir and bottomhole pressures and under drawdown conditions on the reservoir.

The highest priority in order to preserve the reservoir properties of the reservoir is the secondary opening under drawdown conditions on the reservoir.

The second priority in order to preserve the reservoir properties of the productive formation is the secondary opening in equilibrium conditions.

For the purpose of safety during the secondary opening in the conditions of drawdown on the reservoir and the balance of reservoir and bottomhole pressures, it is necessary to carry out sealing at the wellhead. In accordance with this, the secondary opening in the conditions of depression and equilibrium is carried out with tubing lowered into the well with annulus sealing.







The applied method of secondary opening is determined depending on the porosity properties of the reservoirs and the degree of influence of the perforating fluid on the decrease in the permeability of the reservoir.

### **Technologies of Secondary Opening**

To create hydrodynamic channels in the well-reservoir system, various technologies for the secondary opening of productive layers are used.

Secondary opening technologies are divided into bullet perforation, cumulative perforation created by an explosive jet in hydrodynamic channels, and sparing technologies that exclude explosive processes during secondary opening.

### **Evaluation of The Effect of Perforating Fluid On Safety Reservoir Properties of the Formation According to Laboratory Studies**

In the process of re-opening after separation of productive layers, the composition and properties of the perforating fluid play a very important role. The components of the perforating fluid in the created hydrodynamic channels, penetrating into the reservoir, can significantly affect the reservoir properties of the reservoir. A decrease in the reservoir permeability in the perforation channels causes additional hydrodynamic resistance in the well-reservoir system when inducing inflow from the reservoir during the development and commissioning of wells, which can adversely affect the production characteristics of the objects being commissioned.

Thus, the assessment of the degree of influence of the perforating fluid on the reservoir properties of the productive formation, from the point of view of the quality of the secondary opening, is relevant. In accordance with this, before the field use of the perforating fluid in the process of secondary opening, it is advisable to conduct laboratory studies to assess the coefficient of recovery of the permeability of core samples after exposure to the perforating fluid under thermobaric conditions similar to field ones.

Laboratory studies are carried out to assess the change in the formation permeability after the impact of the perforating fluid on natural core samples and core samples exposed to the mud filtrate, which makes it possible to assess the real effect of the perforating fluid on the formation during the secondary opening, taking into account the depth of the filtrate penetration zone and the length of the perforation channels [2]. Research is carried out on automated units such as FDES-650Z, FDS-350, FDTES-100-140 and other similar units under conditions close to reservoir ones. Tests are carried out on natural rock samples of a regular cylindrical shape with a sustained diameter under thermobaric conditions simulating field conditions. To





determine the fluid permeability, a formation fluid model is used, which is mainly used as kerosene. The essence of the ongoing laboratory studies is to compare the fluid permeability of the core column before and after exposure to the perforating fluid under conditions simulating reservoir. Initially, the initial permeability of core samples is determined using the reservoir fluid model. Then, in the opposite direction to the formation fluid flow, the impact on the core samples with the perforation fluid in the static filtration mode is carried out. After that, the reservoir fluid moves in the forward direction in several modes with different pressure drops, and the residual permeability of the core column after exposure to the perforating fluid is determined. On a core column with identical stratigraphic and physical-capacitive properties, studies are carried out to assess the effect of perforating fluid on core samples that were previously exposed to drilling fluid filtrate. To assess the degree of influence of the perforating fluid on the core samples, the coefficient of permeability recovery  $\beta_{\pi}$  is determined, which represents the ratio of the residual permeability of the samples after exposure to the perforating fluid  $k_{\pi}$  to the initial permeability  $k_0$  as a percentage:

$$\beta_{\pi} = k_{\pi} / k_0 \cdot 100\%. \quad (1)$$

To assess the degree of influence of perforating fluid on core samples previously exposed to drilling fluid filtrate, the permeability recovery factor  $\beta_{\text{III}}$  is determined, which represents the ratio of the residual permeability of core samples after exposure to drilling fluid filtrate and perforating fluid  $k_{\text{III}}$  to the initial permeability  $k_0$  as a percentage:

$$\beta_{\text{III}} = k_{\text{III}} / k_0 \cdot 100\%. \quad (2)$$

Based on the conducted laboratory studies, the influence of the perforating fluid of the secondary opening of productive formations on the state of the bottomhole formation zone is determined depending on the composition and formulation of the perforating fluid, the depth of penetration of the drilling fluid filtrate into the formation, and the length of the perforation channels.

## Conclusion

Thus, according to laboratory studies, it is possible to evaluate the effectiveness of using various formulations of perforating fluids for high-quality secondary opening of productive formations and to choose the most priority perforating fluid.





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## AN OUTSTANDING REPRESENTATIVE OF KARAKALPAK LITERATURE

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### Abstract

The role of People's Writer of Karakalpakstan, People's Writer of Uzbekistan, Hero of Uzbekistan Tulepbergen Kaipbergenov in the development of Karakalpak and Uzbek literature is invaluable. T. Kaipbergenov is a true follower of such great ancestors as Berdakh, Azhiniyaz, who formed the Karakalpak prose, who had his own style and created a unique school in Karakalpak literature. As a true son of his people, he was interested in the history, roots, past, national values and traditions of his country, studied them and skillfully reflected them in his works of art.

**Keywords:** Tulepbergen Kaipbergenov, Karakalpak literature, world literature, poetry, prose, development of Karakalpak literature, talent, experience, educational methodology, creativity.

### Introduction

The role of Tulepbergen Kaipbergenov – the Karakalpakstan’s National Writer, Uzbekistan’s National Writer, as well as titled as Hero of Uzbekistan – in the development of Karakalpak and Uzbek literature is invaluable. In fact, Tulepbergen Kaipbergenov is a true follower of such great ancestors as Berdakh, Ajiniyaz, who formed Karakalpak prose, had his own style and created a unique school in Karakalpak literature. As a real son of his people, he was interested in the history, roots, past, national values and traditions of his country, studied them and skillfully reflected them in his works of art.

Kaipbergenov glorified the Karakalpak people throughout the world as a nation and created works in Karakalpak literature, which occupy a worthy place in world literature. The author proved with his work the words of Victor Hugo: “The greatness of a nation is never determined by its number and size”.

His works, which reflect the life of the Karakalpaks, a peculiar way of life, the spiritual world of their ancestors, thoughts, a picture of the distant past and fierce battles of the revolutionary years, were published not only in the Karakalpak language, but also the ones translated into Uzbek, Russian, Kazakh, Kyrgyz and other languages, became the favorite books of readers of different nationalities.





Tulepbergen Kaipbergenov was born on May 7, 1929, in the village of Shurtanboy, Kegeyli district of the Republic of Karakalpakstan. He began his career in 1947 as a school teacher. He graduated from the Karakalpak State Pedagogical Institute, worked as an editor of the Karakalpakstan zhaslary newspaper, a director of the Karakalpakstan publishing house, an editor of the Karakalpakstan Council newspaper, a chairman of the Committee for Radio Broadcasting and Television under the Council of Ministers of the Republic of Karakalpakstan, deputy chairman of the State Committee for Printing, Printing and Books. trade, chairman of the Union of Writers of the Republic of Karakalpakstan. The author has published more than 90 books, being a multifaceted writer, he worked in all genres of prose, as well as in drama and journalism. The writer died on September 15, 2010 at the age of 81.

With respect to the role of Kaipbergenov in the development of Karakalpak literature:

1. Tulepbergen Kaipbergenov in the 60s of the last century, with his stories “Ice Drop”, “Sleepless Nights”, introduced a lyric-psychological direction into Karakalpak literature. With these works, the young writer attracted the attention of the Uzbek writer Abdulla Kakhkhar. Abdulla Kakhkhar, together with Galib Yakubov, translated the story “Ice Drop” into Uzbek.

2. Tulepbergen Kaipbergenov, based on the life of the Karakalpak people, wrote the trilogy “Karakalpak poem” and founded the genre of historical novels. Aibek's novel “Navoi”, Mukhtar Auevov's novel “Abai”, as well as the rich literary experience of Russian and fraternal peoples served as a creative school for the writer. Since the events of the trilogy “Karakalpak poem” are interrelated events observed in the life of all Turkic-speaking peoples, they are close and understandable not only to Karakalpak readers, but also to Uzbek, Kazakh and Kyrgyz readers. The trilogy “Karakalpak poem” consists of the novels “The Tale of Maman-biy” (1968), “The Unfortunate” (1971), “The Lost” (1974). According to the author himself: “Three books are three sections of the museum. Each has doors that open other doors through interior walls”. Since the trilogy covers the history of the Karakalpaks of the 17th and 18th centuries, a writer looking for a “center” of the echo of the past must be a philosopher, archaeologist, ethnographer, sociologist, historian... “For this purpose, many books with yellowed pages were read, sometimes by car, and sometimes by plane, historical places were visited”.

3. Tulepbergen Kaipbergenov created the novel-essay “Karakalpakname”. National writer of Uzbekistan Adyl Yakubov in the preface to the Uzbek version of the book wrote “Bouquet of Folk Wisdom”.

4. Tulepbergen Kaipbergenov in his works “The Apple of the Eye”, “Letters to the Other World, Grandfather” wrote about the problems of saving life and the ecological





situation in the Aral Sea region. Thanks to his words, spoken from the highest rostrums, the concern for the Aral Sea has become the concern of millions, has risen to the level of an international problem, and the peoples of the world have begun to understand the essence of this tragedy.

5. Tulepbergen Kaipbergenov in his works “I am a Karakalpak, I take risks”, “The Book of my Soul” recorded his conclusions made during his life and instructions that serve as a guide for all generations.

Throughout his life, Tulepbergen Kaipbergenov followed the instructions of his father Khakimniyaz and mother Gulkhan-Aya: “A person has a great companion – his love for his Motherland”, was grateful to them for awakening faith and love for literature, the word, he tried really, without embellishment describe historical events. One of the main ideas of the writer’s works was the formation of such feelings as patriotism, love, devotion to the Motherland, the disclosure of the fate and history of the people, to show the real brotherhood of the Turkic-speaking peoples through artistic images.

A systematic analysis of the works of Tulepbergen Kaipbergenov by genre, on the one hand, shows the great weight of the writer's spiritual heritage, and on the other hand, allows us to study the stages of development of his work.

It is known that T. Kaipbergenov began his career with poetry, his first stories and essays were published in the book “Notebook says”. Many highly artistic works of the writer, including the story “Thanks to the teacher”, “The Last Fight”, “Sleepless nights”, “The apple of the eye”, dramas – “Surname”, “Berdakh”, “Aidust-bobo”, dialogue – “Daughter of Karakalpak” have taken a worthy place in the treasury of our literature. Words of support from Academician A. Sakharov to the writer in the problem of the Aral Sea from the Moscow podium, a letter from the famous writer Ch. Aitmatov, a high appreciation of the work and work of the writer from Russian researchers - Z. poets and writers - A. Kakhkhar, A. Aripov, A. Yakubov, Sh. Khalmirzaev, Karakalpak scientists - academician M. Nurmukhammedov, People's Writer of Karakalpakstan U. Abdurakhmanov, candidates of philological sciences P. Nurzhanov, K. Allaberganov and others show that Tulepbergen Kaipbergenov was of great importance in the world as a writer.

The work undertaken in our country to perpetuate the names of such great writers and poets, to study and popularize their work and, in general, to read books today causes each of us to feel pride and gratitude. For we are witnessing the work that we have been waiting for and dreaming about for many years. One involuntarily recalls the following excerpt from an interview with the People's Writer of Uzbekistan Shukur Khalmirzaev entitled “A writer must be a personality”, published in 1991 of the last century (newspaper “Uzbekiston adabiyoti va san’ati”, November 1, 1991, No. 44):





“Now literature“ has remained in side." Seventy years of captivity changed the original function of literature, its reputation was tarnished! That reputation... will eventually be restored, because human nature requires it.

I think those days have come. The erection of monuments to writers and poets, who laid the foundation of our literature and showed it to the whole world, that is, the creation of the Alley of Writers, is, first of all, the attention of our state to spirituality and enlightenment. Attention to spirituality and literature is a mirror of the development of society and a factor that determines its level. Such respect for our great ancestors will lay the foundation for the further development of Russian literature. We are glad that each monument is attached to a certain university, open classes, educational events are held here, the alley has become the abode of literature, education and culture.

The staff of the Tashkent State Agrarian University notes with satisfaction that it is attached to the monument to the People's Writer of Karakalpakstan, People's Writer of Uzbekistan, Hero of Uzbekistan Tulepbergen Kaipbergenov. A work plan has been developed to study the scientific and creative heritage of Tulepbergen Kaipbergenov, which is currently being fully implemented. The alley of writers has become a favorite place for teachers and students, where students awaken a sense of obligation to be worthy descendants of their ancestors, they are proud that they are their successors, and learn to appreciate their nation, country, spirituality and values. We, teachers, wish students to become spiritually mature, comprehensively developed, educated and patriotic individuals.

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## EFFECT OF QUALITY OPENING PROCESSES OF PRODUCTIVE LAYER WITH HORIZONTAL AND SLOT WELLS ANALYSIS OF EFFECTIVE FACTORS

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### Abstract

This article is based on the properties of the selected solution composition when opening productive strata with horizontal wells and the correct choice of the duration of its interaction with the stratum, the impact on well productivity and subsequent performance.

**Klyuchevye slova:** rock, layer, drilling, pressure, solution, well bottom, permeability, fluid, opening, horizontal

### Introduction

It is important to increase well productivity through horizontal drilling of existing and newly opened oil and gas wells. Therefore, it is necessary to properly carry out the technical and technological processes of horizontal drilling, to study the negative impact of the selected solution in the neutral position and the well.

### Main Part

Technological factors have a practical effect on the condition of the bottom zone of the productive strata in the drilling of rocks in oil and gas formations in the process of primary opening of productive strata. This occurs due to physico-mechanical and physicochemical interactions [1].







Physico-mechanical effects are characterized by the following factors:

- unloading of rock mass by drilling the productive layer;
- pressure change when the productive layer is opened;
- changes in the temperature regime in the well;
- hydrodynamic and  $\alpha$  exposure to mexa k;
- hydrodynamic efficiency change ( hydraulic shock during drilling and unloading-lifting operation );
- penetration of drilling mud components into the formation;
- exposure of the collector to vibration during the drilling of the seam.

The formation is characterized by the action of adsorption, capillary and diffusion forces on the components of the drilling fluid in the fluid-saturated layer due to physicochemical exposure to the zone around the well bottom.

The following factors affect the quality of the opening of the productive layer:

- type of drilling mud and its parameters (density, water content, chemical composition). As a result of the impact of solid particles of the drilling mud, the porous channels and cracks become blocked. Drilling mud filtrates cause the following conditions: swelling of the muddy particles of the productive stratum minerals; formation of insoluble sediments and emulsions as a result of the reaction of drilling mud filtrates with fluids of the coating.

- the magnitude of the pressure at the bottom of the well exceeds the formation pressure ( hydrostatic  $k$  and hydrodynamics  $k$  );
- long-term contact of the drilling fluid with the layer;
- the emergence of a state of tension around the bottom zone of the well in the stratum;
- Geological and physical structure of the productive stratum and the characteristics of the location of the productive stratum.

As a result of swelling of the clay particles in the collector cavities, the permeability of the productive layer decreases. The decrease in permeability depends on the type of clay material, its degree of dimpersity, the nature of the exchange of cations and the properties of the filtrates. The main reasons for the decrease in permeability are the swelling of the interstices of the crystals and the inner crystals, and also the distribution of water molecules between the two layers in the plane range and in the plane of the particle itself. It should be noted that layer water does not reduce the permeability of the productive layer because the swelling of the particles does not occur due to the stability of the ionic balance.

The phase decrease of the layer fluid occurs due to the molecular-surface conditions and the capillary effect.





The decrease in layer permeability occurs mainly as a result of the interaction of drilling mud filtrates and formation water with the formation of insoluble sediments in pores (e.g., the reaction of alkaline filtrates with highly mineralized formation water).

Thus, the compatibility of the chemical composition of the drilling fluid with the formation fluids determines the effect of the rate of decrease in the permeability of the productive formation. In this case, the location of the productive layer, the structure of the geological structure, the composition of the formation fluids and the properties of the components that saturate it are taken into account when opening the productive layer. The water permeability of the drilling mud affects the depth of penetration of the filtrates into the formation[4].

The depth of penetration of drilling fluid filtrates into the formation affects the opening quality of the productive formation. The dimensions of the infiltration depth of the filtrates are determined as a result of geophysical survey of the wells. In this case, the diameter of the infiltration zone of the filtrates is determined by the ratio of the diameter of the drilled well using the diameter of the drill.

During the contact of the drilling fluid with the productive formation, the factors explained above reduce the permeability of the zone around the well bottom in the formation and reduce the reservoir properties. Together with the filtrates, a dispersed phase of solid-state particles of drilling mud enters the formation.

The fractional composition of solid particles determines the depth of penetration into the layer. Experimental and mining data conducted by various researchers show that the permeability of the productive layer decreases when solid particles enter the pores. It is advisable to form a collation zone in the perimeter zone of the wellbore to prevent deep penetration of the drilling mud components into the formation. The ingress of solid particles into the collectors is characterized by the ratios of the porosity and the size of the solid particles.

The condition for the penetration of solid particles into the porous space and the formation of colmatation layers is determined by the following formula ratios:

$$3d < d_n < 10d, \quad (1)$$

where:  $d$  is the solid particle diameter;  $d_n$  is the pore diameter.

As can be seen from the above formula, the diameter of the pores should be 3 times the diameter of the particle and 10 times the diameter of the particle.

The stratification zone formed in the bottomhole zone of the formation plays a major role in the “well-layer” system, which has a significant impact on the technological processes in the continuation and completion of well drilling[5].





When the amount of repression applied to the formation during the opening of the productive strata increases (well bottom pressure is higher than the formation pressure), in practice, the stratum affects the well bottom zone (WBZ), increasing the deeper penetration of filtrate and solid particles.

The repression applied to the formation during the drilling process has a practical effect on the sharp decrease in the permeability and flow rate of the well. Scientific studies of mining wells in the fields have shown that the specific flow rate decreased by 2 times after the wells were put into operation when the repression of the formation at the opening of the formation exceeded the set value by 1.5 times.

At the same time, it should be noted that the high repression applied to the formation can in turn lead to hydraulic fracturing of the layer and cause difficulties in opening the productive layer and adversely affect the collector properties.

Processes of adverse effects of drilling fluids on the reservoir properties of the productive formation lead to the fact that the flow does not fully penetrate during the development of wells. Necessary treatment of WBZ (hydrochloric acid, hydraulic fracturing of the seam, etc.) will be carried out to clean the well bottom zone of the formation and ensure the planned well flow.

All this prolongs the development time of wells, reduces commercial speed, increases the cost of well construction. When the depressurization value applied to the formation is increased (the formation pressure is higher than the well bottom pressure), gas or water flows during the development of the wells.

Access to the productive layer may be blocked as a result of the closure of filtration channels in the search wells.

## **Conclusion**

Thus, the requirements for the quality of drilling fluids at the opening of the productive formation are:

- the density of the drilling mud is minimal;
- the composition of the drilling mud should be consistent with the composition and mineralization of the formation water, to prevent the formation of insoluble sediments;
- should not allow the muddy materials in the collector pores located in the layer to swell;
- the drilling mud must create conditions for quality geophysical surveys in the productive stratum;
- wealth and environmental security of the environment.



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## **PAREMIAS ARE A REPOSITORY OF VARIOUS CULTURAL INFORMATION**

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### **Abstract**

This article is devoted to the description of proverbs as an exponent of folk wisdom. Paremiias are special units of the language, they are interesting as a means of understanding the national character of the people. They are understandable and accessible to different nations, as they are based on typical life situations and reflect the logical thinking of the people.

**Keywords:** Paremiias, proverbs, sayings, customs, traditions, morals and values, humor, feelings, moods, folk wisdom.

### **Аннотация**

Данная статья посвящена описанию паремий как выразителя народно. Паремии являются особыми единицами языка, интересны как средство познания национального характера народа. Они понятны и доступны разным нациям, так как основываются на типичных жизненных ситуациях, отражают логическое мышление народа.

**Ключевые слова :** Паремии, пословица, поговорка, обычаи, традиции, нравы и ценности, юмор, чувства, настроения, народная мудрость.





## Introduction

Paremiology of all peoples of the world convey the same typical situations, have a similar logical content, differing only in the images with which the logical content is conveyed. They are interesting as a means of knowing the national character of the people, penetrating into the system of its values, a repository of various cultural information. Paremiology combines proverbs and sayings that are closely related and are a work of folk art.

Proverbs and sayings vividly and truthfully describe the image of the people, their aspirations and hopes. This folklore strikes with the subtlety of artistic decoration.

On the example of proverbs and sayings, one can trace what topics, aspects of life worried people in different eras, how national types of thought differed.

They are a work of folk art, which allows you to figuratively and briefly express folk wisdom, the history of entire generations, their customs, traditions, mores and values. They contain common sense and humor, feelings and moods, the originality of the national color and the whole depth of the culture of the people - the bearer of a particular language. This can even be called one of the ways to transfer the accumulated experience to descendants orally.

Each culture has its own characteristics, which are reflected in proverbs.

Examples - Than wish someone to die, wish yourself life. - Uzbek proverb. Where a straight path is visible, do not drive on a curve. - Russian proverb.

A bitter life is like a swollen candle, neither light nor heat. - Tajik proverb. The road even in potholes is better off-road. - Bashkir proverb.

Don't be afraid to slow down, be afraid to stop. - Chinese proverb. It is better to see a lot than to live a lot. - Ossetian proverb.

Paremiology is always instructive, no one remembers them by chance: for no reason and no reason. They always come to mind in accordance, they are remembered appropriately for reasonable advice and guidance on a variety of occasions. Examples - Years are not a bird, fly away - you won't catch. The life of life is different. They live once - not later, but now. Life is given for good deeds.

Where there is hunting and labor, there the fields bloom. Without money, sleep is stronger. Without work and rest is not sweet.

The most valuable thing is what is obtained by one's own labor.

Paremiology, by the most general definition, is a concise, figurative, grammatically and logically complete saying. They are closely related and actively interact on a common structural and semantic platform. And in the subconscious, these words are perceived as one and the same, as different names for one phenomenon. Proverbs and sayings have common features - nationality, brevity, accuracy, aphorism, even rhyme. But





that's where their similarities end. It turns out that there is a fundamental difference between proverbs and sayings.

A proverb is a popular saying, which expresses not the opinion of individuals, but the people's assessment, the people's mind. A proverb is the property of a whole people or a significant part of it and contains a general judgment or instruction on some occasion of life.

Examples - Measure seven times, cut one. If you don't know the ford, don't poke your head into the water. Do not sit in your sleigh; You will know a lot - you will soon grow old.

Prepare a cart in winter, a sleigh in summer; You can't pull a fish out of a pond without effort;

To be afraid of wolves - do not go into the forest; The truth is good, but happiness is better.

A proverb is a widespread figurative expression that aptly defines any life phenomenon. Unlike proverbs, sayings are devoid of a direct generalized instructive meaning and are limited to figurative, often allegorical expression.

But the saying, to an even greater extent than the proverb, conveys an emotionally expressive assessment of various life phenomena. The proverb exists in speech in order to express, first of all, the feelings of the speaker.

Examples, - There is no smoke without fire; Two of a Kind;

The dog barks - the wind carries; Brevity is the soul of wit;

Not in the eyebrow, but in the eye; The first pancake is lumpy; Repetition is the mother of learning.

Take care of what is on your shoulder. The wealth of children is father and mother. Attention is more valuable than gold.

Paroemias are interesting not only as a means of communication, but also as a means of understanding the national character of the people, penetrating into the system of their values, a repository of various cultural information.

Paremiat are aphorisms of folk origin, characterized by brevity of form, reproducibility of meaning and, as a rule, having an instructive meaning.

The images preserved by the internal form of proverbs make it possible to expand and deepen ideas about culturally significant meanings that are clearly associated in the minds of native speakers with individual lexemes or even with entire synonymous rows of words, but are not reflected in explanatory dictionaries.

Thus, proverbs and sayings decorate speech, make it more accurate, expressive, helping to avoid repetition. They reflect a way of life, are a bright and expressive source. The use of proverbs and sayings is appropriate for illustrating grammatical



phenomena and fixing them in speech. Due to their lexical and grammatical saturation, proverbs and sayings can be used to enrich the vocabulary.

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## VOCATIONAL ORIENTATION OF YOUNG PEOPLE

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### Annotation

This article presents the conclusions for solving many problems, suggestions on how to direct young people to the profession.

**Keywords:** Representatives of firms, organizations, educators directing to the profession, consultant, “entrepreneur”, “Governor”, “police”, “doctor”.

### Introduction

Improving the content and quality of vocational guidance is of particular importance in Uzbekistan as an important socio-economic task in enhancing the implementation of the "National Training Program". On the role of this task in the system of continuing education, our first President I.A. In his first pamphlet, Uzbekistan's Way to Independence and Development, Karimov wrote: aimed at creating a system of continuous national education. In addition, the works of the President reflect the priorities of the idea of national independence, the law "On Education" and the National Program of Personnel Training, as well as the theory of systematization, integration, the theory of unity of person and activity, determinism in the study of personal development. Theoretical and methodological bases of scientific research on vocational guidance of students, pedagogical, psychological research, philosophical pedagogical ideas of the Oriental signs, which cover the issues of vocational guidance in our country and abroad.

Note that our first president said: "Everyone has the right to work, to free choice of occupation and to protection from unemployment in accordance with the law."

In the implementation of the goal, the following tasks arise:

On the theoretical basis of development of vocational orientation system has an idea of the basic concepts, its features and principles being;

Development and improvement of vocational orientation system the fundamental approach in consideration and the impact factors study and analyze;

The basic tools used in the vocational orientation system and the that affect the vocational orientation of the educators are shown in the work and isotope;



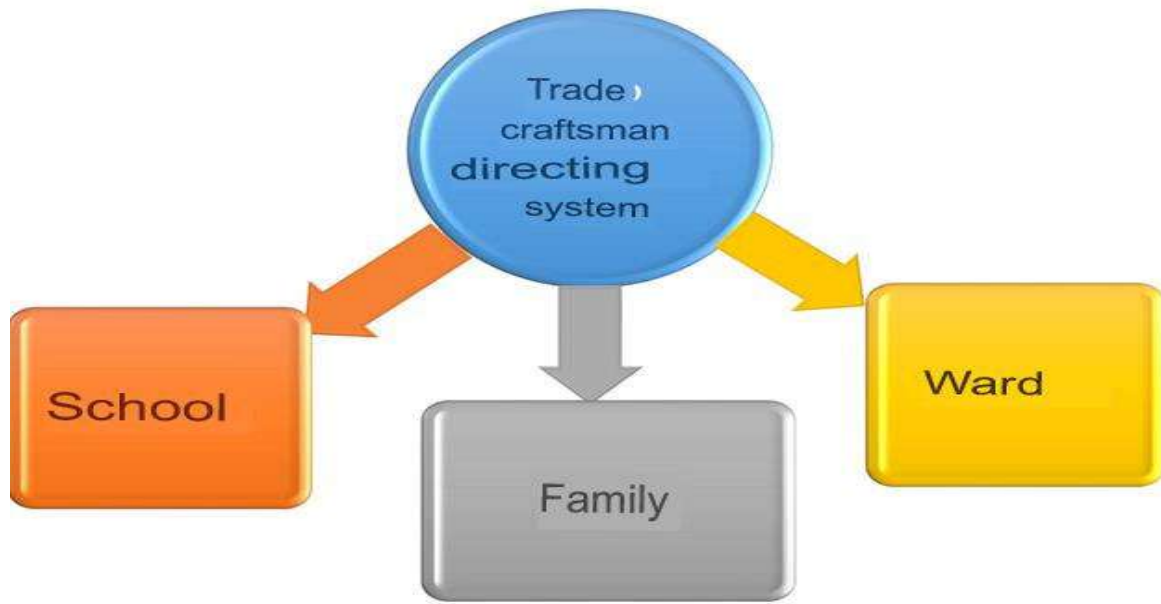


In order to direct schoolchildren-young people to the profession, first of all, school leaders must correctly set the goal. The activities of the pupil, his assimilation, interest and aspiration, attached through the traditions of the teacher- crested, can always yield only the chosen path if he is in control. If you are simply older than most young children, then “who are you? “when we ask, many will return the words” President“,” entrepreneur“,” Governor“,” police“,” doctor”. This is of course the professions in their imagination. As the years determine the functions of each profession, their goals and desires change.

The correct orientation of students to the profession in due time serves first to the fact that they spend their free time meaningful and interesting, do not interfere in idle work, and secondly, subsequently creates a basis for the satisfaction of the material needs of himself and his family members. To do this, it is required to talk with more students than the leaders of the youth, to conduct questionnaires between them every month, to attach with the help of partner organizations, depending on their interest in enterprise, organization, entrepreneurial activities in their territories.

The main theoretical and, at the same time, the resultant orientation to the profession the task is to show that he is an individual, that is, from school to the growing generation having appeared the concept of the profession, it is necessary to uncover the inclination and interest in it, and to what extent are the options and with the work performed by him or her chosen profession a break between its preparedness and the level of preparedness and its informal it consists in finding out that the compromise is not going on. In this regard, Uzbekistan Students working under the Ministry of Education of the Republic of Azerbaijan Republican Center for professional orientation and psychologic pedagogic diagnosis all that belongs to him in the process of directing the profession, as already said organizes on the basis of administrative, pedagogical and psychological means. Orientation to the profession say when the person interests him in choosing a profession, at the moment the need for the same profession in the community and at the same time the same needs in the individual professional consultation on it by taking into account the level of opportunities without justification, on the basis of professional adoration and the provision of psychological education to earn it he or she orientation and assistance are understood.





1-the scheme. Professional orientation facilities

The school, the family neighborhood and the Commonwealth of production have made the younger generation a new the main princip of upbringing in the soul is considered. Professional in student's development and content of interest, industry, construction, agriculture the sphere of service depends on the increasing social influence on the working professions, the success of the conscious choice of the way of life depends on the combined productive work of the school, family, neighborhood and production. The basis of the upbringing of the individual begins with the family, that is, the pupils earn some with the profession of their parents, brothers, sisters, relatives in particular they begin to get acquainted in the family and this is due to the fact that students are interested in it has a decisive influence on its development. It is possible to divide all parents of students into approximately 4 catigoria (depending on the degree of active participation in the work of sending them to choose a family profession with their children).

Work is an important part of human life. That is why he is human you can't imagine your life without hard work and creativity. Human great with hard work. The original history of human society began with co-operation. Work is the source of livelihood, let alone in any aspect of life don't go, a man's step is blessed with his labor. After all, our people are the head of labor the educator debates. The reason is that human education is mainly about work It is not in vain that it is determined by the relationship.



In the process of professional orientation of young people, the following techniques are used: these can be used:

- informative-programs, booklets, advertising, agitation and others;
- organize excursions to organizations – go directly to organizations; familiarization with the process, procedure and sphere of work in them;
- through spiritual and educational activities;
- viewing movies and videos about the profession-in the course of the lesson, or during a certain number of segregated courses, the schoolchildren with a world of young people's professions putting them films and videos on the same topic for the purpose of acquaintance;
- organize meetings with experts;
- direct professional and act directly with him experts;
- meetings with representatives of firms and organizations;
- transfer of lectures and lessons from the vocational orientation course;
- attracted educators, consultants and psychologists directing to the profession without providing information about the profession to young people, personal interests in them determine the question-answer, test and other in different ways and show them the right way.

In fact, the techniques used in professional orientation are above there are many from the presented list, but the listed methods are basic and at this age it is seen as an approach that is easy for young people to choose a profession. Principles arising from the theory of professional orientation it consists of the following:

Conflicts between participation and mass interestspercent self-interestspercent self-interestspercent self-interest;

A profession that is free to choose and young people to master the craft contradictions between the levels of opportunity in relation to their professional development;

- Psychological and pedagogical methods of diagnosis and professional orientation scientific proof of methods forms;

-To choose professional and reading forms of all types of information, and husband in relation to employmentkinligi;

Directed to the complex character of professional motivation;

Conclusions and suggestions

This includes designing a learning process based on pedagogical research

It is advisable to follow the steps: In the first stage - the purpose of the technology, to increase the effectiveness of vocational guidance for students achieve by improving the content of extracurricular activities;





In the second stage - to implement it on the basis of the formed goal identify ways to improve, that is, extracurricular activities the most optimal set that can meet the needs and interests of student's substantiation; special criteria for volunteering in engaging students harmonization with the method of selection, the content of extracurricular activities individual and individual-stratified methods are appropriate in the selection use;

In the third stage - extracurricular activities - the system of old age to implement a method of diagnosing the personality traits of students in order to increase the effectiveness of their professional orientation. Extracurricular activities, on the one hand, are an integral part of the teaching process and, on the other hand, opportunities to direct students to career choices greatly expands.

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## INFORMING STUDENTS ABOUT THE INVOLVEMENT AND HONESTY OF FOREIGN FORMS WHEN TEACHING THE SCIENCE OF DESIGN

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### Annotation

In this article, the brief goal of teaching the subject of design is to teach students the integrity and integrity of the external form in teaching design and artistic intent, the methodology of working in design, originality and its important aspects of limitations. illuminated.

**Keywords:** Design, membership and integrity, composition, art, aesthetics, beauty, creativity, appearance.

### Introduction

The purpose of mastering the subject "Design" is to give students a holistic view of the origin and development of design science and technology, the application of the principles of the formation of industrial products in mass production get acquainted with foreign experience, understand and compare the features of the formation and development of design in different countries and regions, reveal the essence of aesthetics as the basis of design, study modern design problems based on analysis.

Teaching the history of design is aimed at the comprehensive development of the personality of students, the formation of their worldview, moral and aesthetic taste, and the culture of creative activity.

The coherence and integrity of the external form of the work should be considered as the main generalizing category of composition.

The word "belonging" does not mean approaching living nature (much less, but the created composition is so integral that its constituent part naturally belongs to this integral thing. Once the philosopher V. Sarabyanov, in response to the question What do you consider the criterion for the completeness of the composition , said, "It





resonates as it is said.” Nothing can be added to it, nothing can be taken away from it.[2]

The whole point of a simple piece of art is that it is fully integrated and feels natural. Take, for example, a cup of tea, in which one can find a sign for climbing into a circle or a cylinder, a truncated cone or a prism (Fig. 18).

If the object consists of several parts, the task becomes more complicated: each of these parts must be as a whole, reflect it. When the details of an object are similar to each other, this similarity unites them, and if they are opposite, then this opposition itself becomes a unifying basis.



Figure 18. Object and geometric shape

Let's take a simpler thing, where integrity is achieved by making all the details look like a single whole (this is called "big in small"). As an example, we took a simple speaker (Fig. 19). Its outline combines straight lines and curved angles. The bolts that connect the programs and the grid that closes the speaker are similar, that is, based on the connection of straight lines and curves drawn by a compass at right angles, so contrast is often used. [5]

As in music, a small piece always equals a big one. An orchestral work cannot be compared with the art of the piano in terms of the exchange of images, the richness of the sound of wind and percussion instruments.

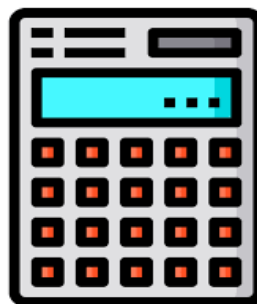


Figure 19. Details look like a whole.



In the world of cars, the contrast of shapes is especially common (in road cars, tractors, and many other cars). A good example of this is a motorcycle (Figure 20). Exposed, beautifully curved tubes, fins and various mechanical parts of the car are visible, and the contrasting paint is shiny, fluid and smooth. Here the integrity of the whole is achieved through contrast. [8]



Figure 20. A motorcycle is an example of a contrast.

Each part of this yama, each detail belongs to the whole, it is reliable only if the detail is natural, if it touches the main mass, the body of the object. Usually we see that the product is ready to be assembled. The need for a certain degree of unification begins with the knowledge of the natural world and is based on multiple associations. For example, we feel that the arm is attached to the trunk at the joint, in our imagination the joint connects the trunk and limbs, serves as an intermediary, without which the limbs are an integral part. We translate this idea into artificial ones. [7]

In order to preserve the integrity of the composition, elements sometimes try to group, in other words, to combine some details into groups. It is not difficult to justify this method theoretically.

As a rule, the process of perception is divided into two main stages: the first is analysis, the second is synthesis. First they look, learn, then generalize, synthesize. This happens instantly and usually goes unnoticed. Synthesizing details and organizing them into something common and coherent gives an aesthetic feeling. If we have no incentive to synthesize an object as an observer, we will not be satisfied with this object. [8]

Today, higher education institutions teach the basics of design and artistic design in the fields of fine arts and engineering graphics, and applied arts. Much attention is constantly paid to the development of independent creative abilities of students. An example is the simplest task given to students in the subject "Design" (Fig. 21).





Figure 21. The simplest design task for schoolchildren.

Students need to develop knowledge about the laws, steps and skills of drawing simple figures. Among the most developed countries, the knowledge gained by students in higher educational institutions certainly plays an important role in the prosperity and further development of independent Uzbekistan.

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## ABOUT THE BAYSUN CULTURAL ENVIRONMENT

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### Annotation

This article is about the cultural environment of the subjugation and contains ideas about his creative work in the art environment. Among them are the works of amateur artist Khosiyat Tulaganova Ashurovna, a teacher of fine arts in Termez, Surkhandarya region.

**Keywords:** cultural environment, Iron Gate, people, game, oral art, music.

### Introduction

The Boysun Cultural Environment was first recognized by UNESCO as the “Oral and Intangible Cultural Heritage of Humanity” among 19 nominees for cultural objects of the world community (2001), and in 2008 was included in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity. . This, in turn, led to the process of scientific research on the preservation and recording of Boysun folk culture and its artistic traditions, as well as on a large scale[5].

Boysun is a unique object of Uzbekistan's unique historical and cultural heritage, which in the second half of the twentieth century to some extent separates the main archeological monuments[19]. The most unique of them are the ancient Neanderthal settlement in the Teshiktash cave in the village of Machay, the Kushan wall and the Iron Gate in Darban, the Greek-Macedonian fortress Kurganzol, the Kushan period Poyonkurgan fortress. , Stone paintings of about 200 bulls in Kohitag, Zarautsoy, dinosaur footprints around the villages of Gummatak and Qurghoncha, an ancient "local bridge" in the village of Pulhokim, a 200-year-old miracle near the village of Dexibolo (Diybolo) The "Shoti" road ladder, the "Surhi" spring in Kurgan-Tyube and the "Omonxona" with a unique and healing spring are located here[26]. The tomb of Hazrat Hodja Sultan Wali is one of them. In the material and intangible culture of Boysun one can see various elements in the process of historical development of the cultures and arts of the peoples of Central Asia, Afghanistan, Iran and, to a certain extent, India. The traditional culture of Boysun preserves the folklore, ceremonial and handicraft traditions of the settled and nomadic Turkic and eastern Iranian peoples[5-26].





They have long been associated with different religious beliefs and Islam. Boysun's geographical environment has allowed many traditions of folk culture to be preserved in a natural way - a traditional way of life, a unique folk art, his folk music and oral poetry, as well as folk epics, crafts and national costumes, ancient rituals and customs, manifested in folk games[15]. This is directly related to the economic and cultural identity of the ethnic groups of the Boysun - the Turks, the Bells, the Qatagans, the Chaghatays, the Karluks, the Durmans, the Juz, the Khardurs, the Barlos, and the Tajik and Uzbek tribes closely related to the environment[13].

Presence of legends and fairy tales associated with the names of villages, the preservation of traditions of family ceremonies, including unique performances at weddings and weddings of the Son, folk games - kupkara, wrestling, shavlak, walking Capricorn, kavzo are ritual games and dances. The "Call of the Rain" (Sust Wife or Word Woman) and "Jahar" healing rituals are associated with pre-Islamic beliefs[9]. In the traditional culture of Boysun, artistic crafts and various folk crafts play an important role. Their rich creative products are distinguished by their diversity - the oasis's multifaceted embroidery (from doppies to large girls, singles or pairs of birds, suzannas with various ornaments), carpet weaving (gajari, takir, akenli, terma, koxma, julkhirsidr.), felt, textiles (traditional fabrics - alacha and janda), wood carving, making musical instruments (drums, dutar, chiltor, iron) and wood thirst, woody, brittle, bony and ceramic reeds), pottery (tinned), sweat processing trades[22]. In order to protect, preserve and promote the Boysun cultural environment, in particular, in order to study the Boysun phenomenon, UNESCO organized scientific expeditions (2002-2005) to study the historical and ethnographic features of the region, the traditions of life ceremonies, oral folklore, music, arts and crafts, folk dances and baxshi arts[11].

Based on the materials of the expedition, two major monographs - "Boysun" (Atlas of Arts and Crafts and Traditional Music Culture, 2006, in English and Russian), "Boysun History and Traditional Culture" (2005), collections of scientific conferences and a festival album; "Boysun" multimedia and video film; The children's "Folklore Academy" was established under the "Boysun" folk ensemble[17].

The most successful is the Open Folklore Festival "Boysun Spring" and its scope International scientific conferences (2002-2006). The Center for Folk Art was built in cooperation with UNESCO; It has a museum of applied arts "Boysun" and a workshop of craftsmen, as well as traditional "teacher-student" schools. In the works of this amateur artist Tulaganova Khosiyat Ashurovna, these ancient traditions are reflected. Among them are "Conversation", "Momo grinding grain in the future", "Woman playing the drums"[23].





Picture 1: "Conversation" .75 × 95. holst. moybuek 2021[1].



Picture 2: "Momo grinding grain in the future" fabric. moybuyok. 120 × 80. 2015[2].



Picture 3: "The woman playing the chankovuz" 60 × 80. Mato.moybuyok. 2015[3].



Picture 4: Tulaganova Khosiyat Ashurovna from the work process[4].

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## TOYS - TOYS THE ROLE AND IMPORTANCE OF TOYS IN PRESCHOOL EDUCATION

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### Annotation

Toys are a source of joy for children from the earliest stages of their lives. A toy is a toy that a child can play with and not use for other purposes. Therefore, the article discusses the role and importance of toys in preschool education.

**Keywords:** Preschool education, teacher, training, toy, style, effectiveness

### Аннотации

Игрушки доставляют детям радость с самых ранних этапов их жизни. Игрушка - это игрушка, с которой ребенок может играть и не использовать ее для других целей. Поэтому в статье рассматривается роль и значение игрушек в дошкольном образовании.

Ключевые слова: дошкольное образование, педагог, обучение, игрушка, стиль, результативность.

### Introduction



Where are the dolls then as they are now? Once upon a time, our grandmothers sewed two sticks together with big-eyed buttons, sewed dresses from satin and adras fabrics, handmade dolls from colored threads, and for boys. our fathers used to make machines out of boards and raw clay. We would play for a long time without spoiling





these toys, which are both environmentally friendly and have a national look. Nowadays, the development of technology has increased, not decreased, as the number of modern types of expensive toys in markets and shops has increased. Happily, among them there are types that increase the mental capacity of the child, show his abilities and talents, which can be used effectively. For example, various types of math boards, toy shapes of medical equipment, cubes - all of which can be used with the help of adults. But as with the other side of the coin, there are low-quality types of toys that affect the subconscious with their ideology, which have occupied the child's innocence with negative ideas.

Indeed, as the world struggles between ideological ranges, it encourages us educators not to be indifferent to the upbringing of children. As we educate the younger generation with our vigilance, attention and, of course, our pedagogical skills, any topic should not be left out of our focus.

When we talk about toys in our research area, we should emphasize its role and importance in preschool education.

### **Literature Analysis And Methodology**

According to sources, the O 'toy encourages children to engage in a variety of activities and satisfies the child's need for active movement. Develops quick response, accuracy and coordination of actions. Many toys for early children (rattles, rubber balls, shapes, etc.) develop the child's visual and auditory attention, help to develop grasping and object movements.

Toys are divided into the following categories according to their type and appearance:





- subject-image;
- technical toys;
- construction, building materials toys;
- didactic toys;
- toys for sports and moving games;
- prefabricated toys;
- theatrical and decorative toys (characters from shadow and puppet theaters, costumes for dramatic performances, Christmas toys);
- toys;
- melodic musical toys;
- Handmade toys and play materials, a variety of play equipment.



Picture-based toys are used for role-playing games. It teaches children positive personality traits, kindness, caring, the need to help, as well as respect for adult work and the ability to play with peers. Techniques help children develop an interest in technology and tools, and allow them to use them in their play. Children are exposed to technical toys that introduce them to the appearance, image and movement of objects (machines, mechanisms, vehicles, means of communication) that are directly related to technology. The toys are simple, easy to operate and easy to use. These toys should be able to mimic the main functions of the object when playing (moving wheels in the car, opening the door). There are the main types of toys that can be played with building materials: a) a set of cubes, prisms, cones, pyramids, cylinders, plates, geometric shapes. b) various block - wall, fronton, column, roof, arch and other architectural and building materials. Small (for board games) and large (on the floor and floor) building materials for 0 m can be different colors.



According to the data, didactic toys are based on folk toys. The child controls himself while playing them. A variety of mosaics develop sensory abilities. The task of the game is to select and place patterns, pictures. Toys for moving games: water, sand toys, balls, ropes, hoops, skittles and more. Their main task is to physically raise children. Musical and theatrical toys help children develop their ability to hear musical melodies and rhythms. Older children stage fairy tales. Toys are mobile and often make noise. They delight children with their wonderful behavior, and their subjects are entertaining. Handmade toys are made by adults and children, and various fairy tales and stories are staged. According to the material of the toys, the handicrafts are made in the factory.

### **Discussion And Results**

Well, first of all, let's think about the importance of toys in the upbringing of children. Toys are a source of joy for children from the earliest stages of their lives. A toy is a toy that a child can play with and not use for other purposes. It reflects the typical features of the items in general. Toys develop a child's sensory abilities. Toys stimulate children's speech activity, increase vocabulary, and develop skills such as analysis, synthesis, generalization, comparison, description, and concentration. Toys are a means of instilling in children a sense of morality (kindness, care, attention) and a positive attitude to the environment. In choosing it should take into account the age and individual characteristics, interests, desires of the child. Toys should always be chosen with pedagogical, hygienic and artistic requirements. An important sign of pedagogical demand is that the image and content of the toy correspond to the upbringing of the child, that it is in line with the ideas of our society, that it is ideologically valuable. The toy should arouse in the child noble feelings, foster friendly relations with children of other nationalities, and help him to gain a positive moral



experience in relation to reality. Satisfying and stimulating the child's desire for activity, the figurative toy represents the real truth, the object, its features and significance in life. The dynamic nature of the toy allows it to be used many times in a planned way.

The following requirements are set for the toy.

**Hygienic requirements.** The material and color of the toy should be such that it does not endanger the child's life and should be well cleaned.

**Art requirements.** The versatile combination of shapes, colors and ornaments, complementing and emphasizing each other in terms of color and shape, enhances the artistic expressiveness of the toy.

The design and decoration of toys should be adapted to the cognitive characteristics of children at different ages. Properly selected toys have a positive effect on the physical, moral, mental and artistic development of the child. A whole system of didactic toys plays an important role in the mental upbringing of a child, affects the development of sensory and speech, cultivates thinking processes and attention, develops interest in the object and its properties, construction, enriches knowledge and understanding. The toy delights the child, creates a positive attitude towards others, evokes a sense of togetherness and creates positive emotions. Puppets play an important role in shaping moral feelings. The national puppet is a source of nurturing children's positive attitudes towards their peers of other nationalities. The toy, the first brightly illustrated and most understandable piece of art, evokes aesthetic feelings and experiences, helps to accumulate aesthetic education, and forms an artistic taste. It is important to emphasize the importance of folk toys that are close and understandable to children.

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## THE IMPORTANCE OF USING INTEGRATED METHODS IN TEACHING MUSIC TEACHING

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### Annotation

Music teachers are increasingly using technology to develop new strategies to engage students. Where once we considered acoustic instruments, pens and paper as the main teaching tools, now, with the help of technologies such as the iPad and educational programs, it is possible to engage students in the creative study of music. integration and its effectiveness.

**Keywords:** music education, student, integration, method, education, skill.

### Аннотация

Учителя музыки все чаще используют технологии для разработки новых стратегий вовлечения учащихся. Если раньше основными средствами обучения мы считали акустические инструменты, ручки и бумагу, то теперь с помощью таких технологий, как iPad и образовательных программ, можно вовлечь учащихся в творческое изучение музыкальной интеграции и ее эффективности. Ключевые слова: музыкальное образование, студент, интеграция, метод, обучение, мастерство.

### Introduction

It is known that music education, along with other disciplines, information technology is closely linked with IT. Music teachers are also using IT technology to increase student learning and engagement because it has more sophisticated and user-friendly technology.

Indeed, while the specifics of using music as a teaching tool vary depending on the teacher and the resources of a particular audience, the overall evolution of music education tools and technology is evidenced by several key trends. Music technology usually encourages the sharing of music on a large scale. This trend can be seen in music and educational tools such as Soundtrap or Google Classroom, as well as on wider multimedia social platforms such as YouTube and others.

Music education tools have emerged that offer additional practice to complement classroom learning with specific skills, such as ear training apps that help students





learn how to adjust volume. These tools open up opportunities for self-study and allow teachers to focus on other key skills.

Technology is just a tool, and a tool will not be useful unless it understands the different ways it can be used to achieve a particular result in a particular context. If music educators want to effectively integrate technology into teaching, learning, and evaluation, more is needed than understanding specific technological tools. As a result, when learning to use technology with students, it is important for music teachers to consider targeted learning objectives, advantages and limitations of the technology under consideration, teaching and learning strategies to be applied, and context.

### **Literature Analysis And Methodology**

Targeted and strategic music teachers can enhance their education to engage students and teach different aspects of music creation and production.

For example, digital media has changed the way many artists create, produce, and distribute music. Some researchers have used this to explore the benefits of platforms such as YouTube, as well as the possibilities of using informal music education to complement learning in a formal learning environment.



However, the best way to integrate technology into teaching is to vary significantly depending on the goal and the needs of the students. For example, if many students are struggling to master a particular skill, showing other teachers video lessons can help deepen the lesson. It may take some experience to determine what is most appropriate for the audience, but mastering the technology is a clear goal and continuous improvement thinking can ultimately improve students' learning pathways.

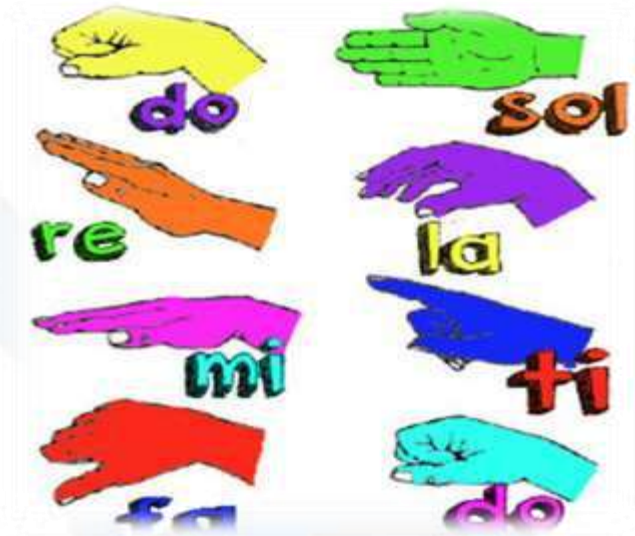


Technology has the potential to transform music and music lessons and share them more widely with others. Smart music teachers use these opportunities to increase their students' activity in creating, performing, and listening to music.

In addition to covering a wide range of music genres, the syllabus of the program explores advanced concepts in the psychology, music design, and technology of music education in a music classroom. The faculty includes teachers of various professional disciplines, from professional musicians to internationally recognized music education researchers and authors.

### Discussion And Results

Here are the top 5 reasons why music education can be beneficial for our students:



- The music education program gives its students an aesthetic experience.
- Music education instills “life values” in students. Some of them include; builds discipline, collaboration, social skills, and good character.
- Knowledge of music technology, music history, music theory, and music culture reinforces knowledge in other disciplines.
- Music often creates a sense of school spirit, which in turn gives students a sense of self-worth, which almost always reflects a positive attitude.

Promoting the arts is what our students need to excel in all aspects of life.

A person who studies composition is a person who wants to create his own music and at the same time decides to act independently in many cases. Whether it's about independent new works for a concert hall, music in a medial context, or an artistic statement in a released audio medium, composers are always in a very ambitious environment that faces equally high artistic and technical requirements.







### Methods and their importance in music education

Imitation forms a student's repertoire of melody, rhythm, meter, tempo, and dynamics. Students will master the basic musical materials for the “instrument box” for use in more complex lessons in the future.

The search method – students begin to understand and even apply what they have learned through imitation. They hear the movement of tones, the content of rhythms, the movement of the meter, and they learn the timbre of any instrument or sound they have access to.

After improvisation-research and imitation, students can not only understand, but also apply some possible combinations of rhythm and height, shape and dynamics, etc., in a musical context.

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## FORMATION OF PRACTICAL AND FUNCTIONAL STYLISTICS OF THE RUSSIAN LANGUAGE

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### Annotation

Functional styles are one of the main categories of stylistics. They are formed in the process of long-term functioning and development of the language. For the first time, the concept of functional style was formulated by representatives of the Prague Linguistic Circle at the beginning of the 20th century. In their works, they noted that natural language can be divided into a number of styles depending on the communicative function they perform. In the future, the theory of styles was actively developed both in foreign and domestic linguistics.

**Keywords:** functional styles, practical stylistics, semantic and stylistic, differentiation.2020@gmail.com.

### Аннотация

Функциональные стили - одна из основных категорий стилистики. Они складываются в процессе длительного функционирования и развития языка. Впервые понятие функционального стиля было сформулировано представителями Пражского лингвистического кружка в начале XX века. В своих работах они отмечали, что естественный язык можно подразделить на ряд стилей в зависимости от выполняемой ими коммуникативной функции. В дальнейшем теория стилей активно разрабатывалась как в зарубежной, так и в отечественной лингвистике.

**Ключевые слова:** функциональные стили, практическая стилистика, семантической и стилистической, дифференцированность.

### Introduction

Стилистика как самостоятельная научная дисциплина формируется в е гг. XX в. Базой ее становления явились теоретические исследования ряда языковедов (И. А. Бодуэна де Куртенэ, Фердинанда де Соссюра и др.), которые пришли к выводу о необходимости изучения языка в функциональном аспекте. Расцвет





функциональной стилистики приходится на вторую половину XX в. Исследование проблем стилистики этого периода отражено в большом числе монографических публикаций: В. В. Виноградов «Стилистика. Теория поэтической речи. Поэтика» (1963), «Проблемы русской стилистики» (1981); Р. А. Будагов «Литературные языки и языковые стили» (1967); М. Н. Кожина «К основам функциональной стилистики» (1968), «Стилистика русского языка» (1993); А. К. Панфилов «Лекции по стилистике русского языка» (1968); «Развитие функциональных стилей русского языка» / под редакцией Т. Г. Винокур и Д. Н. Шмелева (1968); А. П. Федоров «Очерки общей и сопоставительной стилистики» (1971); Н. С. Валгина и др. «Теория стилей русского языка» (1974); Д. Э. Розенталь «Практическая стилистика русского языка» (1974) и др. Круг понятий и категорий функциональной стилистики

Центральное понятие функциональной стилистики это понятие стиля. Термин «стиль» не является однозначным. Он входит в систему терминов не только лингвистики, но и литературоведения, искусствоведения («стиль» может употребляться и как нетерминологическое слово: стиль работы). Такое многообразие значений делает понятие «стиль» трудным для интерпретации. В. В. Виноградов отмечал, что понятие «стиля» является везде, где складывается представление об индивидуальной системе средств выражения. Отражение в стиле особенностей творческой личности автора повлияло на формирование системы значений слова «стиль». Оно стало употребляться в значениях «система выразительных средств», «совокупность средств и способов выражения, свойственных данному автору». Лингвистическая стилистика имеет два объекта изучения: стиль как разновидность языка и речи (научный стиль и т. п.); стиль литературного произведения или творчества писателя в целом (стиль А. П. Чехова). Для обозначения последнего появился термин «идеостиль». Функциональную стилистику интересует прежде всего стиль как разновидность языка и речи, функциональный стиль.

Толкование термина «функциональный стиль» тоже вызывает определенные трудности. В работах В. В. Виноградова, Т. Г. Винокур он трактуется как определенная совокупность стилистически окрашенных средств, закрепляющихся в системе языка. М. Н. Кожина определяет «функциональный стиль» как своеобразный тип речи той или иной социальной ее разновидности, соответствующей сфере речевой деятельности. В настоящее время «функциональный стиль» может быть определен, как исторически сложившаяся разновидность литературного языка, представляющая собой относительно замкнутую систему языковых средств, регулярно





функционирующую в различных сферах общественной деятельности. Язык это система, организованная не только в структурном плане, но и в стилистическом отношении. В этой связи возникает понятие стилистической структуры, которую образуют единицы языка. Эти единицы языка находятся в стилистическом отношении друг к другу, то есть они сопоставимы по своим выразительным возможностям и по сферам употребления. С этой точки зрения они представляют структуру. Самостоятельного стилистического уровня (как, например, уровня фонетического, морфологического и др.) в языке нет, поэтому стилистические связи пронизывают язык по вертикали, то есть охватывают все ярусы языка. В лингвистике обычно выделяют два основных типа отношений, в которых находятся единицы языка: парадигматические и синтагматические. Эти отношения существуют и в стилистической структуре языка. Синтагматические отношения это отношения между единицами в линейном, грамматически организованном потоке речи, отношения последовательности и сосуществования. (Например, в различных сочетаниях проявляются разные значения слов 1) везет ребенка в коляске; 2) всю работу на себе везет; 3) ему в жизни везет. Два последних значения глагола «везти» приобретают разговорную окраску, то есть помимо основного значения прибавляется значение стилистическое.) Парадигматические отношения характеризуются тем, что связывают однородные элементы (например, существуют парадигмы склонения, спряжения, синонимические ряды и др.). Языковые единицы могут образовать и стилистическую парадигму, которая основывается на тождестве или близости основного значения входящих в нее языковых единиц при различии их стилистических показателей (например, отношения между словами глаза, очи, гляделки). Члены стилистической парадигмы обладают двумя типами значений: семантическим и стилистическим. Дифференцирующим признаком парадигмы является стилистическое значение, которое придает языковой единицы выразительное качество и определяет сферу ее употребления. Стили литературного языка чаще всего сопоставляются на основе анализа их лексического состава, так как именно в лексике заметнее всего проявляются их различия. Закрепленность слов за определенным стилем речи объясняется тем, что лексическое значение многих слов помимо предметно-логического содержания имеет и стилистическую окраску. Стилистическая окрашенность языковых средств, как уже отмечалось, может быть: 1) функционально-стилистической (предполагает закрепленность того или иного языкового элемента за определенным функциональным стилем, например, читалка, препод, столовка, зачетка слова





разговорного стиля); 2) эмоционально-экспрессивной (придает дополнительное стилистическое значение, коннотативное значение. Данный тип стилистической окрашенности фиксируется в словарях с пометами: возвышенная, высокая, торжественная, одобрительная, ласкательная, шутливая, неодобрительная, пренебрежительная, презрительная, ироническая, бранная, грубо-просторечная). Стилистически окрашенные слова не единственный стилистический ресурс языка. Важнейший стилистический ресурс синонимы. Для стилистики характерно широкое понимание синонимии по признаку взаимозаменяемости языковых средств в зависимости от сферы и условий общения. Стилистическая синонимия возникает на фоне нейтрального в стилистическом отношении компонента. Стилистические различия синонимов могут определяться сферой их употребления, и тогда они противопоставляются по функционально-стилистической окрашенности (просить (нейтр.) ходатайствовать (офиц.) взывать (книж.) клянуть (разг.). Синонимы могут противопоставляться и по эмоционально-экспрессивной окрашенности (говорить (нейтр.) вещать (высок.) талдычить (пренебрежит.)). Не правомерно отождествлять стилистическую синонимию и стилистическую вариантность (тóртыторта́). Стилистические синонимы это единицы со сходным значением, но разной стилистической окрашенностью. Стилистические варианты это разновидности одной и той же языковой единицы. Они обладают одинаковыми значениями и различаются только по форме выражения. Часто варианты не различаются ни стилистически, ни семантически (твóрогтворóг). Однако в ряде случаев при сохранении тождества значений они приобретают стилистическую дифференцированность (тракторы (нейтр.) трактора (разг.)). Таким образом, стилистическая вариативность, в первую очередь, связана со стилистической окрашенностью средств языка и не является средством выражения синонимических отношений. Еще один стилистический ресурс средства словесной образности, к которым принадлежат тропы и фигуры речи. Понятие словесной образности наиболее тесно связано с художественной речью.

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## CREATING A HEALTHY LIFESTYLE FOR STUDENTS AT A YOUNG AGE

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### Annotation

Introducing a healthy lifestyle among students in the article Ways to form a healthy lifestyle in our country in this regard the work being done is therefore to keep students healthy, organize a healthy lifestyle in preparation for a harmonious and professional life factors (material, spiritual, mental, physical, intellectual, values) and their relevance in the content of education a systematic approach should apply the research method and adhere to them

**Keyword:** Health, Physical Education, Sports, Spirituality, Student, Psychology, Youth,

### Introduction

An important issue in the formation of a healthy lifestyle is an in-depth study and improvement of the mechanisms of its constituent factors, bringing them to the level of vital necessity in people to pay attention to their own health. To do this, it is important to look to the past, to know how different peoples have paid attention to this issue over the centuries. Of course, scientific research has been conducted in various areas on the formation of a healthy lifestyle.

A healthy environment has played a major role in the development and improvement of society. People need to be provided with the conditions to lead a fully healthy lifestyle..

In this regard, in accordance with the Decree of the President of the Republic of Uzbekistan Sh. Mirzistonev "On the strategy of further development of the Republic of Uzbekistan" The development of the state program for 5 years is an important document as a consistent continuation of our work, in which special attention is paid to the education of young people and their role in the development of a healthy lifestyle."





Therefore, in preparing students for a healthy, harmonious and professional life, the factors that make up a healthy lifestyle (material, spiritual, mental, physical, intellectual, values) and a systematic approach to incorporating their relevance into the content of education makes it necessary to apply and follow the research method. It is clear that the formation of the spiritual level of students and their knowledge, skills and abilities in this area is one of the most pressing issues of today. In this regard, determining the moral level of students in the pursuit of a healthy lifestyle also requires finding a solution to a specific problem.

Especially at the present time in the process of formation and implementation of a healthy lifestyle among students in the application of various advanced pedagogical technologies from our pedagogical scientists DJ Sharipova, HA Turakulov, JJ Hasanbaev, N.Sh. Mannapova, G.A. .Shaxmurodov, S.Yuldasheva, O.R.Jamoliddinova, D.D.Safarova, M.T.Toirova, T.S.Usmonxo'jaev, G.S.Fuzailova, Sh.Xonkeldiev, A.Abdullaev, M.S.Akhmatov , J.Tashpulotov, T.Kholdorov, F.Q.Akhmedov and others. Our medical scientists R.Arzikulov, A.Rasulov, R.Arzikulov, D.Halimova, N.Muminov, S.T.Tursunov, T.S.Nodirov, N.M.Majidov, V.D.Troshi, K.S. Zoirov, SN Bobojonov, M. Makhkamov, Sh.T. Otaboev and others published articles, dissertations, monographs, textbooks and conducted research. According to experts, the following factors are involved in the formation of a healthy lifestyle.

Material factors of a healthy lifestyle.

Spiritual factors of a healthy lifestyle.

Mental factors of a healthy lifestyle.

Physical factors of a healthy lifestyle.

Intellectual factors of a healthy lifestyle.

Value factors of a healthy lifestyle.

Our research differs from the above-mentioned research in that we conducted a survey of the following factors of a healthy lifestyle (material, spiritual, mental, physical, intellectual, values) in order to improve the scientific and methodological support in preparing students for professional activities based on a healthy lifestyle. . Our study was conducted on the example of students of the 401st group of the Jizzakh State Pedagogical Institute, studying in the field of primary education and sports education. We contacted the students with a questionnaire and received the following information. According to them, a healthy lifestyle includes:

- those who are rich, have a backyard, a car;
- not to be idle, to work;
- be able to approach the work correctly;







- financial maturity;
- availability of material support in the family;
- people whose neighborhood and family are peaceful;
- those who have no shortcomings in their livelihood and live in peace;
- People who are spiritually rich and spiritually active;
- people brought up on the basis of values;
- people with a pure heart;
- mature and highly qualified people;
- People who have a good upbringing in the family;  
people who value everything in life;
- world peace, prosperity of the neighborhood, and most importantly, good health;
- good family environment;
- not to get sick and suffer;
- nervousness, proper nutrition;
- not to smoke or drink alcohol;
- Regular physical culture and sports;
- Engage in morning hygienic gymnastics;
- to be a professional;
- wise use of the rich heritage of our ancestors.

It is clear from the knowledge they have acquired in schools and colleges that students have an idea of a healthy lifestyle. However, there is a lack of scientific and methodological bases for maintaining a healthy lifestyle and preparing them for the profession. We need to know that science is infinite in the application, study, analysis, conclusions and recommendations, as well as in improving the scientific and methodological support of their preparation for professional activity. The results of our research in this area allow us to create a mobile model of a healthy lifestyle. This requires the use of advanced pedagogical technologies in creating a model for the formation of a healthy lifestyle. Through the model, we briefly explain to students the following factors of a healthy lifestyle.

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## THE ROLE OF TEACHER AND STUDENT COOPERATION IN THE MODERN EDUCATIONAL PROCESS OF GOOGLE DOCS

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### Annotation

Google Docs is one of the strongest tools for collaboration between teachers and students. Traditionally, collaboration can be achieved by attaching documents to emails or messengers sending them to partners. But with Google Docs, only one copy of the document will be available, which is automatically saved online. To collaborate, you must create a Google Document and invite teachers and students as partners. The owner of the document, that is, the teacher, must distribute the assignments to the students so that each student knows which part of the document they must contribute. This article aims to present Google Docs as a useful collaboration tool and what role it plays in organizing collaboration between teachers and students in modern learning.

**Keywords:** Google docs, e-learning, online collaboration, online writing, online meeting.

### Introduction

Online collaboration is one of the options available for teachers and students to do their jobs. Its importance is highlighted by Prince (2011), Dekeyser, Watson (2006), Broin and Raftery (2011), Yang (2010), Ahmad Zamri Mansor (2011), Fawzi Fayezi Ishtaiwaa, Ibtehal Mahmoud Aburezeq (2015), Kallianne L. Neumann, Theodore Discussed by researchers such as J. Kopcha (2019), Murad Abdu Saeed Mohammed a, Musheer Abdulwahid AL-Jaberi (2021). There are many tools available for online collaboration, such as Google Docs, Zoho, Window Live, and more. In this article, I want to discuss what Google Docs can offer for teacher-student collaboration in the modern educational process.





Traditionally, collaborative work involving several authors is carried out via e-mail, platforms, messengers.

The traditional or online directions used in the learning process are serial and task distribution directions. I was very skeptical about the quality of online education and its impact on students. However, for good learning, students need to be in a collaborative environment where they can interact with their peers and teachers. Online education allows students and teachers to form a community.

Online education allows students to interact with their peers and teachers during periods of change, such as during the Covid 19 pandemic, when most countries closed their schools or higher education institutions and made it easier for students or teachers to study. allows communication without being ready to prepare the solution step-by-step. Often, teachers expected their students to be given assignments over the weekend. Students had to learn everything independently from one moment to the next, however, in the past, no attention was paid to self-management in school and higher education. There was little or no contact with students. Not surprisingly, students who experienced this approach were left alone and began to become depressed from the learning experience [2].

The problem with tradition is that students have to wait until the main author, i.e. the teacher, edits the material. The main author then had to wait until everyone had done their part, one doing the work and passing it on to the other. Online looks better because each co-author makes his or her contribution at the same time. The main author then combines the parts into a single document. The problem with this approach is that partners had to wait before they could see what others were doing.

### **Collaborate with Google's free services**

The first question is, why Google Docs? The use of Google Docs is recommended by researchers such as Dekeyser and Watson (2006) because it does not require any configuration on the author's computer, supports simultaneous editing and multiple editors [1]. Broin and Raftery (2011) used Google Docs to support project-based learning. Yang (2010) used Google Docs to facilitate collaborative writing in English classroom practice. According to Wurzer (nd), Google Docs offers a unique feature where multiple authors can collaborate while writing, which is a real-time merger, meaning partners don't have to wait for others to finish their parts first. [1]

In Google docs, the document owner is the document creator. He may invite students to see the document. He or she can also work with students to invite them to edit the document.





## Methods

The Google Docs program will be considered to explore how it can be used collaboratively by teachers and students [1]. Five methods were used to investigate the use of Google Docs:

- a) Review the instructions provided by Google Docs,
- b) Review training videos on working with Google Docs,
- c) Review of literature and articles on how Google Docs is used by teachers and students,
- d) View from Google Docs as a communication tool,
- e) Experience using Google Docs.

When considering collaboration between teacher and students, two questions were raised, (1) the steps required to get started, and (2) the limitations that exist in Google Docs.

## The following are the steps to start a teacher-student collaboration

To use Google Docs, one of the Google services, you need to have a Google account (email). That is:

Step 1. Create a Google Docs account

To create a Google account <https://www.google.com/> we write to the browser. In the resulting browser window, select the following (Figure 1). And fill in the resulting registration form. However, it is better to create a Gmail mail account to use all Google tools, as this will automatically allow you to use Google Docs and other Google tools as well. The login and registration page is done as shown in Figure 2 below.

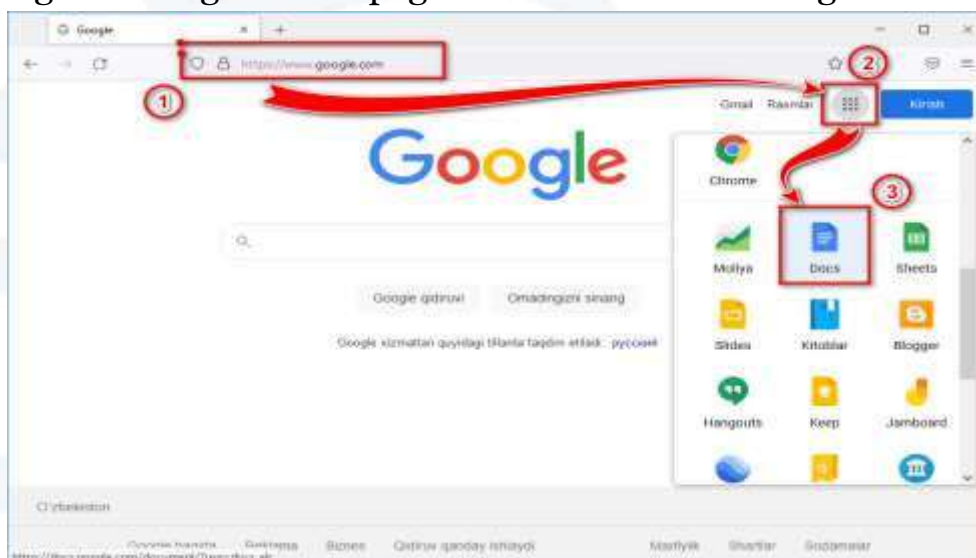





Figure 1. Google services. ① browser <https://www.google.com/> type and press the ENTER key on the keyboard. ②  - select this icon and from the generated context window ③ We choose Docs.

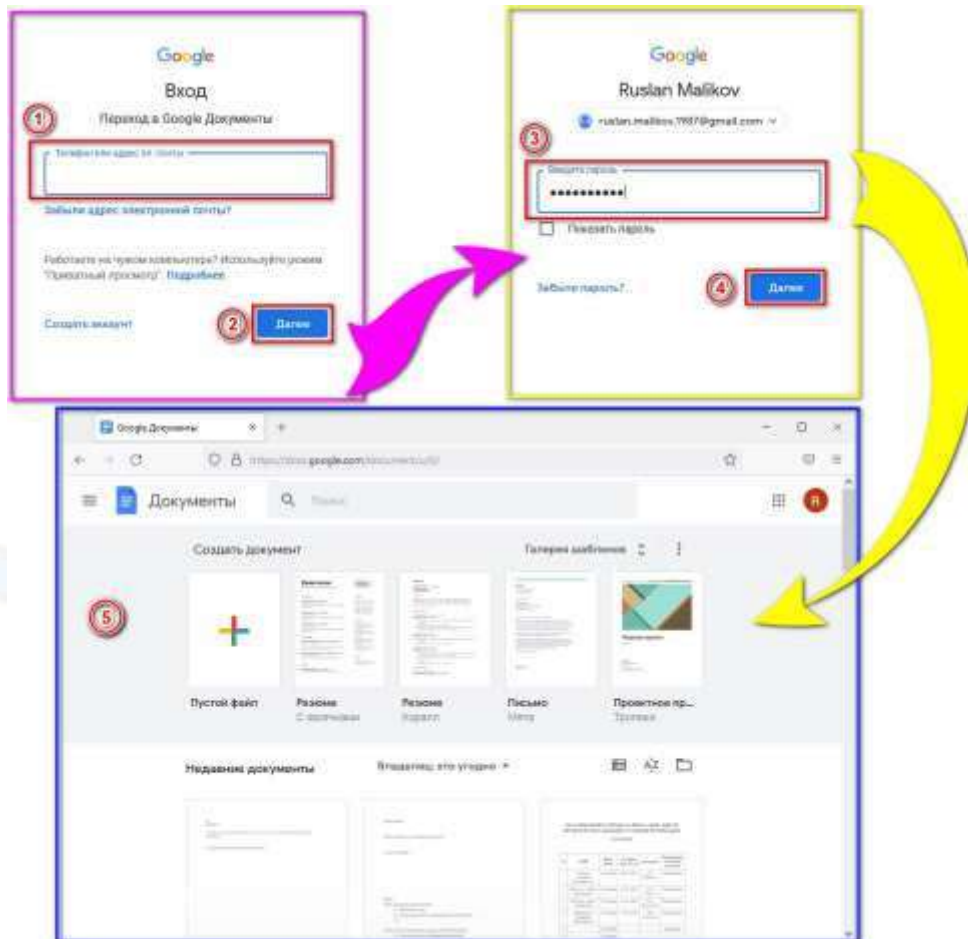


Figure 2. Google docs document. ① - enter Gmail, ② press the button, ③- enter the Gmail mail password, ④ press the button, ⑤ - Let's go to the mirror.

The homepage has hyperlinks that allow the user to view each of the Google Docs tools in more detail or watch videos. [www.youtube.com](http://www.youtube.com) can be learned by watching the site.

## Step 2. Create your Google Docs document

From Figure 3 to create a document ① from the document creation section, ② select a blank file document, ③ The next step will open the resulting Google document window.



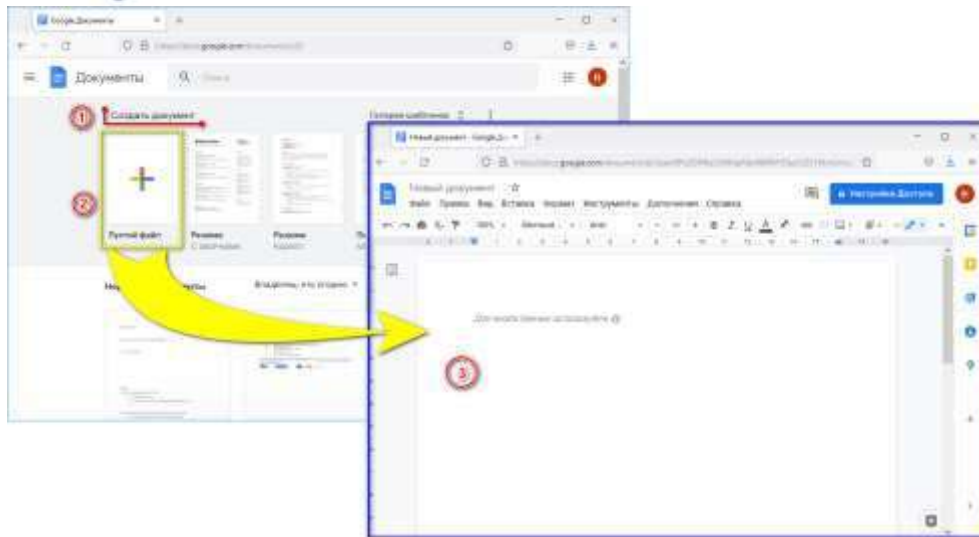


Figure 3. The process of creating a Google document file

An anonymous document appears when you select a document in the popup menu. An anonymous document in Figure 4 ① Move the mouse pointer to the section named **НОВЫЙ ДОКУМЕНТ**, left-click and give it a new name. The next step is to start writing. Since this collaboration involves multiple editors, it is recommended that a task be organized for them. How to organize a writing task? The question arises. To do this, first, create a table for your document.

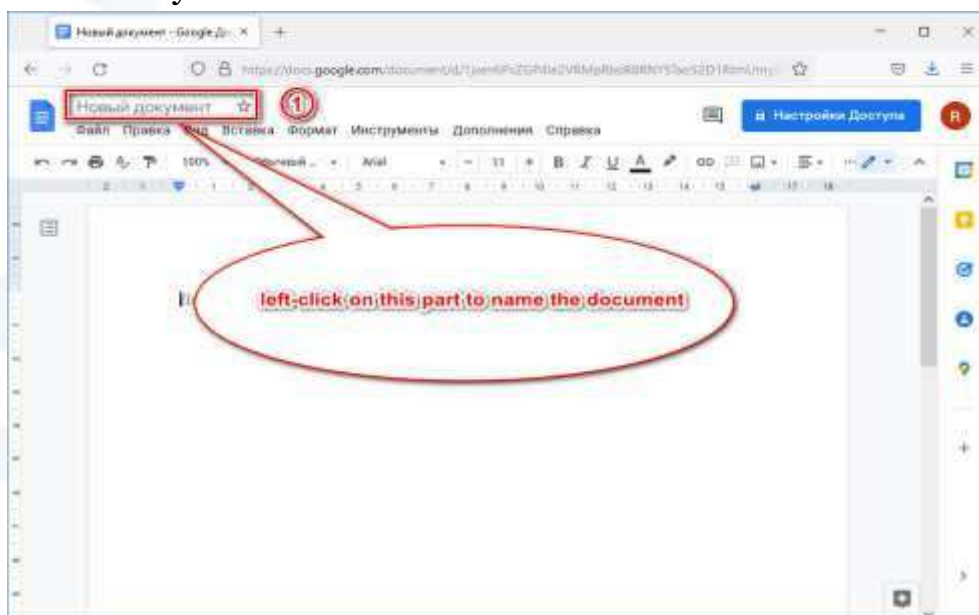


Figure 4. Name the Google document.



Create a table title in the following view: Table 1

No	Student's picture	Student's full name	Year of birth of the student	The direction you choose	Group	Residence address
1.						
2.						
3.						

After scheduling the schedule and assigning each editor an assignment, the document can look like this:

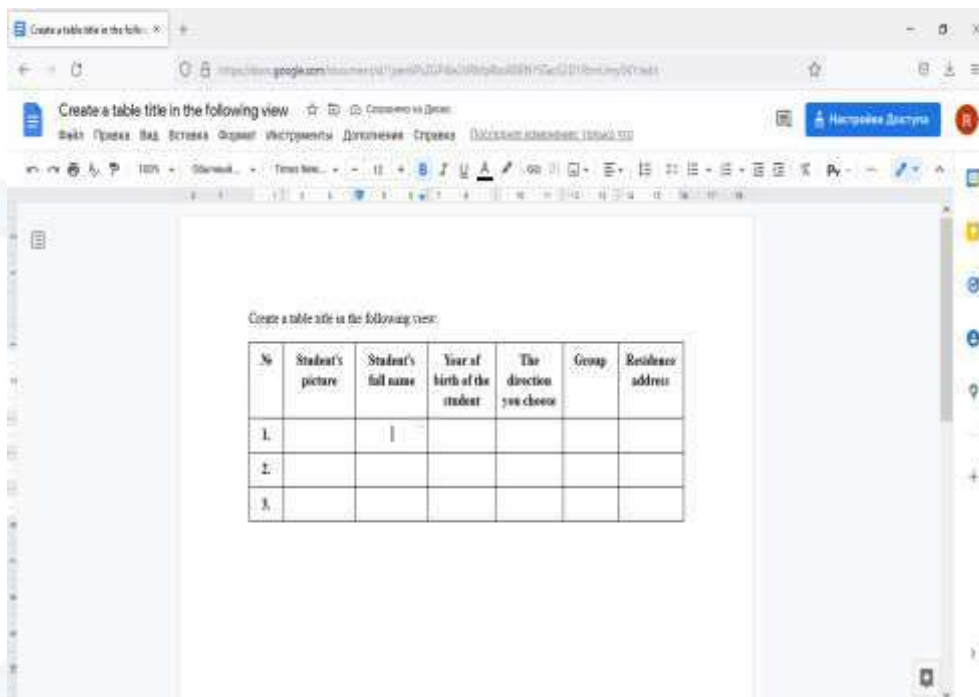


Figure 5. A Google document has been prepared

Step 3. Allow students to collaborate with the teacher

This step is to give students access to the document. In Figure 6 below ① Select the **Настройки доступа** button, ② the following window will open as a result. From this window, you can cooperate by sending an address to e-mail and other messengers.

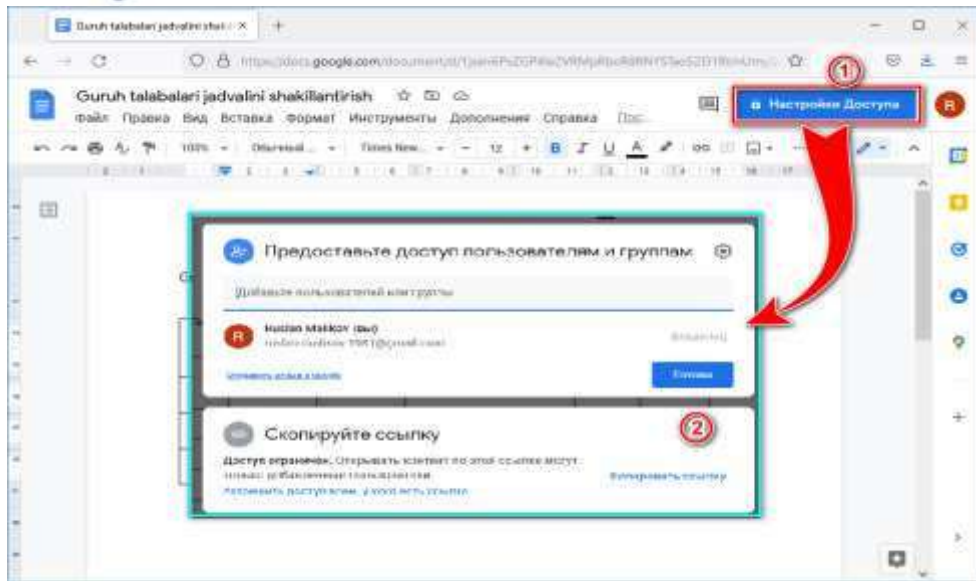


Figure 6. Allow window for partners

The first option requires you to write multiple emails to establish a collaboration using email. That is in Figure 7 ① left-click on the section, ② a list of emails appears and a group is created by selecting the desired email. Then, the edit section is selected.

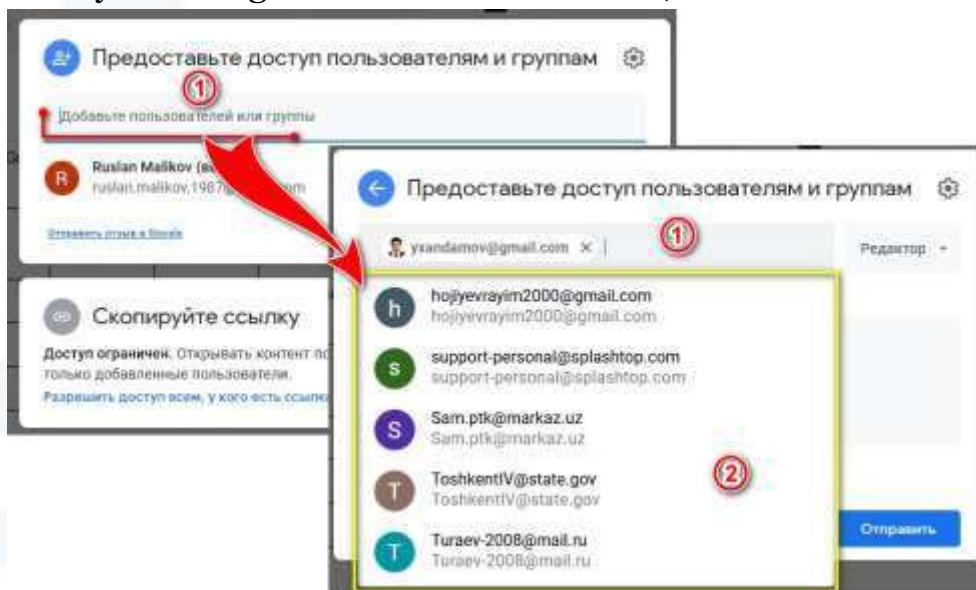


Figure 7. Add emails

The second option is done by dropping the address to the groups on the messengers. It is shown in Figure 8 below ① Разрешить доступ всем, у кого есть ссылка select the item, ② we choose Edit Редактор for all and ③ We can copy from the address by selecting the ③ Копировать ссылку. And we open one of the messengers and drop the address (Figure 9).

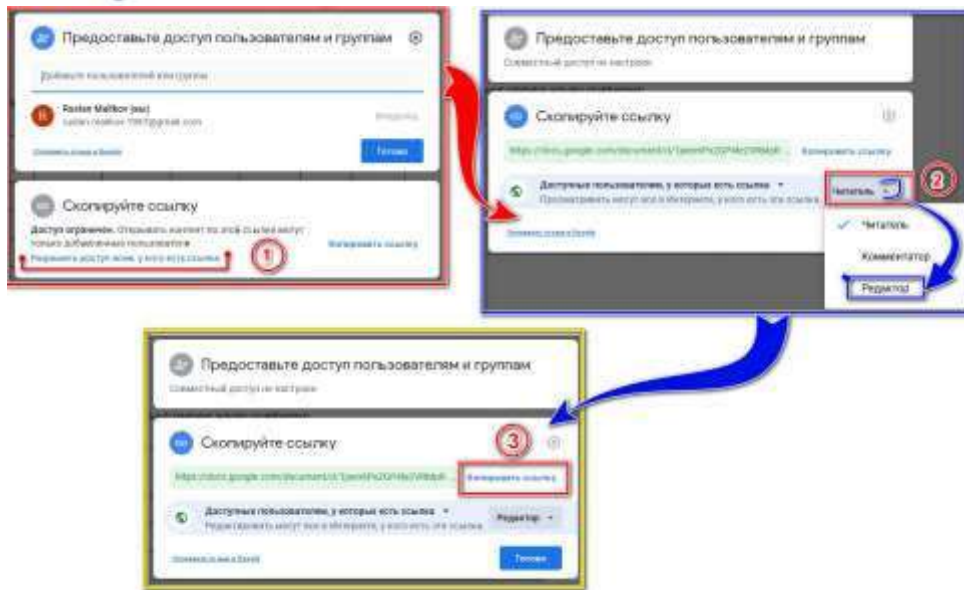


Figure 8. Allow groups

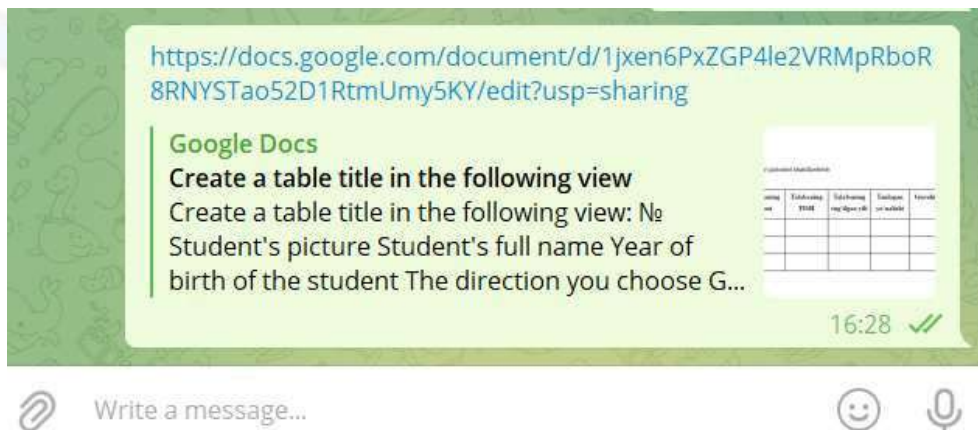


Figure 9. Throw the address to the group in the telegram.

The next step is to invite others. You can share them or collaborate with them. Collaboration means allowing students to edit a document.

Make sure each of the partners knows which section of the document the students should contribute to. Partners can edit the document anytime and anywhere as long as there is an internet connection. If partners are editing at the same time, you can easily see what they are writing. Each of the partners is identified by a colored flag as shown in Figure 10 below.

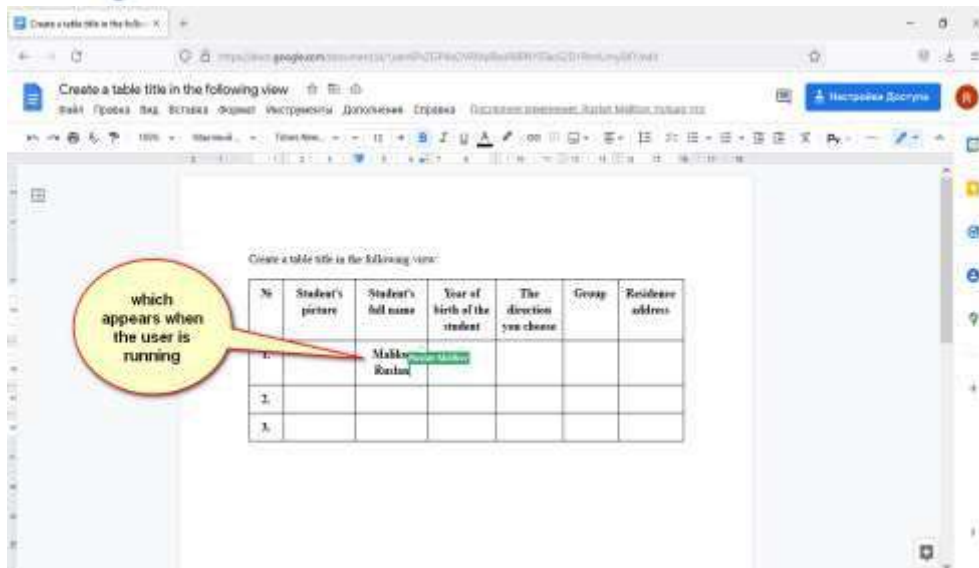


Figure 10. You can see who writes in the Google document.

As you write, you can collaborate with other students by clicking the arrow in the upper right. There is a chat room where you can ask questions or give feedback to other partners who are writing. This allows all teachers and students to work together, and multiple users can edit a single document at the same time.

The document can be downloaded in pdf, Word, Html and other formats as shown in the following figure:

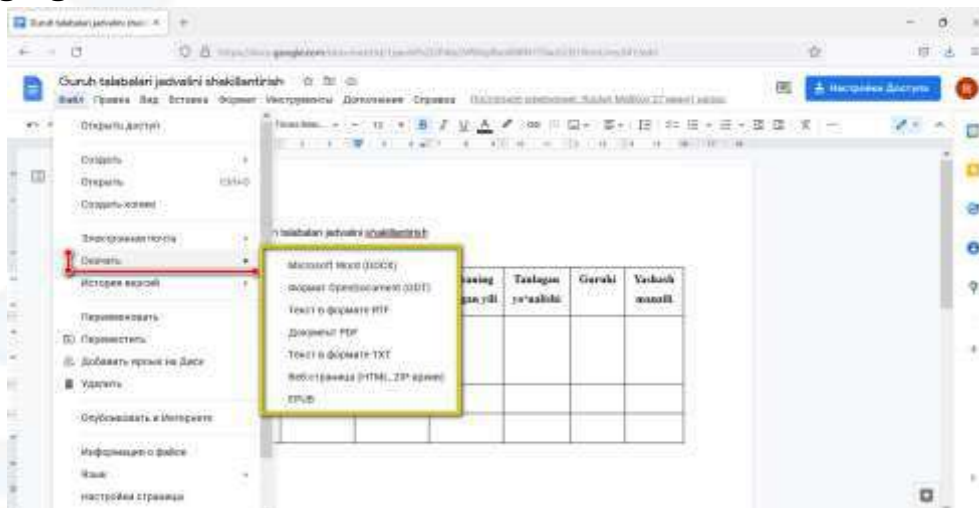


Figure 11. Download the document.

If you decide to save the document on your PC, download options are available. If the document is in Word format, you can now attach the document to your email and send it for publication.

If you want to share a document with others, it's best to invite them as a viewer. To do this, you just need to click on the blue "Allow" button and enter their emails in the "read" mode field.



## Conclusion

To develop students' creative abilities, to encourage them to make non-standard solutions along with ready-made standard solutions to problems, to reveal students' inner feelings and encourage them to think logically, to compare them, to teach private analytical thinking, to form students' intellectual and intellectual qualities. Google docs are used to further develop the direction.

The advantage of using Google Docs is that you can edit, save and create documents through your web browser, even if you are not connected to the Internet. This can help you if you need to do any work while traveling. The changes you make will be saved and synchronized when you return online.

Google Docs is a useful collaboration tool that teachers and students can use. It offers a more effective means of collaboration through email and messengers. In addition to collaborating in writing multi-author papers, teachers can use Google Docs to monitor student research papers. To do this, you need to create a Google Docs document for each student, that is, for each group. Alternatively, you can ask your students to invite you to share a document to see how the recording goes.

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## THE IMPORTANCE OF MEDICAL-PSYCHOLOGICAL, PEDAGOGICAL, CORRECTIONAL-EDUCATIONAL WORK FOR LOGOPED STUDENTS

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### Annotation:

Logopedists are created a service that provides psychological, medical and pedagogical assistance to students with disabilities, which manages the student throughout the entire educational period. The escort service includes specialists: teacher-defectologist, teacher-logoped, music director, instructor Physical Culture, head nurse and pediatricians of the Polyclinic by the teacher psychologist, educators and medical staff attached to the kindergarten.

**Keywords:** Logoped, reader, psychological, medical, defectologist, polyclinic, head nurse and pediatricians, psychological and pedagogical.

### Introduction

The system of complex psychological, medical and pedagogical support of students health in the process of education of disabled people. Psychological and pedagogical support of a disabled student can be considered as a complex technology of psychological and pedagogical assistance and assistance to the student and parents in solving the problems of development, education, upbringing, socialization by specialists of different levels. coordinated procedures. For this category of students, it is necessary to ensure effective integration of disabled students into the educational class in order to carry out information and educational, explanatory work on issues related to the specific characteristics of the educational process, with all participants of the educational process-students and their parents (legal representatives), teachers.

Comprehensive study of the pupil, the choice of the most optimal working methods for the pupil, the selection of the content of education is carried out taking into account the individual psychological characteristics of the pupils.

The main areas of work of the escort service during the entire period of study in groups with disabilities:







1. Diagnostics of cognitive, motivational and emotional-willed spheres of the personality of students.
2. Analytical work.
3. Organizational work (the creation of a single information space for the kindergarten of students, aimed at all participants in the educational process - the holding of councils of senior and junior teachers, educational meetings with representatives of the administration, teachers and parents)
4. Works in consultation with teachers, students and parents.
5. Profilactic work (implementation of programs aimed at solving the problems of interpersonal interaction).
6. Correction-development work (individual and group lessons with students).

Combining the efforts of various specialists in the field of psychology, medicine, pedagogy and Correctional pedagogy provides a psychological and medical pedagogical help system and effectively solves the problems of a student who is deficient in speech and is delayed. mental development.

Forms of teaching, content and implementation plan The development of speech, thinking and correction of its shortcomings, which is a priority for all students of compensatory orientation groups aged 5-6 and 2-8 years, are group and individual lessons. The theme, purpose, content, and methodical location of the lessons are determined according to the programs: development work "- N.V Nishcheva "Corrective Developmental Education and Training" E.A. Ekjanova, E.A. Strebeleva "Teaching and educating students with developmental disabilities" S.G. Shevchenko; R.D. Trigger; G.M. Cabbage; I.N. Volkova. and a speech therapist and a teacher-defectologist, a teacher-psychologist on a long-term work plan.

The planning of classes with students with disabilities is based on thematic and concentric principles. Thematic printsip the organization of cognitive and speech materials, the lesson offers not only the choice of a linguistic (or colloquial) topic, but also the study of the object world around the pupil. This will allow a close relationship in the work of all the teachers of the group. Opening the topic here are lessons of different types: acquaintance with the outside world in the classroom, speech, drawing, modeling, application, design, in games. Part is performed by a speech therapist, part by a tutor, so the tasks that are put and solved during the reading at the same time are closely related to each other.

Corrective and educational work is carried out systematically and regularly. The knowledge, abilities and skills that the student receives in individual lessons are strengthened by teachers, specialists and parents. For each pupil of the compensation Group, an individual tambourine is formed. In it, assignments are written to





strengthen the knowledge, skills and skills acquired in the class. Given that the student is taking lessons under the guidance of parents, teachers, logoped in the notebook provides methodological recommendations for the performance of the proposed tasks. On working days, teachers work with the pupil with the help of a tambourine, on the weekend the tambourine is handed over to parents for homework. Description of special conditions of training and upbringing of disabled students psychologist-pedagogical assistance: provision of differentiated conditions (optimal mode of course loads) provision of psychological and pedagogical conditions (corrective direction of the educational process; taking into account the individual characteristics of the student, the age form of working with students-Game activity, compliance with a favorable psycho-emotional regime; the use of modern pedagogical technologies), including information, computer technologies for the optimization of the educational process, increasing its effectiveness;

Provision of specialized conditions (putting in place a set of special educational functions intended for disabled students; introduction into the educational content of special departments aimed at solving the problems of students who do not exist in the educational content of their peers, which are normally developing; educational and methodological tools aimed at the special educational needs of students, specialized educational and correctional programs; ; complex influence on the student, conducted in individual and group Correctional classes); provision of health conditions (health and protective regime, strengthening physical and mental health, prevention of physical, mental and psychological overload of students, observance of sanitary and hygienic rules and norms); ensuring their participation, regardless of the severity of their violations in the development of disabled students. Spend their cultural, entertainment, sports and wellness and other leisure time together with ordinary developing students; develop a system of teaching and educating students with complex disorders of mental and (or) physical development.

Important in carrying out correctional work. Correctional work is carried out by qualified specialists with specialized knowledge and teachers who have completed compulsory course work or other vocational training within the framework of the specified topic. For the purpose of developing a basic educational program of Primary School students with disabilities, correcting deficiencies in the physical and (or) mental development of students:

1 speech therapist teacher, 1 teacher-defectologist 1 educational psychologist, 2 musical directors, 1 physical education teacher.





Educational-didactic material, special educational weapons, educational-game and didactic materials, multimedia, audio and video - further sections systematized by materials for collective and individual use:

Development of speech and correction of its shortcomings. Albums, means of verification of speech therapy. Visual materials on lexical topics. Preparation for teaching literacy. Development of cognitive psychological processes. Improve precision and overall motor skills. The mechanism of interaction of teachers, specialists in correctional pedagogy, medical personnel in the development and implementation of corrective measures. educational class other organizations specializing in the field of family and other institutions of society. Internal communication mechanism:

An important role is played by the interdependence of educators from all areas of the teacher's work-logoped, teacher-defectologist, teacher-psychologist and corrective groups-in correcting the development and mental retardation of the general speech of Primary School students. Of great importance is the work of the musical director and the director of physical education with them. Irga the need for such interaction arises from the characteristics of students with disabilities.

In compensation-oriented groups with TNR and DPR, in the construction of a system of moral Correctional works, the joint activities of specialists are planned so that teachers build their work with the reader on a general basis. pedagogical principles are not individual, but complement and deepen the influence of each.

The model of Correctional-educational activity is an integral system. Purpose-to organize education ethics correctional work in the classroom focuses on the development of students with disabilities and includes the following.

- Pupils with speech disorders (general speech is not developed, phonetic-phonemic is not developed);
- Students (constitutional, somatogen, psycheogen);
- \* Pupils with impaired form of organic Genesis behavior (hyperactivity, Attention Deficit Disorder);
- \* Students with cerebral palsy;

The purpose of the correctional work: systematization, generalization and enrichment of corrective and developmental educational content for disabled students in the primary school. Functions:

1. To enrich the social experience of the disabled student and create conditions for his / her comprehensive development for a harmonious inclusion in the peer community;





2. Form cognitive processes and stimulation of mental activity; assimilation and enrichment of knowledge about nature and society; cognitive interest as a means of cognition and the development of speech.
3. Improvement of the functions of the organizing organism, development of motor skills, subtle hand movement, visual-spatial coordination.
4. Ensure optimal access of disabled students to social life.
5. Formation of aesthetic attitude to the world in students, collection of aesthetic reflections of images, development of aesthetic taste, artistic ability, development of various types of artistic activity. The content of the correctional work is determined by the following principles: respect for the interests of the reader. Principle determines the position of specialists designed to maximally solve the problem of the student, taking into account the interests of the student.

**Compliance.** This principle ensures the unity of diagnosis, correction and development, a systematic approach to the analysis and correction of defects in the development characteristics of disabled students, as well as a comprehensive multi-stage approach of specialists of different levels, the interaction and consistency of their actions in solving the problems of the student; participation of all participants in the educational process in this process.

**The lack of privacy.** The principle guarantees the reader and his parents (legal representatives) the continuity of assistance until the problem is solved or the approach to its solution becomes clear. The recommended nature of help. This principle ensures compliance with the guaranteed rights of parents (legal representatives) of disabled students with the law on the protection of the rights and interests of pupils, including mandatory coordination with parents (legal representatives) of the issue of sending (transferring) disabled students. combined focused groups. Workplaces the program of correctional work in the primary class includes interrelated areas. These routes reflect its main content:

**Diagnostic work** provides timely detection of students with disabilities, comprehensive examination and preparation of recommendations for their presentation psychological and pedagogical assistance in the conditions of a medical - educational class;

**Correctional-educational work** provides timely specialized assistance in mastering the content of education in the primary class and correcting the shortcomings of students with disabilities, contributes to the formation of communicative, regulatory, personal, cognitive skills;

**Advisory work** provides continuity of special assistance to disabled students and their families in the implementation of psychological pedagogical conditions





training, training, correction, development and socialization of students; information and educational work is aimed at clarifying work on issues related to the peculiarities of the educational process for disabled students, their parents (legal representatives) and pedagogical staff.

A distinctive feature of the composition diagnostic work includes the following:

Timely identification of disabled students;

Analysis of the causes of early (from the first days of the student) developmental defects in the diagnosis and adaptation difficultchiliklar;

Gather broad coverage information about the reader based on diagnostic data from specialists in various fields;

Determination of the level of the zone of real and proximal development of a disabled student, its reserve capacity;

To examine the development of the emotional and personal characteristics of students;

To examine the social status and conditions of development family education students with disabilities;

To examine the adaptation ability and socialization level of the disabled student;

Systematic multilateral control of specialists on the level and dynamics of Student Development;

Analysis of the success of Correctional-educational work. Correctional-upbringing work includes the following. The choice of methods of correctional programs and methods of teaching, which are optimal for the development of a disabled student in accordance with his or her special needs; it is desirable to organize and conduct by specialists of individual and group Correctional-educational lessons, which are necessary for the elimination of Developmental Disorders and educational difficulties.

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## THE STATE OF THE USE OF THE MODEL IN THE FORMATION OF WORK SKILLS OF MENTALLY RETARDED STUDENTS BASED ON THE USE OF COMPUTER SOFTWARE

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### Annotation

This article should focus on the process of managing the educational process, the continuous study of how students use the information technology offered to them and integrated into the course, and the direction of their actions, as well as the specific aspects of using the model based on scientific approaches.

**Keywords:** mental retardation, Information Technology, Training Program, educational process, intensification, activation

### Introduction

The actual course of the educational process in practice may differ from that proposed. The management of the educational process should consist of continuous learning of how learners use the information technologies offered to them and integrated into the training course, and directing their actions in the right direction. This needs to happen in real time so that the problems that arise can be identified and resolved in a timely manner, without losing the additional opportunities that information technology opens for learners. We are not talking about drastic changes in self-learning, but the identified serious shortcomings will undoubtedly require additional analysis and revision of the principles of integration of information technology into the educational process for future use.

It is necessary to study the real achievements of computer software technology in the final stage and answer the question of how effective the use of information technology is.

The stated educational process can be expressed in the form of a model given on a conceptual basis for the formation of labor skills in the application of computer software technologies.

The system of modeling the process of integration of information technology in the educational process of the use of the model of the formation of work skills of mentally





retarded students based on the use of computer software is expressed. We will discuss in detail the controls and control transmission features of this system.

It is natural that the integration of computer software technologies into the educational process should be fully manageable. This implies that there are control elements that affect all stages of the model, not administrative management. By quality assurance, we mean not only the achievement of a certain level of knowledge, but also the efforts at all stages of integration to achieve the set goal. The educator must determine the topics to be used in the use of the computer program, and in choosing a specific form of education or a specific software tool, each time focusing on a decision that is closer to the goal: this is what process management is all about. Since learners are active actors in the learning process, it is natural to include learners' motivations for using information technology in the category of control elements of the model. The potential opportunities for learner motivation can influence the progress of all stages.

The integration process under consideration is never assumed to be one-way. The sequence of actions described will be the basis for a scheme to be carried out in practice, which may eventually turn out to be more complex. At many stages of the process, a situation may arise in which previous decisions need to be overturned or reconsidered. Such recursion (from Latin *recursio* - return) should not be taken as a definite problem, it is just a natural, even positive feature of the structure under consideration.

This feature of the use of the model reflects the component of the process of integration of information technology in the educational process and its nonlinear nature, ensuring that recursions are not violated in the management of the educational process within the general principles.

In short, the work program in the computer classroom should be built not in terms of the capabilities of computer technology, but in accordance with the stage of development and specialized special education of the child. A computer class is a natural element in the formation of work skills in the entire education system in this meaningful field.

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## WAYS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SPEECH THERAPISTS

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### Annotation

The content of the components of the socio-pedagogical competence of the future speech therapist and the socio-personal component of the socio-pedagogical competence of the future speech therapist. Recognition of the value of the personality of a pupil with a speech disorder requires the motivation of a speech therapist to socially oriented activities. This component includes the content, motives, goals and needs of a speech therapist in the actualization of socially oriented activities. The component implies the formation of qualities and features, such as: openness and sociability, responsibility, initiative, self-confidence, creative imagination, flexible social thinking and behavior, psychological stability in unexpected life situations, psychological state, purposefulness in working with socially unprotected, problem children, as well as children with systemic speech disorders.

**Keywords:** speech therapists-bachelors, social adaptation of children with developmental disabilities, psychological state, purposefulness in working with socially unprotected, problem children, systemic speech disorders.

### Introduction

In recent years, the republic has created a regulatory framework for the successful socialization of people with disabilities, personal development, and training of speech therapists-bachelors. The material and technical base of higher educational institutions was developing. In the Strategy of Actions of the President of the Republic of Uzbekistan for the further development of the Republic of Uzbekistan, special attention is paid to: "strengthening social protection of vulnerable segments of the population and state support for the elderly and persons with disabilities." As a result of the implementation of these reforms, the system of social adaptation of children with developmental disabilities to a full life, providing them with medical and pedagogical assistance, is being improved.





The introduction substantiates the relevance and relevance of the topic of the dissertation, outlines the degree of study of the problem, defines the goals and objectives, as well as the object and subject of research, indicates the correspondence of research work to priority areas of development of science and technology, and also provides information about the scientific novelty of the research, the reliability of the results, theoretical and practical significance, implementation in practice, publication of the results, the structure of the work.

Future speech therapists, analysis of opportunities for the development of socio-pedagogical competence of future speech therapists. The components of the socio-pedagogical competence of the future speech therapist, the motivation of the socially oriented activity of the speech therapist, the content, goals and needs of the actualization of his socially oriented activities are highlighted.

The level of socially oriented correctional and pedagogical activity determines socio-pedagogical competence, integrates the entire system of professional knowledge of a speech therapist and plays an important role in his overall professional competence. Voluntary scientific theory is based on its conceptual component. To determine the essence of the socio-pedagogical competence of the future speech therapist, it is necessary to analyze the content of the main complementary concepts, such as "competence" and "professional competence of a speech therapist".

The analysis of the author's works of all authors showed that there is a commonality in the interpretation of the concept of "professional competence of a speech therapist". This is the presence of internal motivation for the high-quality performance of their professional activities and an approach to their work as a value. That is, as the authors point out, this is not just a collection consisting of different levels and necessary descriptions, but a generalization, an extended system, a specific module.

The professional competence of the speech therapist ensures the effective implementation of corrective activities and demonstrates the versatility of speech therapy activities. The analysis of scientific approaches to the concept under study shows that the professional competence of a speech therapist is a complex product formed on the basis of theoretical knowledge and practical skills, personal qualities and social experience, a certain ability to solve various professional tasks aimed at correcting speech disorders and increasing the social potential of children with such disorders - diagnostic, methodological, psychological, correctional, social and others. The presence of important special methods of social interaction: flexibility and the ability to empathize. Professionally important personality traits are always considered socially significant, besides these traits are important for every speech therapist. It turns out that the important qualities of the future speech therapist are the main





conditions for the development of his socio-pedagogical competence.

The rules that can be used to determine the pedagogical conditions for the development of socio-pedagogical competence are to ensure the development of a person through the organization of his practical activities; to provide a coordinating function for managing the process of forming socio-pedagogical competence; to form a personal perception of professional activity in a future speech therapist.

Taking into account the complex, integrative properties of the concept of "socio-pedagogical competence", as well as the results of the analysis, the structure of the socio-pedagogical competence of the future speech therapist was determined as the interaction of four components: socio-personal, cognitive, professional and analytical-reflexive.

The cognitive component of the socio-pedagogical competence of the future speech therapist. At the level of the cognitive component, the orientation of knowledge of persons with speech disorders is formed, as well as on the personality of the person being brought up, its values and positive qualities. This orientation increases the activity of all cognitive processes of future speech therapists, the ability to analyze the behavior of speech therapists, the ability to see the motives of this behavior, the ability to see themselves, their activities through the eyes of children. This component includes socio-pedagogical knowledge.

The professional component of the socio-pedagogical competence of the future speech therapist. It is based on socio-pedagogical professional skills and competencies based on a system of specialized knowledge, forms a set of professional skills and allows a future defectologist to know: substantiate the social significance of his profession; analysis of socially significant problems and processes; design, formulation and regulation of interaction of specialists in solving social and professional tasks; organization of joint activities and interpersonal interaction of subjects of the educational environment; perform professional duties in accordance with the principles of professional ethics; self-diagnosis, independent learning and self-education; mastering: methods and technologies for solving socio-pedagogical tasks, methods of interaction of specialists in various organizations; the ability to plan their work and set socially oriented tasks; analysis of the results of pedagogical activity; acquisition of work experience: solving social professional tasks in cooperation with other specialists; studying various methods, techniques and techniques of pedagogical activity. The professional-activity component of socio-pedagogical competence allows the future defectologist to find adequate ways of behavior in various unexpected situations.





The complex of components of socio-pedagogical competence enables the future speech therapist to achieve a level of support for successful professional activity and personal self-realization.

Development of socio-pedagogical competence of future speech therapists and implementation of the mechanism of technology development, when modeling the process of development of socio-pedagogical competencies of future speech therapists, the structure of correctional and pedagogical activity is taken into account. When forming the basis for the development of socio-pedagogical competence of future speech therapists, students' scientific knowledge plays a leading role. Also, in research, practice serves in a broad sense as the cognitive basis of the entire life of human society, is considered a source of scientific knowledge, its driving force.

Studying practice in a narrow sense, T.A. Kryukova shows that practice is a form of education based on a certain theoretical basis, giving practical information about the laws and principles of professional activity. The peculiarity of this form of education is that it is identified with professional activity. Pedagogical practice is carried out in conditions close to the conditions of independent pedagogical activity, and is classified by the versatility of tasks and relationships.

To eliminate the identified problems in the implementation of the social aspect of the correctional and pedagogical activity of the future speech therapist, it is necessary to objectively strengthen the social orientation of pedagogical practice on the basis of structural components of socio-pedagogical competence (socio-personal, cognitive, professional-activity, analytical-reflexive).

For successful adaptation, integration and positive socialization of children with speech disorders, it is necessary to understand the possibility that the socio-pedagogical competence of speech therapists can be effectively formed in the process of pedagogical practice, which contributes to the effective implementation of the social aspect of correctional pedagogical activity in an educational institution, the development of a model for the formation of socio-pedagogical competence in the process of pedagogical practice.

Pedagogical knowledge of future speech therapists consists in: knowledge of the theory of correctional pedagogy, knowledge of the features of correctional and pedagogical activity; special (socio-pedagogical) knowledge: knowledge of the theory of pedagogical activity, knowledge of the features of the correctional and educational process; methodological knowledge: knowledge of correctional and methodological work with children with speech disorders, knowledge of speech therapy methods aimed at the socialization of children with speech disorders.





In this cycle of observations, the skills of the future speech therapist were studied: gnostic, project, organizational, communicative.

**Gnostic skills:** acquisition of new socio-pedagogical knowledge to solve socio-pedagogical tasks, bringing them to mobile learning in the pedagogical process; analyze your socially oriented correctional and pedagogical activities in the system of pedagogical relations; study your own strengths and weaknesses in activities and personality.

**Design skills:** development of a detailed long-term plan of socio-pedagogical activity of a speech therapist.

**Organizational skills:** organization of interaction in a team with pupils in order to achieve a positive correctional and educational effect of the future speech therapist; organization of their activities related to solving socio-pedagogical tasks; organization of the relationship of specialists of correctional institutions of different directions.

**Communication skills** are the establishment and development of relationships with all participants of the correctional and pedagogical process in accordance with the pedagogical goal.

In the second cycle of observations, the results of students' pedagogical activity were determined by functional indicators: the presence of solid and deep knowledge in the field of socially-oriented correctional and pedagogical activity, the ability to work with attention: the formation of students' sustained interest in the study of methods of socio-pedagogical influence, students' interest in the process of cognition of professional activity, independent fulfillment of obligations in the field of socio-pedagogical organizer of professional activity; development of creative abilities of students.

**Functional indicators:** disclosure to students of the prospects of the socio-pedagogical organizer of professional activity, to contribute to the expression of their correctional and educational tasks; equipping students with methods for solving socio-pedagogical and communicative tasks in educational and extracurricular activities; formation of students' interest in socially oriented correctional and pedagogical activities; teaching control of pedagogical activity, accounting, evaluation, self-control, self-assessment, self-organization.

In the third cycle of observations, the personality characteristics of future speech therapists were studied according to the following indicators: emotional and moral orientation: justice, attention to children, respect, kindness, responsibility, flexibility; professional orientation: pedagogical optimism, creativity in correctional and educational activities.





In this study, when modeling the process of development of socio-pedagogical competencies of future speech therapists, the structure of correctional and pedagogical activity is taken into account.

The socio-pedagogical competence of the future speech therapist is a social orientation, an integrative personality quality that requires readiness to perform pedagogical functions aimed at understanding the individual and behavioral characteristics of children with speech disorders, the ability to analyze their socially significant problems and social relationships, the formation of professional experience in their upbringing, education and protection in social life.

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## TECHNOLOGY FOR DESIGNING SPECIAL EDUCATION

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### Annotation

In the technology of designing the process of special education, it is necessary to design the future course process by the teacher of the school of special education to be able to see each lesson in a holistic position and improve its effectiveness. It is of great importance for the Bunda teacher to draw up a technological map of the future lesson, since the technological map of the lesson is drawn up based on the capabilities and needs of the students who have a defect in the hearing, the nature of the subject, the subject being taught for each lesson.

**Keywords:** Design-Organization of pedagogical process, pedagogical activity, qualified pedagogue, pupil, teacher, special education

### Introduction

Design is one of the important conditions for the organization of the pedagogical process and its successful implementation.

1) analysis of the content of pedagogical activity;

2) know the results in advance;

3) tasks such as the creation of a project for the implementation of the planned activity will be performed. At this stage, surdopedagog is an independent, but at the same time a leader in the activities designed on the basis of the definition of the content, means of the educational process, in cooperation with the schoolboy who has a defect in hearing. So, the design of the pedagogical process is the creation of a project that serves to holistically express the general essence of pedagogical activity, which is organized on the basis of a project – a trinity of content – activities.

A full-fledged understanding of the pedagogical situation and a clear and correct definition of tasks is an important condition for the effective solution of the pedagogical process.

The fact that a qualified educator can see the situation in advance and strive for its goal forms the basis of the pedagogical design of the educational process.







In the pedagogical design, the pedagogical task is a holistic content, organizational-methodical, material-technical and socio-psychological (emotional, communicative, etc.)k.) it is required to provide a solution in terms.

At the stage of the design of the pedagogical process, the first problem that the educator faces is the design of the content of pedagogical activity.

The issues of effective organization of the educational process at various stages of social development, achievement of ensuring its consistency and continuity have attracted the attention of mature thinkers and advanced educators. These aspects of the organization of education and training of the younger generation are Abu Ali ibn Sina, Mirzo Ulugbek, Yan Amos Komensky. It was studied by D.K.Ushinsky, Abdulla Avloni, Hamza Hakimzadeh Niyazi, Abdukodir Shakuri and others.

The fact that the globality of information exchange, as well as the number and quality of scientific innovations taking place in the fields of Science, Technology and production, is growing sharply puts on the agenda of providing students with rapid and detailed information about them. The satisfaction of this requirement is primarily carried out in the educational process, which is a convenient, acceptable form of mastering scientific-theoretical and practical knowledge.

The purposeful, effective organization of the educational process is a direct link to the level of educational resources (curriculum, plan, textbook, manuals), as well as the level of knowledge and pedagogical skills of the educator.

In the application of new pedagogical technologies in the educational process, such issues as the perfection of the content of the educational program, the creation of textbooks and manuals on the basis of modern requirements, the service of achieving a single goal according to the theoretical and practical characteristics of the essence of the educational plan, the availability of pedagogical conditions that allow.

Another factor in the successful application of pedagogical technologies in the educational process is the pre – design of a specific, holistic educational process, the identification of the level of theoretical and practical knowledge, skills and skills acquired by students with hearing impairments, as well as the prediction of the successful outcome of the educational goal in advance.

At the same time, it is desirable to create a uniform andose that serves for the educational process, which is the most optimal design of the educational process before the scientific research institutes, public educational institutions operating in the pedagogical direction, regardless of the form, methods and means in all types of educational institutions.

Certain successes have also been achieved in this regard,to the information about which we reveal the pedagogical technology and its essence, The P.Bespalko,





M.V.Klarin, V.Slasten, M.O.Ochilov, N.Saidaxmedov. We can be informed through publications created by K.Zaripov and others.

Below we would like to express our personal feedback on the design of the educational process, relying on the theoretical views of the pedagogical scientists named above.

The development of the project of a particular training process will consist of the following stages:

1st stage. The initial stage of the design of the educational process consists in the study of the sources on the content of the subject or activity, which are included in the subject of the subject, because, getting acquainted with the collection of materials and their idea, summarizing, categorizing and rounding out the ideas put forward in them. The study of the essence of the subject of the subject of the study or the sources of the content of the activity for surdopedagog allows to provide them with detailed, exhaustive information on the subject (content of activity) that is presented to the attention of students who are deficient in hearing, to visualize the general process of Education.

The second stage is the clear definition of a single, common goal on the subject of the subject (the content of activity) of the subject of the training, the definition of private goals that are solved in small sections within the framework of the general goal, the direction of the development of tasks that should be resolved positively on the way to The precise determination of the purpose and objectives of Education surdopedagog, as well as the effective use of time in the achievement of the educational goal, the Prevention of didactic and educational problems that may arise in the educational process, the rational use of the existing conditions will lay the groundwork for the development of the educational system. The result of Step 2 is characterized by the recording of single, general and private goals, as well as tasks on the subject of the subject of the subject of the training subject (content of activity).

3rd stage. Design of the educational process is an expression from the development of the content of the educational process, relying on the objectives and objectives of the 3rd stage of Education.

The educational process makes it possible to express a set of theoretical and practical knowledge on a particular subject (content of activity), which serves to illuminate the content of the educational material. In the content of education, as well as the volume of understanding, skills and skills that should be mastered by students should also be able to express themselves. After all, the ideological perfection of the content of education is determined by the level of assimilation of certain knowledge, skills and skills by the students.





The effect is manifested in the development of conditions that ensure the assimilation of certain concepts by students, the formation of skills and abilities.

4-th stage. At the stage when the most important stage of the design of the educational process is considered, such actions as the form of training, the choice of methods and tools are carried out.

The significance of this stage is that the exact form of training, methods and tools lead to the success of the educational process. With their help, only theoretical knowledge about the subject of the subject (the content of activity) of the subject of study is transferred to the students, and by the students this knowledge is received. The designation of the form, methods and Means, which are considered the most optimal for a particular training, guarantees the success of the training process by almost 90 percent. The main essence of new, modern pedagogical Technologies is revealed at this stage. The correct selection of the form of education, methods and tools that direct students to creative research, activity, free thinking will give impetus to the interesting, rich in controversy, the emergence of creative acquaintances. In this case, the students take the initiative into their own hands, while at the expense of surdopedagog, tasks such as putting their activities in a certain direction, showing the way in difficult situations, giving advice and evaluating their activities remain.

5-th stage. In the next (fifth) stage, the volume of knowledge, skills and skills is expressed by the students. It is determined by the amount of time that is determined enough to be mastered, that is, it is determined by how long the specific understanding, skills and skills on a particular subject can be mastered by the students.

Stage 6. At the sixth stage, a system of exercises (assignments) is developed. To attach special importance to the effectiveness of the system of exercises (assignments) developed as a result of the phase talabi is the main condition of this phase.

It is desirable to divide the exercise system developed at this stage into the following groups:

- a) exercises that must be solved (solved) by students in the process of training;
- b) exercises (homework), which are planned to be performed under extracurricular conditions.

The exercises that are being brought to the attention of the students should complement each other, be able to earn interrelationadorlik, attachment and, most importantly, evolutionary feature.





Stage 7. At the seventh stage of the design of the educational process, tasks such as the control of the overall activities of students and the development of a test system are carried out.

The development of a test system that is theoretically and practically correct allows students to master certain concepts on the subject, as well as to accurately and objectively determine the levels of their ability to formulate practical skills and skills. In the development of the test system, it is desirable to give importance to the fact that the tests are consistent, continuous and in harmony with each other.

8-th stage. The final stage of the design of the educational process is completed by the application of the created project (template) to the educational process, the study of the final level (effectiveness) of the educational process.

At this stage, the general condition of the educational process, achievements and inadmissibility, the reasons for their occurrence, are analyzed. In the queue, measures are established that are aimed at preventing deficiencies that occur in the process of training.

As it is clear from the expressed opinions, there is a certain consistency between the tasks that are carried out at each stage, which makes it possible to effectively organize the educational process.

Achieving a thorough completion of each case in the design of the learning process leads to ensuring the success of practical activities.

Drawing up a technological map is not an easy task, because for this surdopedagog should be aware of general and special pedagogy, psychology, private methodology, pedagogy and Information Technology, and also know a lot of methods and methods. The fact that each lesson is colorful, interesting depends on the projected technological map of the previously carefully structured lesson.

Drawing up the technological map of the lesson in what form (or form), it depends on the experience, the purpose and discretion of the teacher. No matter how the technological map is drawn up, it is necessary that the course process is reflected in a holistic form, as well as a clearly defined goal, task and guaranteed result, the technology of the organization of the course process is fully expressed. The structure of the technological map prevents surdopedagog from writing an expanded outline of the lesson, since on such a map all aspects of the course process as well as the activities of the teacher and the reader are reflected.

In conclusion, at present, pedagogical technology is not considered as "research in the field of technical means of teaching or the use of computers, but rather it is a study aimed at determining the basis of the educational process and the development of





ways to improve the educational process by analyzing, developing and applying methods and materials, as well as evaluating the methods.

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## WAYS TO OPTIMIZE CORRECTIONAL AND SPEECH THERAPY WORK IN A GENERAL EDUCATIONAL INSTITUTION

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### Annotation

It is known that speech disorders complicate the process of a child's entry into society, hinder the successful communication of a child and the mastery of cognitive processes, since speech is the central link in the formation of ideas and concepts, in the child's mastery of the written form of speech. As a reaction to the defect, the child may have a negative impact of defective speech on the formation of the character, the psyche of the child. All of the above provides a basis for confirming the relevance and necessity of organizing preventive work to prevent speech disorders and correctional speech therapy to correct the identified defects and age-related imperfections of the child's speech development.

**Keywords:** speech development, goals, tasks, conditions for speech development  
The speech development of a child is one of the urgent tasks of modern preschool education. Prevention of speech disorders in younger children...

### Introduction

Relevance of the study. The current state of health of the children's population and unfavorable social processes necessitate early diagnosis, propaedeutics and correction of developmental disorders of children by medical and pedagogical workers. The massive disadvantage in the development of children (including speech) makes it necessary to train a special educator with the inclusion of elements of correctional and pedagogical work in the sphere of his practical activities in a preschool educational institution (pre-school). Literature data from different years indicate a significant prevalence of speech disorders in preschoolers in mass kindergartens. So, F.A.Rau noted that in many preschool institutions, the number of children with speech defects exceeds 50%. V.I. Seliverstov, according to the NA data, determines the number of preschoolers with speech disorders in 40% of the total number of pupils.

I.I.Demina, having studied the state of speech of more than 4 thousand preschoolers, identified 24.7% of children with speech disabilities. The results of checking the speech of 282 thousand schoolchildren under the guidance of M.E.Khvattsev testified that 10.7% of pupils had violations of oral and written speech; among older





preschoolers - about 25% of children with oral speech and voice deficiencies. N.V. Novotortseva noted that 59% of pupils of preschool age 5 did not have sufficient verbal readiness for school.

The educator is the central link of the pedagogical process, accordingly, his qualified supervision can provide invaluable information about the speech development of children both for their own correctional and speech therapy work, and for specialists to whom the educator, if necessary, directs the child. Interaction with a speech therapist and a family of preschoolers is an important aspect of the educator's work and one of the conditions for its effectiveness.

Timely elimination of speech defects is extremely important for the overall development of the child, because a speech defect, whatever its degree of severity, never exists by itself (L.S. Vygotsky). In the process of mental, moral, aesthetic, physical and labor education of a child in preschool and in the family, it is necessary to correct and develop significant personal qualities in a speech therapist child, to form skills of adequate social behavior, etc.

E.B. Ageeva, L.A. Golovchits, L.R. Davidovich, G.F. Kumarina, R.I. Lalaeva, S.N. Sazonova, V.I. Seliverstov, O.A. Stepanova, T.A. Tkachenko, T.B. Filicheva, M.F. Fomicheva, M.E. Khvattsev, N.A. Cheveleva, G.V. Chirkina, S.N. Shakhovskaya and others dealt with the issues of training teachers to work with children with speech disorders. The research emphasizes the great responsibility of kindergarten teachers for the formation of the correct speech of pupils, the necessity and obligation of speech therapy training of educators, because "inept elimination of some speech defects can cause the appearance of others" (M.E. Khvattsev). The role of the family in the speech development of children, timely correction of speech disorders is also defined as one of the leading ones. However, the literature data on the experience of preschool institutions indicate insufficient competence of teachers and parents of children in matters of speech development and correction of speech disorders.

At present, there is definitely a contradiction between the large number of children with speech disorders in preschool of a general developmental type and the insufficient participation of educators and parents in the process of overcoming the shortcomings of children's speech.

This contradiction defines the problem and the purpose of our research, namely, to identify ways to improve the correctional and speech therapy competence of educators and parents in the process of organizing speech therapy work in a general educational institution.

The object of the study is the process of participation of educators and parents of children in correctional speech therapy work in a general educational institution.





The subject is the professional readiness of educators to work with children with speech disorders, the pedagogical competence of parents and their interaction with a speech therapist as a condition for improving the effectiveness of the correctional and speech therapy process in a general educational institution.

The hypothesis of the study. We assumed that there are a large number of children with speech disorders in the general developmental preschool, which require complex correctional and speech therapy. Educators and parents of children do not have sufficient theoretical knowledge and practical skills to interact with a speech therapist. The activation of the activities of teachers-educators and parents in the process of correcting speech disorders in preschoolers with an increase in their special methodological training will increase the effectiveness of complex correctional speech therapy work

In accordance with the purpose and hypothesis of the study, the following tasks were determined: to conduct a theoretical analysis of the problem; to conduct a screening study of the prevalence and variability of speech disorders in preschoolers in mass educational institutions; to analyze the level of speech development of children of the sixth year of life (experimental group) attending a general developmental preschool; to identify the level of professional readiness of educators to work with speech therapists; during the experimental study, to determine the nature of pedagogical interaction of parents with preschoolers with speech disorders; to develop and test the technology of training preschool education specialists and parents of preschoolers to interact with a speech therapist in the process of correctional work.

The methodological basis of the work was formed by L.S.Vigotsky's ideas about the complex structure of developmental disorders resulting from primary and secondary defects; about the maximum use of sensitive periods of development (R.E.Levina, V.I. Lubovsky, etc.); about the correctional orientation of the educational process (V.I.Seliverstov, T.A.Tkachenko, T.B.Filicheva, G.V.Chirkin, etc.); about early medical, psychological and pedagogical correction of defective function (L.V.Kuznetsova, R.E.Levina, L.I.Plaksin, V. I.Seliverstov, E.A.Strebeleva, N.D.Shmatko, etc.).

A set of complementary research methods was used to implement the tasks set! organizational (comparative, longitudinal, complex, cross-section method); empirical (observation, psychological and pedagogical experiment); psychodiagnostic (testing, diagnostic tasks, questionnaires); collection and analysis of anamnestic data, study of medical and pedagogical documentation; interpretive and mathematical-statistical methods (using the Mann-Whitney U-test).

Provisions submitted for protection:







1. A large number of children with various speech disorders are spontaneously integrated into a general-development preschool.

2. The level of readiness and pedagogical competence of preschool teachers and parents of children in most cases are insufficient for effective correctional and speech therapy work in the conditions of a general developmental preschool. 3. Improving the methodological literacy and readiness of educators and parents to participate in correctional speech therapy work in motivational, theoretical and practical aspects will ensure an increase in the effectiveness of corrective action to overcome various speech disorders in children in preschool of a general developmental type. The scientific novelty of the study consists in the fact that new data have been obtained on the nature and structure of the readiness of preschool education specialists and parents of children for correctional speech therapy work; a set of pedagogical conditions has been identified and experimentally substantiated to ensure the readiness of educators and parents of children to participate in correctional speech therapy work; the content and technology of training educators and parents of children to participate in correctional speech therapy work have been developed.

The theoretical significance of the study lies in the fact that the information and theoretical ideas about the prevalence and structure of speech disorders in preschoolers have been expanded and clarified; pedagogical conditions for teaching preschoolers with speech disorders in a mass kindergarten have been identified and experimentally substantiated; criteria have been developed and indicators of readiness of educators and parents of preschoolers for correctional speech therapy work have been determined; pedagogical technologies for optimizing correctional speech therapy work in a general developmental preschool have been developed and implemented; methodological recommendations for improving the readiness of educators and parents of children to interact with a speech therapist have been scientifically substantiated and tested.

The practical significance of the study is expressed in the fact that methodological documentation and manuals have been developed: questionnaires, questionnaires and recommendations for educators and parents of children in preschool; a program has been created and educational and methodological support for the course "Organization of joint work of a speech therapist and a kindergarten teacher for children with speech disorders" has been proposed (accepted for publication).

The research materials are included in lectures and seminars with students-speech therapists of Moscow State University, as well as in training courses in the system of retraining and advanced training of teaching staff.





The reliability and validity of the research results are ensured by the correspondence of the complex of research methods to its goals and objectives; this is confirmed by the experimental and practical work of the author on the basis of preschool educational institutions of the city of

The most significant results obtained personally by the applicant consist in the fact that the need for special training of preschool educators and parents to participate in correctional speech therapy work with children in a general developmental preschool is scientifically substantiated; the structure and content of the program for training preschool education specialists and parents to work with pupils with various speech disorders is theoretically substantiated and implemented in the practical activities of the preschool; the criteria and levels of readiness of educators to participate in joint correctional and speech therapy work with a speech therapist are determined, which generally increases its effectiveness.

The study of various areas of correctional activity of the educator was reflected in the works of E. B. Ageeva, Yu. F. Garkusha, R. I. Lalaeva, V. I. Seliverstov, etc. They emphasize that in order to solve this problem, it is necessary to create those pedagogical conditions that will contribute to effective work on overcoming and preventing speech disorders in children of younger preschool age attending a preschool educational institution. One of these conditions should be recognized as improving the professional competence of teachers working with children of early and younger preschool age. In order to competently influence the success of mastering the child's native language, the teacher must know the techniques of correctional work with children, have a sufficient level of theoretical and practical training. Thus, the teacher of a preschool educational institution builds his activities on the basis of an integrated approach in cooperation with other specialists of preschool education: a speech therapist, a psychologist, a music director, a physical education instructor, a medical worker.

In order to assess the readiness of teachers to work with children with speech disorders and to identify the attitude of teachers (educators and speech therapists) to the problem of preventing speech disorders in children of younger preschool age, a questionnaire was conducted in which ten educators and speech therapists from five preschool educational institutions took part. The general characteristics of the respondents - speech therapists showed that all the interviewed speech therapists have higher professional education, among the educators 60% - with higher professional education, 30% - with secondary pedagogical education, 10% - with higher philological education. The average age of speech therapists who took part in the survey is 27 years. The average age of caregivers was 46 years. Average work





experience in the DOW: speech therapists have 5 years, the average work experience of educators who took part in the survey is 19 years. The assessment of teachers' readiness to work with children with speech disorders was three-dimensional: the motivational aspect was highlighted (teachers' desire to organize preventive work to prevent speech disorders in children); theoretical (knowledge of methods and techniques of children's speech development); activity (possession of techniques and skills of pedagogical guidance on children's speech development and methods of correctional speech therapy). The results of the survey of educators allowed us to conclude about the formation of motivational readiness to participate in joint work with a speech therapist to prevent speech disorders in children of younger preschool age. Answering the questionnaire questions, teachers noted the importance of this area of work, its relevance, gave detailed answers to the question about the factors influencing the success of the prevention of speech disorders, among which were named: the severity of the speech defect, understanding of the need for specialized care, readiness to interact with a speech therapist and other specialists of the preschool.

The analysis of the theoretical aspect of teachers' readiness to work with children with speech disorders showed that the majority of respondents (70%) recognize the sufficiency of their theoretical preparation for work on children's speech development, have knowledge of means, techniques and methods of speech development, basic knowledge of correctional work techniques. However, 30% of teachers note the lack of theoretical preparation for working with children with speech disorders, recognize insufficient awareness of the stages and features of speech development of preschool children. The activity aspect of teachers' readiness to work with children with speech disorders included an analysis of teachers' objective assessment of the results of the activities of pupils with speech disorders in the process of learning in preschool. Teachers can identify a speech disorder in a child, determine its nature and causes. They know the basic diagnostic methods for identifying the level of speech development of a child (as a rule, they use the tasks compiled by M. Alekseeva and V. Yashina, O. Ushakova and E. Strunina). Teachers, correlating the speech disorder with the age characteristics of children, differentiate the individual disorder and age-related tongue-tied. Analysis of the responses of speech therapists of the preschool showed that they also realize the importance of the problem of prevention of speech disorders in children entering preschool. At the same time, their professional view of the frequency of such cases shows their increase (for example, speech therapists note an increase in the number of non-speaking children and children with delayed speech development entering the younger kindergarten group).





All speech therapists indicated the existence of a work plan with children of this category, cited those forms of work that are used by a speech therapist. Thus, all respondents (100%) indicated the use of frontal and individual lessons with children; consultations of teachers and parents on the issues of the child's speech development. 20 % of the speech therapists surveyed indicated the use of speech therapy massage; 60% – the use of exercises for the development of mental processes, their arbitrariness, 40% - finger gymnastics, articulation gymnastics, and 20% - the use of non-traditional methods of speech therapy (sand therapy, finger theater). Answering the question about the difficulties that arise in the implementation of this work, speech therapists pointed to: "a large amount of documentation", "reduction of time for individual work with the child", "insufficient amount of didactic material". One of the respondents noted the excessive demands of parents to the results of the speech therapist's work: "Parents are waiting for a momentary result, while not playing and not encouraging children to speak, replacing communication with a child by watching cartoons, do not read books and do not look at pictures with children." Thus, speech therapists showed sufficient awareness of the causes of age-related delay in the child's speech development, demonstrated readiness to work with such children, knowledge of methods and techniques of speech therapy aimed at correcting speech disorders (evocation and production of sounds, development of phonemic perception, vocabulary enrichment, lexico-grammatical games and exercises) and the ability to differentiate speech disorders. to plan and implement activities, One of the key issues was to clarify those areas in the work of a speech therapist that affect the organization of interaction of all specialists in the prevention of speech disorders in preschool children. All speech therapists (100%) indicated holding joint consultations, preparing joint work plans; conducting integrated classes with the participation of a teacher, speech therapist, music director (60% of respondents indicated); joint condemnation of the organization of children's play activities that contribute to the correction of speech disorders and create conditions for the activation of children's speech activity (20% of respondents); the presence of a speech therapist in the teacher's classes (40% of the speech therapists surveyed). An indication of the technology of interaction between the speech therapist and the educator is contained in the answer to the last question of the questionnaire (the educator is guided by the methodological instructions of the speech therapist, which are recorded in the notebook of interaction between educators and the speech therapist for each child individually and the whole group as a whole).

Thus, the results of the study allowed us to conclude that the prevalence of speech disorders in children in preschool institutions is high enough, educators note





insufficient readiness to participate in correctional speech therapy work with them in preschool and demonstrate a high willingness to interact with speech therapists in the organization of preventive work to prevent speech disorders in children of younger preschool age.

Basic terms (generated automatically): child, speech therapist, violation, younger preschool age, speech development of children, work, speech development of a child, educator, preschool age, preventive work. Keywords speech disorders, prevention of speech disorders, readiness of teachers to work with children with speech disorders. Similar articles Prevention of speech disorders in younger children... Development of fine motor skills in preschool children... child, fine motor skills, exercise, speech development, direct dependence, fine motor skills of hands, play, preschool age, fine movement of fingers, mosaic detail. Socialization of children with speech disorders Emotional and personal development of preschool children... child, game, no, correctional work, joint activity, child skills, friend, speech disorder, doll, inhibitory type. - speech therapist teacher examines the speech development of the child. child, speech therapist, violation, younger preschool age... The attitude of teachers to the problem of speech prevention... child, speech therapist, violation, younger preschool age, speech development of children, speech development of a child, work, preventive work, preschool age, educator. Stimulating the speech development of young children as... early age, child, speech therapy, speech, subject, speech development of children, speech development, articulation gymnastics, computer technology, fine motor skills. Organization of correctional work on the development of coherent speech... Speech development of preschool children under the influence... coherent speech, III, child, development, general underdevelopment of speech, level, speech underdevelopment, formation, coherent monological speech, occupation. Prevention of speech disorders in children 4-5 years old in conditions... child, preschool age, speech development, early diagnosis, speech disorder, violation, speech therapist, correctional work, creative thinking, speech therapy examination. Speech development in children older than preschool age... Work with preschoolers on speech development in preschool... The speech development of a child is one of the urgent tasks of modern preschool education. Prevention of speech disorders in younger children... Bibliographic description: Sidorova N. A. prevention of speech disorders in children of younger preschool age in a children's club, but no less important is prevention, targeted prevention of speech disorders in children. The system of correctional work with young children child, stage, early age, development, speech therapy, speech therapist, III, speech activity, speech utterance, speech material.





The results of the study of phonemic perception and the possibility of pronouncing words of complex syllabic structure were formulated as follows: audibly distinguishable sounds and pronounced polysyllabic words were indicated by the sign "N", differentiable sounds and words with simplification, distortion of syllabic structure were given in full.

The educators summed up the results of observing the speech activity of children, the lexical and grammatical design of phrases, the possibilities of each child in the field of coherent utterance, the features of expressive means and tempo-rhythmic organization of speech, briefly recording the conclusions made for each preschooler.

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## **TECHNOLOGY OF ORGANIZATION OF INTEGRATED LESSONS IN THE PROCESS OF PRIMARY EDUCATION**

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### **Annotation**

The integrated lesson concept itself remains controversial. This can be considered a lesson, which solves a specific and long-term problem and on this basis represents a new complex unit, which is located in a qualitatively different plane than the planned objects or objects. Therefore, both the availability of several teachers and the mechanical unification of instructional science materials is not an indicator of the level of integration. This level is determined only by the scope of tasks that are carried out through integration. First of all, this is a process of cognitive curiosity and the development of general educational skills and abilities.

### **Keywords:**

Integrated lesson, technology, problematic teaching method, teacher, my discovery, I found, invented, the lesson is working.

### **Introduction**

The principles of socio-economic development of our republic in the current period require further development of our spiritual potential and economic strength, reconstruction of them in a way that meets the requirements of scientific and technical development of the 21st century in order to obtain a worthy place among the developed countries of the world. To do this, it is necessary to change the outlook of our youth, to raise their knowledge and spirituality to the level of world leaders.

Today, the society has set the task before the school: to develop their special abilities for the purpose of their independent cognition.

Problematic educational technology occupies a leading place in solving these tasks.

It is known to us that problematic education occupies a special place in modern educational technology. The problem lies in the backdrop of educational technology or a chain of interrelated problems.





The educational process based on the problematic teaching method is carried out in the following four stages.

Create a problematic situation;

Formulate problems and make a general analysis to solve the problem;

To date, no stylistic definition of the concept of "integration" has been found in any dictionary or reference. Despite the fact that he has been dealing with this problem for a long time, there is still no single point of view on this issue. The researchers interpret the integration differently.

So, N.S. Svetlovskaya understands integration as "the creation of a new integrity based on the same types of identified elements and parts in several previously distinguished elements (training subjects, types of activities, etc.), and then the adaptation of these elements and parts to a special quality monologue that did not exist before". In his opinion, an important condition for integration is the construction of material on the basis of a number of subjects and a natural subordination to one goal and function in the methodology.

L.N. Bakharev interprets the concept of" integration "in a similar way, describing it as" the process of convergence and connection of Sciences ..."that reveals "... striving for the quality of a new stage of educations represents a higher form of communication ...", contributes to the creation of a new holistic" monolith of knowledge". "

The author notes that integration does not negate the system of subject study, but rather it is a possible way of improving it, eliminating shortcomings, and focusing on deepening the interdependence and interdependence between the subjects. Such an approach to the problem is based on understanding the relationship between integration and differentiation.

Application, regulation and politicization of issues of practical and theoretical character.

In the course of the lesson, the reader makes a "discovery", which is important in its own way, solving the problem. In this case, confidence in the reader makes a dressing (that is, my discovery, I found, invented)

The problem with this aspect is that educational technology outperforms all other instructional technology. Because this is having the skills to carry out research, analyze, draw an empirical conclusion, apply it to another situation, to systematize thought patterns approximately and prove their application to practical activities in the future.

Problematic education relies on traditional teaching methodology. The problem of the teacher not only puts the situation in front of the students, but also teaches the students that it is necessary to search for a solution, the methods of research. Finding







a solution to the problem. To move on to the search, first of all, the necessary must be created.

The problem should be clear, students should be able to use the information, concepts, knowledge they have received in previous subjects, disciplines in the process of solving. It is also important that the problem posed to the students has its relevance. The reader needs to carry out the research on a particular system, a problem that is in particular. Then the reader will analyze the problem, will be able to distinguish parts and will come to the solution.

The design of the educational process directly leads to the application of problematic education and, on the contrary, to the design of the problematic educational education. The problem of teaching is used as a didactic construction of the implementation of technological designed learning process.

American scientist U. Gordon emphasizes that teaching students how to formulate problems, its organizing elements, distinguish the main purpose of the study, search for similarities in the solution of issues of different character is important for the problematic learning process. The teacher should not only know how to put the problem but also teach the students how to find a solution to it.

The problem is correct (similar to a particular issue, the issues are somehow solved), personal (trying to get into the image of an object given in a particular issue, and in this respect-to try to take offense), symbolic (to give an figurative definition of the essence of the matter through two sentences), fantastic (How would the heroes of the fairy tale solve this issue).

By teaching students to solve a problem situation in such a way, skills of Synectics, abstraction, fantasizing, hearing other people, finding a simple out of the ordinary, unusual out of the ordinary, skillful use of analogies are formed.

In the problematic educational process, the teacher manages the exchange of ideas between students; to be able to stand in his mind on the basis of reliable evidence; to discuss the opinion of the opposition, to develop his skills; to base the activity of active thinking on the reader, to actualize the issue, to express his opinion, not only, but also to develop the skills

## 2. The use of integrated education in primary school

In the process of identifying the Moss of integration, we identified its philosophical, pedagogical — psychological and methodological foundations. It is known that the process of teaching and learning is inextricably linked with each other, but in the formation of a human personality, education acquires mastery. Because, upbringing involves little of the entire set of educational process. In the upbringing of a modern intellectual person, it degrades all the qualities of integrated education(mental, moral,





economic, cocktail, aesthetic, hygienic, physical education) and ensures their little attachment. In the process of integrated education, the flowing man acquires a comprehensive knowledge of the integrity of the universe, the universe, the fields of nature, the interrelationships of Nature, Society and people.

It has the ability to suppress the beauty of nature, to enjoy it, to respect it. In the context of the global of Education, a wider perception of the interdependence of science is the same necessity. Educational institutions that rely on the principle of interdependence of science should take an applied to the flow process. The principle of interdependence of science ensures that the complex aspects of the relationship are exhausted, penetrates into the inner essence of knowledge, resulting in a variety of systems of internal communication, integrative integrity.

The implementation of science communication in the educational process has a strong impact on the quality of education and allows to: - modernize education, expand the possibilities of innovative teaching; with the provision of science communication, it helps to reduce this science, not only increasing the interest of the few in the organizing the lesson, but also increasing the interest of the few in As a result of the systematic implementation of science communication, the relevance of the flow training process increases significantly. One of the main tasks of the school is to formulate a holistic, interdependent unity of the world in the streamers, its global problems, as well as knowledge of the sphere and understanding of the solution of these problems. In the context of Education, man and his attitude to the world: – man and nature, – man and society, – man and Man, – Man and technology, – nature-humantechnics-environment the problem is increasingly central. Science that organises nature can not be organized once in a class. It is necessary to organize it on the basis of continuity and harmony in the system of the kindergarten, school. The content of Natural Science Education should reflect the integration and integration of knowledge into various flow Sciences, organising the problems surrounding human and nature relation, which leads to qualitatively new degeneration of knowledge in natural sciences. This knowledge can be manifested as a set of little-specific synthesis, knowledge of Natural Sciences and humane orientation. Their characterization as a systematic and probable method of thinking is one of the distinguishing features of natural knowledge.

The integration of the biosphere, which is organized on the basis of solidarity, can be effectively defined the body of Natural Sciences in finding solutions to global issues in the context of scientific knowledge, Organization of human activities, struggle for peace. Ultimately, this leads to a decrease (in favor of the latter) in the basis of the harmony of the ratio between the general and cultural knowledge with the special





knowledge in all school flow Sciences. In this way, integration, established on the basis of solidarity, is manifested as the main mechanism for humanization of the content of natural sciences education. The organization of the objects of our research in the system of "Nature – Science – Technical – Society – Human" Solidarity has shown that the content of natural sciences education is considered to be the only methodological basis of humanization.

3. Integrated lesson types. The effectiveness of the organization of integrated lessons. Integrated lesson. An integrated course from the head is an extracurricular reading. Here is a holistic process:- study skills, which the book received in the lessons of reading as a reading instrument;- work on the text; - selection of books, such as the selection of the circle of interlocutors.

Checks have shown that there are methods and tools that help to implement an integrated approach:

1. Euristic conversations;
2. General conversations;
3. Returns;
4. Observations in the lessons of native language naturalism, creative works written on the basis of materials of artistic works for Speech Development;
5. Visual techniques of Education;
6. Independent work;
7. Reading, drawing an oral drawing in mathematics lessons;
8. Images with a sign (pantomime);
9. Expressive reading of nature images in natural science lessons;
10. In the lessons of mother tongue dictators of natural science, writing texts (repeating orphagrams belonging to the same class);
11. Solving, solving mathematical problems on the basis of local knowledge.

The purpose of the lesson:

- a) to determine the students' understanding of speech, vocabulary, speech;
- b) to develop the ability to compose a story (text) from sentences and sentences with the participation of words, words on the basis of pictures;
- d) develop beautiful writing skills.

Type of lesson: repetition, reinforcement.

Method of the lesson: conversation.

Equipment of the lesson: different pictures ("School", "First Call")

The course of the course:





1. Organizational part. During the long-term vacation period, students are slightly away from each other. Therefore, in order to increase the activity of students and strengthen friendship between them, the training "Muzyorar" is carried out.

The training is conducted in the following order. One of the cereal crops - (beans, peas or rice) is thrown into a small bag by a teacher who is planted, without saying his name (as "Farhad"). Farhad, who hung up the bag, said the name of the other comrade and let him throw the bag into it. The training will continue in this order. Now, when the pupils scoop the next bag, they throw the bag, saying the names of their comrades and adding human qualities, beginning with the capital letter of their names. For example: Gulnoza — beautiful, virtue — intelligent, brave — courageous.

2. Work with the textbook.

1-Exercise.

Photo based conversation. Students carefully observe the picture in the textbook, tell about what is in the picture and the persons in turn. Teachers or students alternately write each said word on the blackboard.

For example: a tree, a leaf, a building, pupils, a flower, a folder, a ram, a girl, ... With the participation of these words, sentences are formed.

For example: Khalida is an excellent girl. The right to ring the first bell was given to him.

Golden autumn has come, the leaves of the tree turn yellow.

Structured sentences are arranged, the text is formed. Find a sar-plate on the text. For example: under the heading "knowledge day "or" My School — Old Age", the text is written.

The golden autumn has come. The leaves of the trees began to turn yellow and shed. The pupils came to the old schools with a flower in one hand, a bag in one hand. o'the teacher welcomed the students with kindness. Look, the bell was also ringing. The right to ring the bell was given to a lady Khalida.

3. Work on the 2nd exercise in the textbook.

Sentences in the text of the exercise are taught to the students. It is determined from what the sentences are formed, how they are separated from each other according to the condition of the exercise. Readers can download and write the last sentence and check what they have written from the book.

On both exercises, the following question-answer is held:

- What did we mean by the picture?
- We expressed our opinion through the picture.
- Through what did we express our opinion?
- We expressed our opinion through words.





- What is called the thought expressed through sentences?
- The thought expressed through sentences is called speech.
- What is the structure of speech?
- Speech is formed from sentences.
- What are sentences made of?
- Sentences are formed from words.

From the answers to the questions, the rule in the textbook is subtracted.

#### 4. Conduct hand letter exercises.

The following material is provided for the exercise.

Well, you know what? Justice-clever. Justice is a smart girl.

The teacher reminds the readers of the rules of . Correct hand letter to sit in a sentence, a part, a tambourine and a pen, pay attention to the elements of the letter, the connection of letters in writing to each other, write without taking off the hand and understand what the spacing between words will. Each of the given is written from a series. Before students start to work:

"If you write a letter, beautiful summer!

Your writing will be "words" and then they will start working.

#### 5. Work on the 3rd exercise in the textbook.

The task of the exercise makes. Time is given for students to remember what they did in the summer, to think about it, to summarize their thoughts. After collecting thoughts, 2-3 readers will tell about their work on vacation, about the most interesting events.

#### 6. Creative dictator.

For a creative dictator, the following words are given.

Summer, vacation, village, field, work, help, occupation, book, fairy tale.

Students are instructed to formulate connecting sentences using the words given to them.

#### 7. "Cheerful minute", " Who Am I?" to win over the hard work.

One sitting is called on a blackboard and put on a crown b sitting with a picture of a tomato, not showing it. The crown sucks the people in the class who are wearing it.

- Am I alive? (Yah.)
- Dead? (Yeah.)
- I'm a fruit? (Yah.)
- Carrots? (Yeah.)
- She's cute? (Yah.)
- Am I bitter? (Yah.)
- Am I Blue? (Yah.)





- Is he red? (Yeah.)
- Can I make sugar? (Yeah.)
- Then I'm a tomato? (Yeah.)

With words like "Well done, you found the right one, if you are smart, if the mind is sharp", because he finds himself right, his comrades will encourage him. o people say that they make up a sentence about tomatoes. Some of them (grammatically correct and meaningful sentences) can be written without saying.

8. To consolidate and consolidate the knowledge learned in the lesson with questions and answers, to evaluate the knowledge of students.

9. 4-the exercise is assigned to the house as a task. It is said to determine how many words there are in the text, to tell the content of the text and to find a title for it.

In summary, the problems encountered by the teacher in conducting an integrated lesson. All school disciplines have specific integration potential, but the ability to combine them, the effectiveness of integration depends on many conditions that must be taken into account when planning a combined course or course. First of all, the level of preparation of students of a particular class is analyzed. This may be one of the reasons why they use the difficult integration method in their learning activities. Sometimes it depends on the fact that schoolchildren successfully study one subject, and on the other they acquire certain knowledge and skills.

The combined lesson requires additional preparation, great knowledge and high professionalism from the teacher. In the development of such a lesson, the teacher should pay attention to the following.

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## **PEDAGOGICAL AND PSYCHOLOGICAL CORRECTIONAL WORK IN CHILDREN WITH AUTISM**

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### **Annotation**

Childhood autism is a special disorder of mental development. Its most striking manifestation is a violation of the development of social interaction, communication with other people, which cannot be explained simply by a reduced level of cognitive development of the child. Another characteristic feature is stereotyped behavior, manifested in the desire to maintain constant habitual living conditions, resistance to the slightest attempts to change anything in the environment, in the child's own stereotypical interests and stereotyped actions, in his addiction to the same objects.

### **Key words:**

Children's autism, social naivety, mental development of the child, stereotypical interest of the child, psychological and pedagogical correctional work.

### **Introduction**

Childhood autism, with a general type of developmental disorder, outwardly takes on very different forms. It includes a deeply maladjusted speechless child with a low level of mental development and children with a brilliant "adult" speech and early interest in abstract areas of knowledge, selective giftedness. Both, however, need special pedagogical and psychological assistance. The meaning of the characteristics of autistic children will help the teacher to include them in the pedagogical process. This is a pervasive disorder of mental development, disorder that captures all aspects of the psyche - sensorimotor, perceptual, speech, intellectual, emotional spheres. At the same time, mental development is not simply disturbed or delayed, it is distorted. The very style of organizing relations with the world, its cognition, is changing. At the same time, it is characteristic that the greatest difficulties of such a child are not even associated with the very assimilation of knowledge and skills (although this is quite difficult for many autistic children), but with their practical use, and he shows himself most helpless in interaction with people. It is really difficult to help such a child.

Consider what most often awaits an autistic child in the existing education system. In some, the most severe cases associated with profound impairment of mental development, such a child is immediately recognized by the medical pedagogical





psychological commission as unteachable and the family remains practically without the help of teachers and psychologists for the rest of the child's growing up.

At the same time, the experience of experimental work shows that even in these, the most difficult cases, with the creation of adequate conditions, the education of the child is possible. He can master the methods of communication with other people that were previously inaccessible to him, become more adapted in everyday life, master certain teaching techniques.

It is known that with age, such a child can spontaneously become less autistically isolated, more focused on social life. Thus, even if the first attempts to start learning were unsuccessful, they must be repeated after a while again and again.

Sometimes these children receive a recommendation to study individually at home under the program of a mass or auxiliary school. In these cases, however, the child rarely receives a truly individually tailored remedial education program. Unfortunately, teachers of mass and even special schools are usually not familiar with the special needs of autistic children. The tasks of helping the child in the development of his everyday adaptation to home life, practical communication skills, and social development are not set. Usually, teachers just formally supervise teaching according to general educational programs, the main burden of which falls on the parents, and do not ask the question whether the knowledge acquired by the child will ever be used by him in real life.

In the absence of adequate work with the class, such a child in adolescence often goes through a period of alienation from his more prosperous classmates. They can take pleasure in provoking wrong behavior. The social naivety of such a child makes him a convenient object for such "entertainment". Only a passionate urge to learn, to be with others allows him to continue to go to school at this time.

A special case is the situation of a gifted autistic child. Quite often, an autistic child with high intelligence does not fall into the field of view of the Medical pedagogical psychological commission, moreover, he easily passes the selection commissions to prestigious lyceums and private gymnasiums. He bribes his future teachers with his non-standard, giftedness, which can manifest itself in the field of technical design or in mathematics, music, drawing, mastering foreign languages. Their expectations, as a rule, very soon cease to justify themselves. In addition to the difficulties of organizing behavior, it turns out that such a child prefers to learn on his own with his own logic and what he wants, outside the system, introduced by advanced pedagogical technology. Difficulties in organizing interaction are perceived with irritation, and the family is often rejected with the wording - "your child does not correspond to the concept of our school." These cases are especially regrettable, because the giftedness







of such a child with patient work can indeed serve as a basis for the development of his social skills. In addition, they show how even our best teachers are primarily directed towards providing the best knowledge, how even for them there is no common context for the introduction of a child into life.

The peculiarities of the mental development of a child with autism determine the need to create special forms of organizing his schooling. Of course, for such children, it is necessary to create a special type of school with its own program of psychological and pedagogical correctional work, corresponding to their special needs, where the very organization of the environment, the interaction of the teacher and the child will make it possible to maximize their use, develop their ability to learn and social adaptation.

A special case is the situation of a gifted autistic child. Quite often, an autistic child with high intelligence does not fall into the field of view of the PMPK, moreover, he easily passes the selection commissions to prestigious lyceums and private gymnasiums. He bribes his future teachers with his non-standard, giftedness, which can manifest itself in the field of technical design or in mathematics, music, drawing, mastering foreign languages. Their expectations, as a rule, very soon cease to justify themselves. In addition to the difficulties of organizing behavior, it turns out that such a child prefers to learn on his own with his own logic and what he wants, outside the system, introduced by advanced pedagogical technology. Difficulties in organizing interaction are perceived with irritation, and the family is often rejected with the wording - "your child does not correspond to the concept of our school." These cases are especially regrettable, because the giftedness of such a child with patient work can indeed serve as a basis for the development of his social skills. In addition, they show how even our best teachers are primarily directed towards providing the best knowledge, how even for them there is no common context for the introduction of a child into life.

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preserve his desire to live with other people, the family's hope for the future of the child.

An autistic child vitally needs social contacts with other people, with normal peers. But we must point out that this is not a one-sided need. Likewise, "healthy" children need contacts with others for their normal mental and social development. Organization of assistance to a child with special needs allows the teacher to create a healthy moral atmosphere in the classroom.

The difficulties of examining an autistic child are associated not only with the difficulties of establishing emotional contact, with the frequent inability to arbitrarily focus the child on the task.

In the case of examining an autistic child with a well-developed speech, a special intellectual orientation, such an involuntarily structuring interaction can be played by the stereotypical interests of the child himself. The teacher often encounters a child's stereotypical obsession with a certain topic, when he, "riding his skate," not taking into account the interests of the interlocutor, returns to her again and again, says the same thing, rejoices at the same thing, asks the same questions. waiting for the same answers.

By using stereotypical interest to combine attention with the child, the teacher can gradually approach the study of the possibility of complicating the interaction. In these cases, it is important both to assess the very intellectual level of the stereotypical interest of the child, accumulated in the course of this interest in knowledge, and to assess the interest in the interlocutor, the possibility of taking into account his reactions, the perception of new information - the possibility of organizing a dialogue. Motor dexterous in their spontaneous movements, such a child may have extreme difficulty in repeating the movement upon request; spontaneously speaking a phrase cleanly, he can demonstrate blurry, grammatical speech when it is necessary to answer the question posed. It's not that he doesn't want to, he really can't repeat his movements at will.

The results obtained in a situation of arbitrary organization reflect the currently existing opportunities for learning, the social organization of the child. The child's achievements in his spontaneous activity, in line with his stereotypical interests, give us information about the possible directions of correctional work.

The difficulty in assessing correctional work with an autistic child also lies in the fact that he hardly transfers the skill he has developed to another situation, into interaction with another person. He cannot independently and freely use his knowledge and skills in real life.





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## **CORRECTIVE AND EDUCATIONAL WORK WITH CHILDREN WITH MODERATE TO SEVERE MENTAL RETARDATION**

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### **Abstract**

The article discusses the early initiation of correctional education for children with moderate to severe mental retardation in preschool, the development of their speech, subject activities, self-service skills, positive changes in the child's development and a reliable diagnostic tool, their additional and secondary shortcomings, views on its impact on timely detection.

**Keywords:** Children with disabilities, special program, curriculum, labor, correction, educational, teaching practice, speech development, thinking, activity, positive, emotional-volitional quality, socio-domestic, lessons.

### **Introduction**

The issue of early correction of children with disabilities, including mentally retarded children, is very important. Development takes place when a number of conditions are met. They include starting correctional work as early as possible: a peaceful family situation and the close relationship of the special institution with the family: the use of appropriate educational programs and methods.

Work with children with moderate to severe mental retardation (Imbesil) of preschool age should be focused on the development of their speech, the development of subject activities, self-service skills. Early initiation of correctional education with mentally retarded children leads to positive shifts in the development of the child and affects his fate. Early correctional work is not only a tool that has a positive impact on the development of the child, but also a reliable tool for diagnosis, because through active pedagogical influence for a long time all the capabilities and features of each child, additional and secondary defects are identified. As a result, when it comes time for school education, the institution where the child attends is chosen without any mistakes. [1,3]

The second condition for the full development of the child is the correct organization of his upbringing in the family. It is difficult to assess the role of parents of children with moderate to severe mental retardation, either when the child lives at home or in a special orphanage. Many parents strive for the good development of their child. But





often they lack the necessary knowledge and skills, some misconceptions hinder. For example, in a number of cases, it can be seen that the mother does the work that the child has to do. Of course, these children need more help in learning life skills than normal children, and raising them requires endurance, perseverance, and even creativity.

In public, a child can be taught many things: self-service, simple tasks, types of work. It is very difficult to arrange for a moderately mentally retarded child to interact with other children in the family. They may be encouraged to communicate with another child while supervising them with children who are much younger than themselves. The child's existing passion should be used in the performance of the task, for example: a passion for music, a passion for travel, an interest in certain toys.

The attitude of the parents towards the child should be based on a correct understanding of the purpose of teaching and educating him. Sometimes parents ask a child to memorize letters for several years from an early age, numbers up to 20-30, and so on. teach mechanical repetition, read story poems for hours. Such parents come to the specialist for advice and brag that their child knows all the letters and can get up to 100 dates. [10-14]

But it is clear that all this "knowledge" is not consciously mastered, mechanical and unnecessary. Often children without parents lose themselves. In the pursuit of such "knowledge", parents forget the most important thing: to prepare the child for the best possible work, for life in society.

Therefore, parents focus on the child's general motor skills and hand, finger motor skills, self-service, adult obedience, and ability to follow simple practical instructions: seeing and distinguishing sounds from objects around them and its individual features; use according to: to develop children's speech: to develop simple work skills a positive approach to work: to teach cultural and correct behavioral skills.

The right attitude of parents to their child does not mean that they always take care of him, but his calm, benevolent style, purposeful and promising understanding of his upbringing - gives good results.

Practice shows that a child and a teenager can be hardworking, clean, independent in marriage, and polite to others. The above-mentioned issues of family upbringing of children do not lose their relevance even when the child is placed in a special institution. A child's contact with his family, his parents' affection, as well as his relationships outside the orphanage (in transport, on parks, in contact with people) have a positive effect on his development. Enriches his social experience.

Strong family ties with the institution where the child is brought up, their mutual support - this is a condition for the success of the work.





The use of educational programs and methods appropriate to the capabilities and educational goals of children is an important and crucial condition for the development of their cognitive activity. In order to achieve this result, education should be based on the capabilities of the child's current developmental zone and the immediate developmental zone, based on the main activities of this age group.

Imbecil teaching the child to work using their inability to better master the material beyond their means; an abundance of word materials for mechanical memorization; reading texts and question and answer methods without relying on exhibitions; teaching accountability is the need to work with memorized stamps and manipulate numbers meaninglessly. [8,12]

The gross defects of the psyche of Imbecil children require the use of specific methods in educating them. This is especially true at a young age, where education should be of a preparatory nature.

Even if the training is very simple, it should be focused on creating consciously accurate perceptions and practical skills based on what has been said.

Research in recent years has shown that imbecil children face many difficulties in using the knowledge they have acquired independently. Applying the acquired knowledge and skills in a slightly changed environment, independent analysis of the situation, choosing to solve uncomplicated life tasks are all insurmountable difficulties for children with disabilities, and these lead to distinguishing children from normal people.

In the process of special education, all the mental functions of imbecil children are developed, their shortcomings are mitigated. The purpose of correctional and educational work with mentally retarded children is their social adaptation, employment and adaptation to life.

It is necessary to use the opportunities of children to develop in them the skills necessary for life. As adults, they should be able to work independently, do simple work in marriage and in special production shops, and live in the family and work community as much as possible.

Therefore, educational work in these institutions is concentrated in the following specific types of practical training - physical education and rhythmic, subject practical activities, manual labor, subject lessons and excursions, domestic labor and labor training from workshops. In the process of conducting these activities, the development of speech in children can be carried out effectively to develop their thinking, cultivate purposeful actions, the formation of positive emotional and volitional qualities.





The practical meaning of this work, which teaches children elementary literacy, should include the idea of choosing practical tasks that can apply the child's reading, writing and arithmetic skills to the benefit of himself and others.

The second important task of correctional and educational work with children is to strengthen the focus on their moral upbringing, the formation of correct behavior in children. The need for social adaptation puts before normal institutions the important tasks of moral upbringing of children, the inculcation in them of important norms of behavior that are important to them.

Severe intellectual deficits in imbecyl children, lack of personality formation and associated criticism, rapid exposure to someone's bad conditions lead to negative consequences. These lead to negativism, stubbornness, aggression, movement and mental disabilities, which are often observed in children.

These disadvantages are usually due not only to the organic characteristics of the child, but also to the poor living conditions, demands, disorder, negative pattern, lack of a clear agenda from the environmental conditions. Therefore, in the upbringing of such children it is necessary to form and strengthen the necessary habits of a peaceful situation, a benevolent attitude, unity of requirements, clarity and system. Children need to be nurtured to communicate with people: they need to know how to respond appropriately, how to protect themselves, or how to avoid danger.

It is also necessary to evoke feelings of joy, compassion, sorrow, in the system of correctional work with them, labor education and training play a major role. The simplest types of practical activities are understandable for mentally retarded children. Everything here is presented in a visual, easy-to-understand way. The diversity of types of work ensures the comprehensive and active operation of the analyzers.

The work with children to achieve this goal depends on solving the following key issues:

1. Develop all mental functions and cognitive activities in the process of educating children and correcting their shortcomings. The main focus of this work is on mental development.
2. Raising Imbesil children, forming in them the right behavior. In this direction, the main focus is on moral education.
3. Labor education and preparation for possible work, physical education self-service.
4. Domestic - the development of behavior and social adaptation as the end of all work. The development of the child's physical development, general and hand motor skills are of great importance in determining the child's ability to work and the types of work he or she can perform.[3-4]







The tasks of labor education of Imbesil children and adolescents are as follows.

1. Ensure that this child is as independent as possible in domestic and sanitary self-care:
2. Develop a positive attitude to work, preparation for household chores in the family or in a special institution, and the ability to perform simple tasks (cleaning rooms, washing dishes, simple cooking, washing and cleaning vegetables).
3. To form the habit of working in special workshops at a certain time for a certain type of work.
4. To develop strong skills to perform a number of operations on the type of work that the child has learned in a special institution.
5. Training to work with peers in accordance with accepted norms and rules of conduct.

The content of the system of educational work with Imbesil children should help them to have a positive approach to the types of work available to them. Therefore, the correctional educational work carried out with these children should be based on self-service, subject practical activities and manual labor, social household and production labor training.

Imbesil has too little knowledge of the child's environment, he only knows more directly the objects he encounters every day around him. He can't say the names of many things, even if he uses them. Therefore, it is necessary to teach the child first the names of objects - words, then words that express actions with these objects, and only then words that express the properties and qualities of objects.

This program for the development of children's speech is implemented in practice in the following sequential stages:

1. Teach a child to listen to an adult.
2. Teach the child to understand adult words.
3. Teach the child to name the most important things in his life that surround him.

Teach children to say the names of actions performed with objects.

Only in the process of practical training in such children is it possible to develop speech, to correct deficiencies in thinking, to revive purposeful activities, to form positive emotional and volitional qualities.[4,5]

In organized social orientation classes, children acquire the necessary life skills and generally accepted behavioral skills.

Specially organized educational work, compensatory opportunities appear in children with disabilities in a positive family environment. Many of them acquire knowledge of general education, basic labor skills, and perform non-difficult work in a specially organized environment.





The work with Imbesil children is carried out on the basis of a special program and curriculum. Thus, the above-mentioned materials show that the majority of those who are deeply backward are employed, they are busy with the work they can do, which indicates the positive impact of correctional education.

Based on the above considerations, it would be appropriate to recommend the following program to parents.

1. Observe the movement of the twisted toys, gradually increasing from 10-15 seconds.
2. Observe the reflection of sunlight from the mirror, the movement of the pocket flashlight.
3. Follow the simple imitation actions of adults according to the instructions "Do it too" ("birds", "fists-palms", "hammer", etc.).
4. Imitating the actions of adults, constantly changing the game of "knock-hide". We slowly tap the table with the palms of our hands and quickly close our hands behind our backs.
5. Exercise with an object (exercise with a flag).
6. Perform actions with objects.
  - a) rounding the balloons in a certain direction;
  - b) throwing balloons into a narrow-mouthed container;
  - c) placing items from one box to another;
  - g) the items should be placed in the box in such a way that the box closes;
  - d) opening and closing boxes, opening and assembling matryoshka dolls;
  - e) tightening the nuts on the bolts;
  - j) attaching the rings to the stick;
  - yo) threading balloons ("necklace").
7. Increasing mobility in life situations:
  - a) using a stick, broom, mop, to remove objects in difficult places;
  - b) pushing the object with a stick;
  - c) use a chair or bench to reach the object above;
  - g) moving objects of different colors.
8. Choose a color according to the pattern "Give it like this":
  - a) Group the glasses according to the color of the items in the box, without saying the name of the colors.
9. Know the three colors - red, blue, yellow;
  - a) select the item by color name;
  - b) Say the name of the red color correctly.
10. Choose the shapes according to the pattern and instructions "Give it like this": cube, balloon, stick, brick:





- a) sampling, selection, distribution;
- b) selection of items of the same shape;
- c) laying flat shapes;
- g) independently say the names of spheres, cubes, circles, squares.

11. Size:

- a) selection of items of the same size:

"Give it to me."

- b) putting large items in a large box, small ones in a small box;
- c) placing bags of the same size on a stick, choosing one of the two items, large and small, which are very different from each other;
- g) use the method of stacking items on top of each other, depending on their size;
- d) find and show large and small objects, say which object is bigger and which is smaller;
- e) to say independently the size of the items - large, small.

Sample tasks on practical activities with the device

1. Select items based on their paint colors. When selecting small, colored items (buttons, beads, cubes, mosaic pieces) from different colored items, place colored circles on plates of the appropriate color.
2. Arrange items according to color. Arrange the colored cubes alternately according to their color.
3. Place the colored cubes of the children's lotus according to the appropriate color types.
4. "Where does it fit?" placing the squares in the appropriate pockets in the game.
5. Arrange the items in a row according to their shape and size.
6. "Looking around". The child finds an object hidden behind a screen or other obstacle.
7. Find and bring an item that looks like an item in an adult's hand.
8. Find and bring an item of a certain color, shape, and size.
9. Remove the excess from several items that are similar in color, shape, and size.
10. Changing the movement on the color signal "Traffic light". When the green color is shown - the child walks, in yellow - the route stands still, stops in red.
11. "Don't drop." Setting an item on a table that doesn't fit very well.
12. "Mysterious bag". Be able to feel the spoon, comb, key placed in a cloth bag with the left and right hands.
13. "What was taken away?"
14. "What has changed?"

Elemental construction





1. Make hammer, gate, house, window shapes from counting sticks.
2. Draw a picture from parts 2 and 3 of the cross-sectional drawings cut vertically and horizontally.
3. Children build a tower, garden, path, gate, garage, house, table, chairs and walls from building materials.

Playing games with built-in devices after work (creating situations that children can do).[16,18]

If you have an idea that you can teach a child to write, that he has the ability to use a pen, then you can start preparatory classes.

On a sheet of paper we draw the view of the house, the wall, the picture of the sidewalk starting in front of the door.

The child will help you complete the picture you drew. We ask him to draw a picture of grass. We explain that weeds do not grow on the road. We will show you how small and delicate the grasses can be.

Let the child fill the whole bottom of the picture with grass. Then we draw a picture of the sun. Rays are shining from it towards the house. Suddenly a cloud appeared in the air, it started to rain and so on.

In the methodology of teaching children to write, the following is recommended.

Free drawing:

1. Vertical lines.
2. Point vertical lines.
3. Horizontal lines.
4. Cells.
5. Vertical dots (rain).
6. Free circles.
7. Circles of a certain size.
8. Don't.
9. Small circles (peas).
10. Circle (sphere).
11. The sun.
12. Points.
13. Rabbit.
14. Buttoned rabbit.
15. Rabbit on the grass.
16. Crosses.
17. Rhombic, square.
18. Dyeing (field, sea).





19. Paint a square (limited level).

20. Drawing patterns on black and light colors.

In order for a child to want the approval and praise of an adult, it is necessary to praise and encourage the child's involvement in such work.

In short, moderately mentally retarded children will need to be taught the same action over and over again. It is necessary to explain to the child the interrelation of things and events with existing objects of reality. This is a necessary condition for the growth of his thinking. These sensory forms of understanding interactions in the child are realized through active acquaintance.

A healthy child comes into contact with objects, receives certain information about them, and then begins to search for new information, while an immature child is only able to move objects with his hands. All information about the item is shared by the adult, the Imbesil child can get new observations and experiences for himself only thanks to their help. In the process of developing this thinking, the child stabilizes the images that reflect some features of the object he is studying, that is, provides a basis for the further formation of different perceptions and concepts of activity. This is when each observation begins to form an elemental analysis of the way and further resolution of events. In time, the immature child begins to develop figurative thinking and is able to distinguish between existing objects and the model that reflects them. This is how a child's ability of elementary analysis and synthesis is formed. The child will be able to distinguish the components of objects, find connections between them, and combine them into a whole.

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## EFFECTIVE WAYS TO PREPARE DEAF AND HARD OF HEARING CHILDREN FOR SPEAKING ACTIVITIES

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### Annotation

In the process of complex medical-psychological-pedagogical influence in the preparation of primary school students with hearing impairment in the process of correctional training should take into account the level of speech development, cognitive activity, sensory and motor characteristics of the child.

**Keywords:** Hearing analyzer, speech, communication, L.S Vigotsky, speech activity, speech development, correction-development, correction, compensation, adaptation, rehabilitation.

### Introduction

The hearing analyzer is one of the most important of all human organs, and its main function is to understand speech. Complete hearing is a factor in speech formation. Speech, on the other hand, develops a person's verbal reasoning, general and spiritual development. Things and events in the material world are reflected in our minds, they are expressed in the form of words, they are manifested through the phenomena of language. A person is able to name and describe the objects and events he has seen and experienced, and to understand and express their impressions of the content in the form of images, thoughts, concepts, imaginations. Speech is the leading means by which any object or event is reflected in the brain and firmly entrenched in the mind. It also serves as a tool for thinking, for expressing ideas, for expressing, expressing, and influencing in the process of communication. Because the ability to think is at the heart of speech development, it determines the level of development of human thinking.

The inability of a person to control speech due to a hearing impairment, and therefore isolation from members of society, creates a number of problems in finding their place in social life. These are due to various interdependent reasons, in which L.S Vigotsky states: social education and speech development. ”

Despite the fact that the problems of speech development of children with hearing problems have attracted the attention of many teachers and deaf educators for centuries, new approaches to solving this problem, namely, the organization of the







educational process in special schools. L.S Vigotsky's series of works on the special education system contributed to this direction. The method is designed to develop oral speech in special schools, focusing on the fact that the child's meaningful life is carried out in conditions that are not related to his interests. Compared to the state of learning, he emphasizes that the social environment and its structure are the ultimate and decisive factor in any educational system: "A child's life should be organized in such a way that speech is necessary and interesting for him. Education should be directed towards the interests of the child, not against them. It is necessary to create a need for universal speech, and only then will speech emerge. Speech is based on communication and thinking, adapting to complex life situations".

Because children with speech activity experience understand the meaning of familiar words and sentences, they are better able to understand the speech being addressed and can impress those around them as good listeners. In turn, the better the child's hearing is preserved, the better the chances of mastering speech independently based on the imitation of the speech of others. Third, a child's ability to use the rest of their hearing to acquire speech is a measure of their hearing. Accordingly, hearing and speech development factors are taken into account when limiting children with complete hearing loss (deaf) and children with partial hearing (hearing impaired).

The level of speech development in hearing problems depends on four factors:

1. Hearing level;
2. Time of onset of hearing problems;
3. Individual characteristics of the child;
4. The pedagogical conditions created for the child after the hearing problem.

Speech plays a crucial role in a child's development as a person. The specific development of speech in a hearing-impaired child prevents them from acquiring the basics of science under normal conditions. For this reason, in the structure of this category of children's anomalies, speech should be given priority, and the central place in the specially organized educational process should be the issue of shaping speech on a planned basis.

Professor F.U. Kadirova's research analyzes the shortcomings in the educational practice of deaf primary school students, identifies effective methods and ways to overcome them, and identifies the factors and stages of speech formation.

In the preparation of hearing-impaired primary school students for speech activities, the correction-development process was based on the simplest oral speech:

- a) through questions and answers distributed among the speakers;
- b) the existence of the situation;





c) by means of tone of voice and gestures, which provide the tone of speech of moderate listeners;

d) facilitating narration - the presence of an incomplete sentence.

In the process of speech development in special boarding schools, taking into account the current state and individual characteristics of each child's hearing problem, adherence to the principle of individuality, the implementation of education in this category of children, speech activities on a planned basis the formation process should be central. In order for speech to be formed as a whole process, it is necessary to take into account the fact that children learn different forms of speech activity: hearing and seeing, speaking, reading, writing. It is recommended to use forms of work that create the need for conversational communication in the development of speech activity of hearing-impaired primary school students as a means of live communication. One of the key factors in helping deaf primary school students find their place in social life is to ensure that children make the most of their hearing aids, so it is important to ensure that children are provided with hearing aids early. Based on the speech and mental development characteristics of hearing-impaired primary school students, it is necessary to develop alternative programs and technologies that will be the basis for improving correctional and developmental training.

In the process of complex medical-psychological-pedagogical influence in the preparation of primary school students with hearing impairment in the process of correctional training should take into account the level of speech development, cognitive activity, sensory and motor characteristics of the child. In the process of correctional training, the preparation of hearing-impaired primary school students for speaking activities is a complex, goal-oriented process that takes place in several stages. Each is defined by its own goals, objectives, methods and techniques. The formation of speech skills in the preparation of children with hearing impairments for speech activities in the process of correctional training is based on the ontogenetic principle, taking into account the laws of speech development. The main role in the conduct of deaf and dumb pedagogical work is the correction and education of the individual as a whole. This takes into account the age of the person, the structure of speech defects. The correctional sessions are conducted in conjunction with taking into account the leading speech activity in the formation of speech skills of primary school students with hearing impairments. In school-age children, play activities, motor skills, sensory skills, vocabulary, and language skills are all involved in the formation of a child's personality. The main forms of deaf pedagogy in the formation of speech skills of primary school students with hearing impairments in the process





of correctional training are education, correction, compensation, adaptation, rehabilitation.

The deaf-pedagogical effect of the formation of speech skills of primary school students with hearing impairments in correctional classes is carried out using a variety of methods. There are different classifications of teaching methods. In deaf pedagogical work: practical, visual and oral methods are used, the use of this or that method is determined by the nature of the speech defect. Practical methods include exercises, games, and modeling. Exercises are the repetition by a child of a given sequence of practical and mental actions. Such exercises help to increase work efficiency in overcoming articulation and voice deficiencies. Performing articulation exercises on a regular basis prepares the ground for the sound to be uttered and pronounced correctly. Exercises are divided into simulated, constructive and creative. It is necessary to ensure that the professional skills of teachers working in special educational institutions are carried out in a timely manner in a specific direction. It is necessary to improve the cooperation of teachers of special boarding schools with parents. Development of methodological recommendations for parents of hearing-impaired primary school students on the issues of social adaptation, health and development of their children, including advocacy work on social adaptation and speech development of children. strengthening is expedient.

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## **FREEDOM OF CREATIVITY OR MODERN POETRY**

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### **Annotation**

After gaining its national independence, Uzbekistan, as in all spheres, has a wide range of opportunities for freedom of speech or expression in art. For this reason, there was ample opportunity to create in the direction of so-called modern literature, which is completely free in artistic creation. Modern literature, especially modern poetry, reached its stage of development during the years of independence.

**Keywords:** National Independence, Modern Literature, Modern Poetry, Rhyme, Weight, Free Weight, Literary Cooperation, Literary Process.

### **Introduction**

During the years of independence, as in all areas, a new system of views has been formed in Uzbek literature. In artistic creation, freedom of creativity, along with national traditions, the peculiarities of the scientific and creative assimilation of new methods and approaches in world literature, their application in art and research have been formed. Consequently, a new poetic understanding of the world has risen to a new level in the poetry of the independence period. Uzbek poets, aware of the sources of world literature, have embarked on a path of renewal of artistic taste and aesthetic thinking.

For the last ten to fifteen years, literary scholars and critics of our country have published controversial articles and literary dialogues on modernism and radical changes in Uzbek literature. In O. Sharafiddinov's –Modernism is not a mere phenomenon<sup>1</sup>, U. Normatov and U. Hamdam's ehtiy The need to see the world in a new way<sup>2</sup>, B. Sarimsakov's –Absurd is nonsense, P. Kadirov's –Spirituality, modernism and absurdity, E. Ochil's –You are poetry ?, K. Yuldashev –In his articles entitled Time and Hero, he tried to reveal the modern poetry, its causes and laws as a result of changing artistic thinking. Cholpon, Fitrat, etc. R. Parfi, B. Ruzimhammad, T. Ali, Fakhriyor, U. Hamdam, G. Begim, G. Mirzo, D. Rajab, A. Said, S. Mehmonova created their own beautiful works of poetry in this direction.

While some of the works devoted to the analysis of modern literature have criticized and distrusted such works, others have applauded them and hoped that the next period would form the core of the literary process.





Talented poet Rauf Parfi is one of the poets who was able to take modern poetry to a new level. His unique style of poetic observation has risen to the level of a separate creative school in our poetry. In almost all of the sensitive poet's poems, human will and freedom are sung, and hatred is felt for those who violate this man. For example, let's look at Victor Hara's last song poem.

1 Sharafiddinov O. Modernism is not a mere phenomenon of Uzbek literature and art. April 18, 2002.

2 Normatov U. The magic of creation. - Tashkent: –Sharq, 2007. - B. 234-278b.

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It is known that in one of Santiago's central stadiums, a junta led by Chilean singer-songwriter Victor Hara Augusto Pinochet killed his paws in front of 5,000 prisoners, then cut off his hands, because of his revenge poems for singing the anthem of freedom.

R. Parfi writes this story in full in his poem:

Oh, it's so hard to sing the last song, right in front of Victor Hara's eyes

His beloved motherland -

They broke the seven-stringed sacred word.

Then they cut off the fingers of the bully to his free songs. Not one

Not two, not three...

His ten children –

The executioners cut off their fingers,

Did you create these yourself, God!

(Rauf Parfi, "Spirit of Turkestan." The expression of this poem is close to the prose (epic) style, that is, it impresses the reader as a narrator.

But the laconic depiction of affirmation, denial, repetition, exhortation, tragedy subjugates it to the laws of lyricism.

Heavy thoughts throughout the poem – Singing the last song is so hard, – Heavy, very heavy, – How heavy, – How heavy, it reminds the reader of Victor Hara's state of mind and tenacity, his complete confidence in his faith.

In the poetry of Abduvali Qutbiddin, one of the poets who created in the same direction, we find the peculiarity of his style of poetic observation. Many of the poet's poems are influenced by the modern mood.





From the outside, the poet's poem, Commentary on Modern, seems to reflect the fall season. But from this poem the reader learns several meanings:

Mud-to-Mud - Worshiping the Yellow Shadow -

September-October-November -

Aya-majuz plays autumn (Abduvali Qutbiddin,).

Expressing our classical traditions in a modern way is one of the factors determining the poetic style of Abduvali Qutbiddin.

Autumn is a season that brings some sadness and misery to the heart. In the most mature examples of world literature, including M. Bulgakov's –Master and Margarita, Gabriel Marquez's–In the hundred years of loneliness, such a state of mind is expressed through the images of autumn and rain.

–The story is narrated in Rabguzi that the human mud is saturated with rain for forty years. The thirty-nine years of those forty years were a torrential downpour.

While classical poetry depicts the landscape in romantic painting, that is, in scenes above realism, modern poetry depicts this landscape in a traditional way. Unlike Eastern poetry, it is expressed in words, sentences, and verses that are not polished and do not fit into the lyrical nature. Sentences in the above poem, such as –mud-to-mud, –yellow-yellow shade, –you play autumn, are for traditional aesthetic thinking. It seems rude and rude, to be more precise, it is like equating the divine word to black earth.

To prove our point, let us refer to the concluding verse of the above-mentioned poem: On the streets, on the roofs, on the windows Rain, drizzle, far away...

Infinite, endless, restless, hopeless...

Extremely unproductive.

If we look deeper into the poem, A. Qutbiddin is also Alisher Navoi

O gardener, do not hinder the army of Hazan,

Make snow thorns on the roof of this garden –

is in harmony with their thoughts. Even if you inject each leaf into the tree with a needle, the hazon season cannot be postponed. Both poets emphasize that flowering is inevitable and birth is inevitable. But in two different forms, in two different tones. The main currents and directions of modernism have either rejected the whole system of artistic means and methods, or changed them beyond recognition.

Today's modern poetry is gaining a new look in terms of content - essence, form. New research has had an impact on all components of the work of art. Artistic language, visual aids, weight, rhyme, system of images, including.

So, in the new poetry, the density and intensity of metaphor, metonymy, adjective, contrast, animation and other means of image, the fact that some poems are built on





this basis from the beginning - encourages them not to listen, to read and read, to think, to reason? Poems in this spirit are also difficult to digest, so it is more accurate to call them intellectual poetry. We can reasonably conclude that in traditional poetry thought follows emotion, and in modern poetry emotion follows thought.

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## THE ROLE OF COMPUTER TECHNOLOGY IN SPECIAL EDUCATION

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### Annotation

As a special learning tool, a computer can serve as a support for both the teacher and the student. For the teacher, it is an automated class journal, a tool for conducting surveys and processing learning outcomes, a tool for preparing lessons and conducting laboratory sessions. A tool for the student to complete tasks, a tool for modeling the real world for both.

**Keywords:** special education, computer technology, mono-technology, penetration technology, multimedia and telecommunications, individual information space, interactive mode, modeling,

### Introduction

One of the peculiarities of the modern organization of the special education process is its industrialization: the widespread use of information technology in order to increase the efficiency of the management of the educational process. At the same time, the computer is not only a tool for performing computational work and modeling physical and production technological processes, but also a teaching tool that has a significant impact on teaching methods and the organization of the learning process in general.

To study the technologies used by the computer, we use the term computer technology. Computer (new information) technologies of teaching are the processes of preparation and transmission of information for the learner, the means of which is the computer.

Computer technology can be implemented in the following options:

- as a "penetration" technology (the use of computer training on certain topics, sections for some didactic tasks);
- as the main, defining, most important part of the parts used in this technology;
- as a mono-technology (all training, all management of the educational process, including diagnostics, all types of monitoring, computer use)





Computer-based learning tools are called interactive because they “respond” to the actions of the student and the teacher, engaging in conversation with them, which is a hallmark of computer-based teaching methods.

As a special learning tool, the computer can serve as a support for both the teacher and the student. For the teacher, it is an automated class journal, a tool for conducting surveys and processing learning outcomes, a tool for preparing lessons and conducting laboratory sessions. A tool for the student to complete tasks, a tool for modeling the real world for both.

The computer performs various functions for the student:

- teacher,
- object of study,
- Collaborative team,

The use of computer technology in teaching includes the following functions:

1. The organization of the special educational process at the class level, the subject as a whole (schedule of the educational process, external diagnostics, final control)
2. Organization of activation and coordination within the classroom, organization of workplaces, instruction, management in the classroom network.
3. Individual observation of students, individual support, individual "human" relationship with the child. Individual options for computer-assisted learning are realized using visual and auditory images.
4. Preparation of components of the information environment (various types of training, demonstration equipment, computer-aided, software and systems, training manuals, etc.) 'Relationship of the course to the subject content.

As part of the preparation of information, we highlight the main functions of the computer:

- source of special education information (partial or complete replacement of the teacher and the book);
- Demonstration guide (qualitatively new level with multimedia and telecommunications capabilities);
- individual information space;
- educational equipment;
- diagnostic and control tool.

The judicious use of computers allows the use of new, more efficient ways of transmitting educational information, automating some procedures for managing the learning process.

Summarizing the experience of developing computer education technologies, it can be said that only those of them with a sufficiently high pedagogical efficiency:





- 1) providing an interactive mode in the process of solving various educational tasks;
- 2) have installed catalogs;
- 3) data modeling and ensuring individual assignments;
- 4) free from most regular calculations;
- 5) provide a comparison of different methods and approaches, as well as search for patterns using a computer experiment;
- 6) conducts rapid and current tests on the basis of a bank of changing questions and answers;
- 7) ensuring the possibility of suspension and resumption of work;
- 8) assessment of the student's work, taking into account the number of questions, errors and repeated errors;
- 9) maintain the results of the academic work and the educational work for the teacher.

Learning technologies based on the method of collapsed information structures allow to determine in the educational material its main, mandatory part and excess level, which is associated with the development of individual abilities and desires, interests and needs of students.

Changes in the informatization of special education require the use of tools that ensure the full realization of these opportunities, move the walls of classrooms apart, and pave the way for a wider world of knowledge, including intercultural dialogue. First of all, thanks to modern computer telecommunications, new opportunities are opening up for us.

Students will have access to the richest information resources of the network, and within the framework of teleconferences will have the opportunity to work with students from other schools, cities, regions, republics and even other countries on a project of their interest - almost discuss issues with the whole world. These perspectives of collaboration and collaboration provide the strongest impetus for their independent learning activities in groups and individually. Collaboration encourages students to explore different perspectives on the problem being studied, to seek additional information, and to evaluate their own results. The teacher becomes a leader, coordinator, consultant, he is not approached with a job, but is considered an authoritative source of information, an expert. Discussion of intermediate results in the classroom, discussions, brainstorming, lectures, theses acquire a different quality, as they contain not only materials from textbooks and official references, but also the opinions of project partners from other regions. Telecommunications allows students to independently form their own views on what is happening in the world, to be aware of many events, and to study them from different perspectives, and finally, some problems can only be solved together. understands that it can be solved with y-actions.





These are elements of global thinking. In the vast sea of information on the Internet, students will be able to choose the materials they need in addition to the information available in the textbooks and reference books.

One of the advantages of using new information technologies is that they seek out oral teaching methods and re-focus on creative activity methods. The use of learning information on compact discs is not a replacement for a textbook or a new version of it, but it provides a basis for organizing students' independent activities in analyzing and summarizing material using a wide range of individual and group forms of organization.

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## **CORRECTION-PEDAGOGICAL METHODS OF SPEECH DEVELOPMENT OF MOTOR ALALIC CHILDREN**

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### **Annotation**

Alalia is the continuous development of the cerebral cortex as a result of organic trauma of the speech circle until the formation of speech in the mother's womb or at the initial stage of development of the child. Motor alalia this is considered as a result of organic disturbances in the central harakter, an unhealthy neurological appearance leads to a serious lag behind in the development of speech. Supporters of this concession explain the lack of verbal doubt with motor failure.

**Keywords:** conseption, unhealthy neurological appearance speech development, Motor alalia, central harakter, Correctional educational work, Afferent alalia, speech disorders, kinesthetic apraxia

### **Introduction**

The work carried out in our country is a embodiment of the well-being of our cities, villages. Also, special attention is paid to the changes in the field of education, especially the upbringing of the younger generation as an excellent, mature person in all respects.

In every system of education, that is, in the system of preschool education, the great changes in the areas of general education and the next stage of education are aimed at providing the younger generation with mature, potential personnel to our country with a worthy place in our society in the future.

Therefore, one of the main tasks of each educational system should be associated with the creation of optimal conditions for the formation and development of a person on the basis of national and universal values, achievements of Science and practice. And this requires the creation of a qualitatively new system of National Education and training of the growing generation, which should include the technical and informational provision of education in accordance with the world requirements, as





well as the priority of native language and cultural values, ensuring the satisfaction of ethnic cultural needs of both the individual and society as a whole.

During such a defect, the child is completely separated from the means of communication by language: speech is independent and is not formed without the help of logoped. Alalia children belong to different groups of pedagogical gist, these groups differ from each other depending on the degree of defect and the effectiveness of corrective actions. Diagnosis of Motor alalia is complex, in most cases an approximate diagnosis is made. Motor is the actual problem of the theory and practice of Logopedics-the further study of all children and the creation of a holistic, whole system of Correctional educational work with them.

Many authors associate alalia with kinetic or kinetic apraxia and distinguish its efferent and afferent forms. Afferent alalia mechanism of speech disorders are related to kinesthetic apraxia, while efferent alalia is related to kinetic apraxia. (according to analogs of aphasia) aphasia can be explained by various violations of articulation pronunciation of sounds, violations of the sound – syllable structure of the word. However, speech disorders in the leader position are not only the result of engine failure.

Also, motor failure is observed only in half of all children. According to psychological conceptions, motor alalia mechanism is the interaction of mental processes of thought, memory, as well as some stages of speech activity.

It is based on the interpretation of alalia, mainly as language disorders. There is also a violation of internal programming, when the motor alalia is in harmony with the formation of speech movements, word combinations, the formation of word choice in the composition of phrases and texts.

Motor alalia is a complex syndrome that consists of a set of speech and non-speech signs. In the composition of the motor alalia speech defect, speech disorders occupy a leading place.

Motor alalia speech disorders are in the systemic character, typical for all its components: phonetic-phonematic and lexical-grammatical. In terms of the predominant symptoms, children can be divided into the predominant group of phonetics-phonematic development deficiency (they are deficient) and the predominant groups of lexical-grammatical development insufficiency. According to estimates, the first group-the dominant hemisphere-is based on the initial injuries of the lower limbs in the central motor areas. It is here that the group of muscles, tendons, arising in the execution of articulatory movements or in the general musculature (in the performance of other movements), tendons are based on the injury of the anterior sections of the motor area of the cerebral cortex.







In alalia speech can not be a means of full communication and a means of individual development. In alalia systematic development of all aspects and functions of speech is observed. It is difficult to formulate phrases and to master the construction of matrics defined.

It is observed that imitation activity is sufficiently developed, all forms of voluntary speech are incomplete. Due to the inadequacy of all operations in the process of making a statement, scientists have shown that the system of transmission and return Communications is violated in the context of speech activity, as well as a violation of internal programming and a violation of external implementation of the statement are also emphasized.

In connected speech, children face certain difficulties in connecting words, it is established that the formation of a context is a form of reading. Speech is distorted, incomprehensible, lack of time and cause-and-effect relationships.

Children with alliances suffer from contexts of connected independent speech, even when they have sufficiently mastered the dialogical form of communication. In relation to the dialogical form of speech, monological speech is an initiative that requires a certain level of mental activity, which is important for the correct choice of language tools and thoughts from the child.

In order to master connected speech, the inner speech of the child is sufficiently developed, the choice of words requires identifying them in a certain system, drawing up a plan of speech communication.

Contextual speech requires the child to develop not only internal, but also external speech (the formation of a statement begins with motivation, and then is strengthened by thought as a reserve of motivational activity, an external statement is made through internal speech).

The obvious differences in the manifestations of speech development are seen by some authors as the degree of different manifestations of exactly the same distortion. They differentiate alalia by their level of speech development, and the child goes through a number of stages in the process of his development, and for each of these, they consider that the picture of his disorder is characteristic. Among the common defects for the Motor alalia are the appearance of a character for its specific forms. The same shortcomings make up the core of the distortion, and these can not always be identified in the early stages of speech development, since they are masked by additional defects. In alalia at all stages of speech development, there are shortcomings in the development of all aspects of speech.





The main sign of Motor alalia is associated with the injury of the upper left half circle of the head brain, which is the result of the work of a speech-hearing analyzer, which is a deficiency in speech perception.

This leads to the analysis and structural distortion of speech pathogens, the formation of a link between the predicate and the vowel image. The child hears a self-directed speech, but does not understand. Excitation, which occurs under the influence of a slang word, does not spread to other analyzers due to the development of brain tissue and does not provoke a complex dynamic structure associated with the whole word. Heavy analytical-synthetic disturbances of the activity of the root of the speech auditory analyzer (Geshel ring), which carry out the Motor alalia primary speech sound analysis, are observed. In such children, phonetic perception does not form, phonemes do not differ and the word holistic perception is not heard, acoustic, Gnostic processes do not develop, and the ability to perceive speech sounds is reduced. Motor alalia motor is less studied than alalia. This situation is associated with very little study of motor allele in practice in a certain sense.

About the appearance of Motor alalia as an independent speech disorder, even now some authors can not give an unambiguous opinion. In the event that the speech lacks understanding or is absent, the question arises, first of all, about the state of the person's hearing. According to special scientists, conducted in several in many cases there is an inconspicuous decrease in tonal (physical) hearing in children with motor alalia, but it is not so serious as to brake the development of speech comprehension. According to N.N. Traugot, certain children 6 m. at a distance (this is the memory level of perception of speech at an average height in normal hearing) they understand the speech directed at them, but do not understand the meaning of what they hear, these children do not observe signs of mental retardation.

In the organization of role-playing, their possibilities in the organization of games are limited, often it is observed together with the non-coherent speech of the undifferentiated voweleks and the non-coherent speech of the improperly applied word and word combinations.

Children can not listen for a long time when any topic is told or read in a narrative. As a result of the fact that they do not understand the content of what they hear, children lose interest and do not hear the statement. New words are slowly mastered by the child. Speech is not critical, behavior acts irregularly, impulsive. Less than three without motor alalia net.

In practice, a more pronounced speech defect is observed in children who do not develop motor-acoustic speech in the composition, secondary defect. For example, in dislalia, rinolalia and disarthria, violations in the pronunciation of sounds are a





primary defect, and a result of the primary defect, there is a decrease in speech comprehension, acoustic attention, perception in Express speech. This is due to the work: the motor interferes with the normal occurrence of the desired level of speech differentials. I.P. Pavlov believes that these are the basal component of the second signal system (speech), because they provide for the transfer of all incomprehensible actions to the account of those who are perceived. This leads to the development of a dynamic articulatory stereotype, the development of correct speech skills.

In conclusion, we can say that the main sign of Motor alalia is associated with the injury of the upper left half circle of the head brain, which is the result of the work of a speech-hearing Analyzer, is the shortcomings in speech perception. This leads to the analysis and structural distortion of speech pathogens, the formation of a link between the predicate and the vowel image. The child hears a self-directed speech, but does not understand. Excitation, which occurs under the influence of a slang word, does not spread to other analyzers due to the development of brain tissue and does not provoke a complex dynamic structure associated with the whole word. Heavy analytical-synthetic disturbances of the activity of the root of the speech hearing analyzer (Geshel ring), which increases the Motor alalia primary speech sound analysis to observed.

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## INNOVATIVE TECHNOLOGIES IN ELIMINATING DEFICIENCIES IN CHILDREN'S SPEECH

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### Annotation

The article describes the use of innovative technologies in the elimination of speech defects in children with speech defects, the conduct of correctional and pedagogical training on the basis of new innovations in speech development, the lessons on the fluency of children's speech on the basis of scientific approaches.

**Keywords:** Innovative technologies in the treatment of speech impediments in children with speech impediments.

### Introduction

At present, in line with the requirements of modern development, educational standards are being improved and developed, and educational institutions are being provided with the latest types of educational technologies, including all types of innovative technologies and equipment for preschools. Preparing a child for school is aimed at increasing the educational potential.

Innovative education - the creation of a new idea, norm, rule in the learner, an advanced idea, norm, created by others, qualities related to the natural acceptance of rules, education that allows the formation of skills.

The technologies used in the process of innovative education are called innovative educational technologies or educational innovations.

Educational innovations are forms, methods and technologies that can be used to solve an existing problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before.

Pedagogical innovation is a means of enriching and developing the theory and practice of education and upbringing by making changes in pedagogical activity that were previously unknown in the educational process.

The main manifestations of innovation are:

-new ideas;





- specific goals aimed at changing the system or direction of activities;
- non-traditional approaches;
- Unusual initiatives;
- advanced working methods.

Innovative technologies - These are the development of methods, techniques, learning techniques, educational funds, aimed at achieving positive results due to personal dynamic changes. Pedagogical Innovations Educational and teaching processes can be changed or improved. Innovative technologies Progressive, creative, creative technologies are stereotypical elements that prove their effectiveness in the process, pedagogical activity.

Modern speech therapy is at the forefront of pedagogy, psychology and medicine, and therefore it uses the most effective scientific technologies to help optimize the speech therapist's work in its practice.

During the sessions, children cannot be considered independent, they become part of the generally accepted speech therapy technology by introducing new innovative forms and methods of interaction between the educator and the child. These innovative technologies serve to create a comfortable emotional background, activating undisturbed and impaired mental functions.

These new innovative technologies include:

- Neuropsychological (psycho-gymnastics, electrical neuro stimulation)
- Kinesitrop (logo rhythm)
- Different types of speech therapy massage
- Su-Jok therapy
- Gymnastics A N Strelnikova
- Didactic synchrony Information and computer technology
- Mnemonics
- Method "Happy communication"
- Neuropsychological methods.

Didactics means (Greek didactics-teacher).

Didactic games are one of the most important means of education, and in the process of playing these games children develop mental feelings such as cognition, attention, memory. Didactic games help to develop the basic qualities of the child. Didactic games for preschool children are mainly aimed at teaching children labor education, forming labor skills through visual aids.

Didactic games involve two principles — education and play, which can be performed both as a team and as a free form.





Correction is a system of special pedagogical measures aimed at eliminating or reducing developmental disabilities in children who are not involved in educational work. Corrective and educational work is aimed not only at correcting individual shortcomings, but also at general development. The development of students and the correction of behavioral defects is a holistic pedagogical phenomenon aimed at changing the emerging personality of the child.

Corrective - educational activity is a pedagogical behavior aimed at changing the child's cognitive abilities, improving his emotional-volitional, individual-personal qualities, developing interests and abilities, labor, artistic, aesthetic and other abilities.

Corrective-developmental education is a system of differential education that provides timely qualified assistance to abnormal children in reading and school, the main task of which is to systematize knowledge aimed at improving the overall level of child development, its development and 'Overcoming deficiencies in the winter, developing underdeveloped skills and abilities, and correcting deficiencies in a child's cognition.

The system of educational and correctional work with children with speech defects is based on general didactic laws, principles and methods.

Corrective developmental exercises with children with speech impediments. These exercises are mainly effective in overcoming the problems encountered in the education of children aged 5-6 years. Corrective activities focus on children's mental processes of cognition: attention, thinking, perception, imagination, memory, as well as the development of reading, writing skills and abilities, as well as the elimination and development of speech defects through various games. 'he says.

One of the important factors in the process of conducting lessons is to communicate sincerely and freely with students, to explain them correctly without haste, to create a natural environment in the form of games, to objectively assess the abilities of children.

Of course, when applying the lessons, psychologists, educators, parents can use additional correctional exercises, not limited to these lessons, based on ethnic psychological characteristics.

The results of these correctional developmental sessions can be relied upon in order to study the psychological adaptation and developmental dynamics of children to school.

The following exercises will help children develop thinking, attention, memory, speech, logical thinking skills.

"How to use it"





Tell the children the name of an object that can be used in as many cases as possible. Make sure each child offers their own style. For example: You can say the word pen. Ways to use it can be different: drawing, writing, as an indicator, and so on.

"Find Who You Are"

The children stand in a circle, One of the children becomes the leader. He is the opposite of the other players. At this point, one of the children hands the ball to one of the children. The facilitator needs to determine who made the move. Every child should come out as a leader.

"Find the right "

The children stand in a circle. The presenter says a sentence with various errors. Such statements are provided to each child. Any child who does not find a mistake in the sentence will be removed from the game. In the end, the remaining child is the winner. For example, apples ripen on an Archa tree. There are three crows in the sky. Kids need to find the right one.

"Who and what"

The children sit in a circle. Who is throwing the ball to one of the leading kids? Teacher, where? Tashkent What? He should answer as a notebook, in which the children should listen carefully . A child who does not answer correctly will leave the game. All children will participate in this game. The facilitator throws the ball to any child and the children respond and throw the ball back.

Exercises to develop children's memory, attention, cognition

"Find your place"

Game participants sit in a semicircle and choose a leader. The facilitator should memorize the order of the game participants in 1-2 minutes. He then looks back and remembers them by name. Every child has to be a leader.

"Find the seasons "

Objective: To strengthen the perception of the specific signs of the seasons.

Equipment: Demonstration weapons depicting the seasons.

Assignment: The children are given a picture of each season, and the children describe the characteristics of each season and what season it occurs.

Conducting the game: one of the meaningful pictures is shown to the children. After the children have a good look at what is shown in the pictures, a child is asked to place the pictures on the table. After placing the pictures, one of the children is called in, invites them to tell about the activity depicted in the picture, says the name of each item placed on the table, and completes the given picture.

"Find flying and non-flying animals"

Objective: To develop auditory perception, logical thinking and comprehension.







For example: a sparrow - a flying fish or not

The snake - a flying swallow

cow - does not fly

quail - flies

The course of the game: the children are told the name of an animal, the children perform the action of the said animal, and when the name of the non-flying animal is mentioned, they sit quietly.

The majority of children with speech defects are characterized by a balance between the processes of excitation and inhibition, pathology of the emotional-volitional sphere, mobility disturbances, discomfort, inconsistency in movement. therefore, developmental and corrective work must be constructed in ontogenesis, from the formation of previous mental functions to the more complex areas of speech itself. The child learns the world through actions and emotions, speech-motor exercises with elements of psycho-gymnastics help him to overcome pathological problems

Regular exercise allows you to:

Develop proper speech breathing

Develop general fine and articulatory motor skills

Improve phonemic hearing

Develop the ability to change sound modulation

Improve the rhythmic and intonational aspects of speech

These exercises can be used as part of a thematic exercise or as an independent exercise during dynamic breaks. Children can sit at a table or on a rug. Actions and speech materials are not studied in advance, but are simulated simultaneously with the speech therapist. The movements should alternate: fast and slow, sharp and relaxing, sharp and smooth. Exercises should be emotionally rich and playful. The proposed actions may include an imaginary image, reincarnation. Before starting the exercise, the speech therapist approaches each child, touching him or her with a hand or "Bright indicator" (with a magic wand).

"Magic indicator"

"Scarves"

"Ant"

"Sun and clouds"

"Shell"

Kinesitherapy is the treatment and correction of impaired movement and speech skills in preschool children (also known as the Bubnovsky method).

Corrective developmental kinesitherapy in children with voice pronunciation is focused on the didactic principles of children's education and development.





This includes several areas:

The direction is “Manual therapy”, which involves massaging the fingers and palms. First, the educator taught the children how to self-massage their hands, which is hardened every day. Kids enjoy massaging it, along with poems, rhymes, and automating problematic sounds. We perform massage with and without objects using natural elements (stones, cones, nuts), didactic materials (plastic balls, beads, massage balls, hexagonal pencils), decorative toys (wooden spoons, puppets), musical toys (maracas, pipes). By applying these recommended techniques, speech defects in children can be eliminated quickly and effectively.

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## THE ACTIVITIES OF MENTAL DISORDERS AND TO IDENTIFY THEM METHODOLOGY

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### Annotation

This article provides examples of screening methods used in the selection of children with intellectual disabilities for special educational institutions and in the identification of cases of mental retardation.

**Keywords:** Segen board, mental weakness, thinking, four-ring pyramid, subject, intellectual.

### Introduction

One of the ways to check the intellectual capacity of children with developmental disabilities is to collect anamnestic data. In a conversation with parents to learn about the child, the history of the child's development before and after the age of one, including the child's full pronunciation of the first sounds and subsequent sounds, when he began to hold his head and himself, when he first sat and walked, when he began to say the first words. the information is determined by asking a series of questions. At the same time, in the process of obtaining information about the child, the description of the disease, the symptoms of injuries and complications experienced by the child identification is important. The health of the child's close relatives, hereditary factors, and the conditions created in the family for the child's upbringing are also studied. After the interview, the information obtained will be reviewed in order to add more clarity to the information provided by the mother. In the study of children's activities, it is possible to learn the necessary information by studying their actions, activities, interests in the play process. Therefore, monitoring a child's play activities during the learning process is one of the first ways to determine if a child's developmental mental capacity is limited. When observing a child's play activities, of course, a variety of toys are provided to the home. In this case, the child's attitude to the presented toys, the degree of determination and attention to





their interests, the ability of the child to organize the game independently can be an important indicator of mental development. Along with the study of the child's play activities, this process is divided into the ability to know the necessary information about the child through the study of abilities such as the ability to perceive the appearance, shape, size, color, quantity of objects and generalize by type.

Due to the nature of their development in mentally retarded children, they show low interest in games, indifference, lack of independence in the game, lack of purpose and disorder in the game, lack of creative thinking during the game. When children are asked about the game process, they find it difficult to talk about the game, its details, and their speeches about their activities sometimes do not correspond to the activities they perform, and in their interrelationships there are errors in their thinking.

According to the mental development of children with special needs exercise performance first, then wander away from the right, taking into account their activity should be considered to be under control. Of course, the process of work required in accordance with the purpose of such children, as well as, in many cases they do not move distractions, they should be lack of perceptions, a lack of performance and are not offered in the theoretical and the practical procedures to best use the results of their work are not critical, and performance compared to the results achieved in emotional matters that do not feel can be monitored.

We would like to provide information on methodological recommendations for the study of intellectual states and other activities of children with intellectual disabilities.

### **"Pyramid of Four Rings".**

These methods are used, based on the following guidelines. "Four ring pyramid" toy fire without error in determining the development of the child motoric rings overwhelmed by the wearer, the presence of defects, and balanced in determining the formation and distinguishes thoughts, great and small, "and then put a large ring As the youngest and the smallest cap "assignments," in order to distinguish between the colors - red ring me, "pyramid show identification to receive counting the rings," first ring ", "third ring "show and stud, the concept of authentication, "The two four ring me, ring me," and in identifying ect. the above tasks on the basis of the game, and the methodology to monitor the results of the work carried out.





As a result of the above-mentioned tasks in the process of methodical play, it is possible to identify defects in the motor skills of mentally retarded children.

Methodology to identify these children in the process of doing the task, the speed is not fast, because they are difficult to ring the installation of the pyramid read out, even some of the children of suspicious case was baseless can be monitored.

In this regard, the above methodology for normal development work with children in mind, as this category of children's pyramid cells - depending on the child, not to make mistakes and to give a clear placed possible. But mentally disabled children that their behavior is a lack of clarity in the implementation of tasks that can not fulfill. Mental disorders understand severe child to carry out such tasks, vague and did not meet each other in the process of doing that, as a result of actions of various parties is reflected in the bulk of cases, the rings and put the arrow on the cover of the ring instead of pyramid.

In the process of doing a methodical work. when they see any other object that attracts their attention, their attention is quickly distracted, they quit what they are doing, and they are quickly distracted. That is, they do not carry out one work to the end, and as a result, there is no result in both cases.

### **Sege Blackboard Methods**

In this Segen methodology, the state of motor activity of children with intellectual disabilities is studied by placing various geometric shapes on the board. It studies the agility of the mentally retarded, the state of the child's fine motor skills, coordination, the ability to distinguish geometric shapes, as well as can be determined by observing activities such as comparing shapes. It should be noted that mentally retarded children make a number of mistakes in their work due to their mental and physical developmental disabilities. In the process of working with the methodology, a child with a mild mental retardation will be able to complete the task if the beginner correctly explains the actions to be performed in the work process and gives the necessary instructions.

Mentally retarded children with profound impairments are not able to perform such tasks because in this category of children the thinking is scattered and they do not understand what they are doing.

**A collection of geometric figures of different shapes** (Circle, square, triangle).

These methods and the content of the performance of the basic geometrical figures recommended types of leaving groups will be invited. This assignment forms the





overall mark through a combination of features that figures like signs, subjects generalization ability aniqulanadi. Shuningdek forms of research, manufacturing, etc., depending on the pattern of use. This methodical work flow levels in the implementation of mentally disabled children was adequate methods do not understand, then the task of the necessary instructions and then repeat.

But children with deep mental disabilities are not able to do the work that needs to be done in this method, that is, they are not able to do it.

### **Cubes of Different Sizes**

Through this method, the main purpose of the work with children is to distinguish the size of objects, to study the problem of correct placement of shapes in the sequence. In the process of methodical work, it is recommended to roll the cubes from large to small or, conversely, from small to large. The formation of the concept of large and small objects is not determined.

In mentally retarded children, this is achieved through special training and education to form the concept of adulthood.

### **Rings And Ribbons Of Different Colors**

This methodology uses the child to distinguish between different colors, and one of them - the concept of the determination.

Methodical work is carried out in three stages. First, the child selects the rings that match the given tapes. That is, the ratio of color separation is determined by seeing the child. You will then be asked to select a color. The child is asked to give a red ring and a blue ribbon. The child's condition is determined. The child must complete the task. In the next task you will be asked to say the color of the shape shown. Show the shape to the child and ask, "What color is it?", "Is this shape?" Based on questions such as, the state of choosing or distinguishing colors in children is determined.

In mentally retarded children, the concept of color in relation to healthy peers, color differentiation from each other lags behind the formation of the concept of color in relation to healthy peers. The elimination of this backwardness in mentally retarded children is eliminated in the special learning processes carried out with them.

### **Subject Pictures**

The main purpose of this methodical work is to check the children's attention and memory, using pictures that are familiar to them.





Pictures that are familiar to children can be used for a variety of purposes. In this case, 4 - 5 pictures are placed in a row to check the attention and memory of mentally retarded children , and then one picture is taken from the races. The child is then asked to find a picture taken from the 3 suggested pictures. That is, a mentally retarded child must determine which of the remaining 3 pictures is missing. Of course, this method is used to determine the level of attention and memory of a mentally retarded child .

### **Check Thinking**

The following method can be used to test the child's thinking.

To test the thinking: 3 different pictures are placed in a row in front of the child. (table, bread, coat) and other pictures (chairs, buns, hats) . Images given in parentheses were required to match the images in parentheses 1 and the images in parentheses 2. Of course. In this methodical way, which is based on the subject pictures with the child, it is possible to check and know the state of the child's general imagination and thinking processes .

In conclusion, if the above guidelines are used to study the specific developmental characteristics of mentally retarded children, the developmental characteristics of mentally retarded children, the degree of mental retardation, and the severity of mental retardation in children are mild and severe. Given that the level is, it is necessary to draw the right conclusions about the mental development of the child.

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## TEACHING PERSPECTIVE BASED ON INNOVATIVE TECHNOLOGIES

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### Annotation

This research article is going to clarify the issues that occur in the higher education in teaching the students about constructive drawing subjects of Perspective material. Things that become obstacles for students are the use of media, teaching methods, evaluation of high ratings and subjective factors of educators. The purpose of writing this article is to create learning innovations in these subjects so that the paradigm that is built will be positive again, so that the interests and motivations of students will increase with the presence of these innovations. This study uses the research and development method with several stages including problem identification in constructive drawing learning, data search using questionnaires and interviews, the initial step of data analysis as a basis for application, then implementing and implementing innovation by teaching digital constructive images, the last stage is processing data from the implementation process and obtained positive results, students are easier to use media, the level of understanding increases and teaching patterns are more innovative using new media technology.

**Keywords:** Perspective, constructive drawing, perspective systems, beam, prism, pyramid, create learning innovations, innovation, computer medium, teaching methods, transferring knowledge.

### Introduction

The purpose, content, forms, methods and tools of the educational process are traditional categories that are used to analyze educational processes in pedagogy. The same categories arise as the subject of pedagogical activity, which constitutes the







educational process in a particular science, specialty or specialty. The legislative and criteria of pedagogical and educational activity, which purposefully orientate the mentioned pedagogical categories, serve as a systematizing factor. Over the long periods, the size of the pedagogical categories indicated has become sufficient to achieve the objectives of society at the level of scholar. It is known that the qualifications and skills that must be acquired in knowledge become more complex [1].

Learning innovation is something that is important and must be owned or done by educators. This is because learning will be more lively and meaningful. The willingness of educators to try to find, explore and look for various breakthroughs, approaches, methods and learning strategies is one of the supports for the emergence of various new innovations. This challenge is felt in the institution that will be researched by the author, which is related to the resources of educators to the influence of technological developments which create new challenges for students regarding one of the Constructive Drawing courses.

## **Background**

The reasoning about the use of computer in teaching process, the role and importance of instructional technology has also been reflected in the work of a number of pedagogical scholars. For Example, L.V.Lutsevich understands the technology of processing, transmission and dissemination of information in a computer, the creation of computational and programmatic tools of Informatics, when it is called the technology of teaching in a computer medium [2]. M.I.Jidanov interpreted this term in a broader sense. In his opinion, it is the methods of collecting, organizing, storing, processing, transmitting and describing information and the use of a complex of technical means that imposes the human knowledge of the technology of teaching in a computer medium, developing its technical and social process management capabilities. B.I.Mashbits and N.F.Talisman describes the technology of teaching in a computer tool as a set of different types of teaching programs ranging from simple programs that control knowledge to artificial intellect based learning system [3].

## **Scientific Review**

The theory and scientific concept of this learning innovation as a basis for exploring and managing constructive image learning innovations, perspective material. Perspective comes from the Italian word "Prospettiva" which means a picture of a view or viewpoint. All theory about perspective is an art technique for creating an illusion of three-dimensions (depth and space) on a two-dimensional (flat) surface [4].





Perspective is what makes a painting seem to have form, distance, and look "real". The same rules of perspective apply to all subjects, whether it's a landscape, seascape, still life, interior scene, portrait, or figure painting:

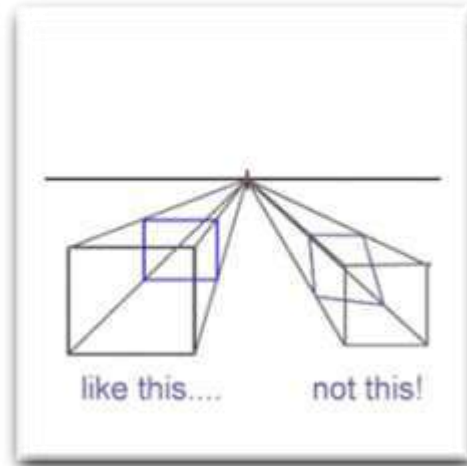


Figure 1: Theory of one-point perspective object (1)

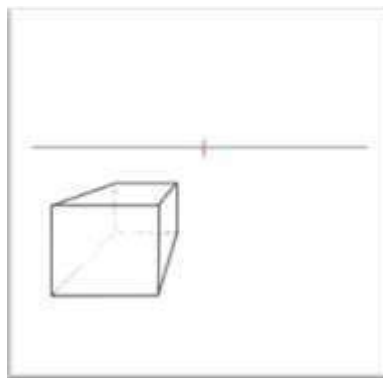


Figure 2: Theory of one-point perspective object (2)

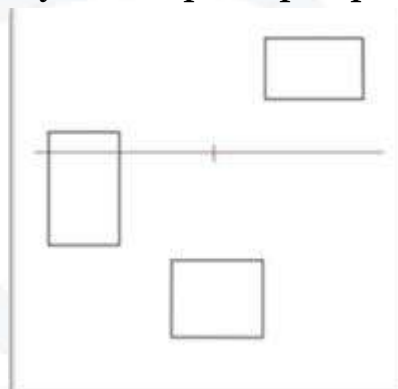


Figure 3: Theory of one-point perspective object (3)

All perspective systems are based on two basic methods, namely free hand drawing and measured drawing. Measured perspective drawing is used to accurately interpret an object or object. Drawing tools are used for this method, and the size scales are taken directly from the plan drawing. Freehand images are used to provide an explanation (detail) of an image. Object positions derive from a combination of



guesswork (approximate system) and construction with nearly precise estimates. There is no need for exact and precise measurements [5].

### **Research Methods**

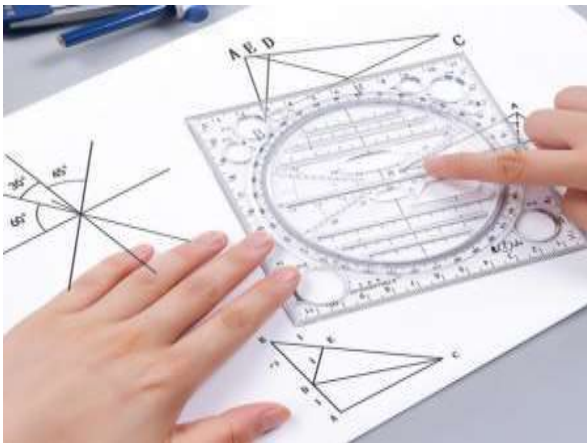
The methodology is influenced by the theoretical perspective approach that the writer uses to support an explanation or interpretation framework that allows the researcher to understand the data and relate it to events or other data based on the theoretical support used. In the process of this research, the authors used the Research and Development model. The initial stage of research that describes the process of creating works from problem identification in the field, leads to problem development and becomes a research problem formulation using data analysis based on questionnaires and questionnaires. In this research process, materials and sampled data become an instrument in research which will later be developed in the field application process. Development, which describes the process of implementing applied research on the subject of research. The Research and Development pattern in a sense is a research pattern that has several stages in the formulation of conclusions in research starting with the initial stage of research to the final stage with several developments from the results of previous research, to support the research process it is selected as a research application to the ongoing analysis and data search. The quantitative process in research is a combined process of quantitative and qualitative, namely the process of processing data with numerical counting techniques and formulated with certain formulas and producing conclusions from these calculations as well as descriptive qualitative processing by describing some of the findings in the field in narrative form. Sample data obtained from each analysis and study using a quantitative approach. The quantitative method carried out by the author has a scientific basis of Statistics which is a science that is related to the methods of data collection, analysis until drawing conclusions based on the data collection and food analysis carried out. Basically, these statistics can be divided into two activities, namely the first is the collection and processing of data presented in tables or graphs to facilitate the information conveyed. From this first activity is descriptive statistics. Then the second is drawing conclusions that are contrary to the processing of the data. This second activity is called inferential statistics. Judging from the definition of statistics above, of course it is based on the main characteristics of these statistics [6].





## Arguments And Discussion

The novelty aspect of this research is not entirely new in substance to teaching and learning methods, but the novelty here is more about solving problems in the process of transferring knowledge with digital assistance. Mastery of digital media as a supporting tool in the learning process as well as the development of stimulus in research so that it doesn't seem scary and the previous dogmatic factors are preserved until now:



**Learning with Conventional Media**



**Learning with a Digital Media**

The picture above simply shows the difference between old and new ways of teaching.

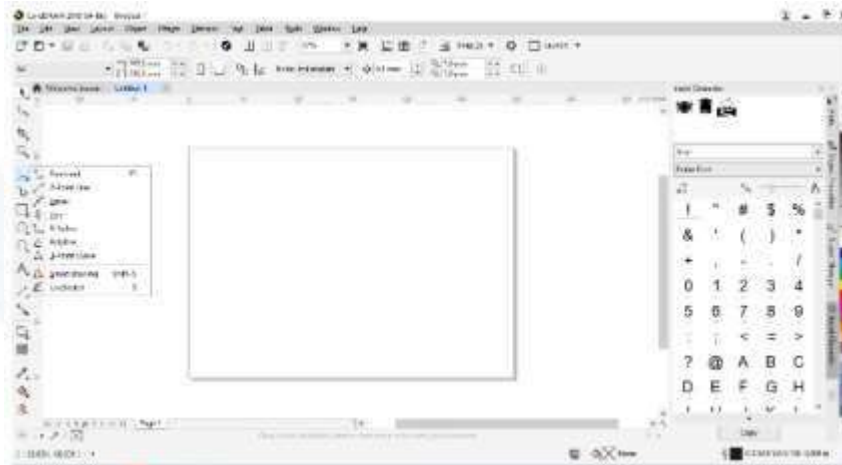
- **Preparation:** Providing props or supporting media in the implementation of learning in the classroom. Opening lectures with some basic information delivery related to greetings and news to students. Observe and regulate class conditions by submitting attendance for lecture administration data.
- **Implementation:** Explaining a procedure or process in a lecture, including reminding students in preparing media, tools and needs in supporting lectures as well as explaining the lecture implementation policy on timely attendance. Explain the policy for assessment of learning outcomes Carefulness, cleanliness, on time. In this implementation, all students will be able to follow the learning well. At this meeting the educator explained the introduction to the lecture containing an explanation of the objectives and competencies expected of the course; lecture procedures; tasks and evaluation systems in the implementation of Constructive Drawing II. At the second meeting the authors explain the meaning of constructive drawing II. Explain the theory of constructive drawing II. Explain the basic concepts of aesthetics in constructive drawing II. Explain the theory of drawing. One-point perspective is lost with the concept manual as an introduction. Explain the theory of



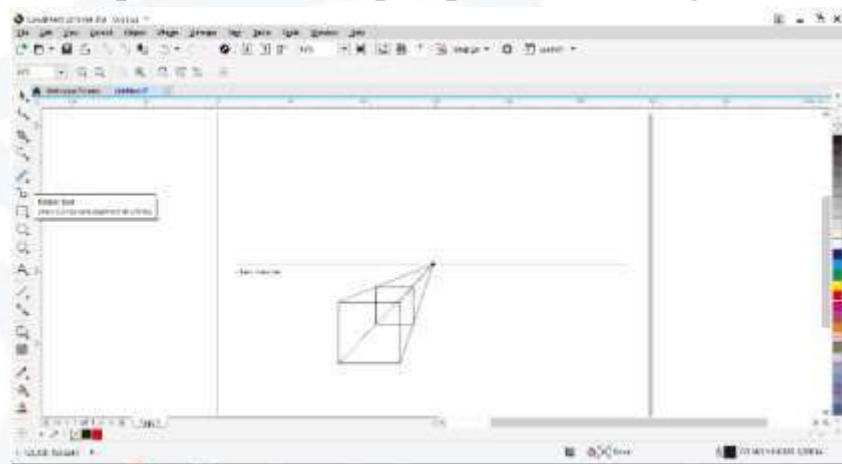


drawing. One point of perspective is missing with digital concepts as the core of learning. Describes the use of constructive drawing tools. II. Able to explain about the use of applications in constructive drawing I Missing Points with digital media. When the learning process is running, the writer holds a question and answer session with students when there is information that is not clear.

•**Evaluation:** Provide opportunities for students to continue learning independently. Make the task of learning to draw constructively with the practical task of drawing the perspective of multiple objects; beam, prism, and pyramid with the technique of 1 Point Missing Perspective Using Digital Media. Analyze Reference Image obtained in Game / Image. Creating and Developing 1TH Perspective Forms with the Style of Each Task in A3 Digital Print [7]. Asking questions to students when there is information that has not been conveyed. Learning Method:



First steps to draw 1TH perspective with digital media.



Last steps to draw 1TH perspective with digital media.

## Conclusion





All graphic objects of the operating system, as well as all other images, must somehow be created or inserted into the computer. To insert graphic images into the computer, special external devices are used. With them we got acquainted. The most common device is the scanner. At the last moment, the scope of application of digital cameras is also increasing. Their difference from ordinary cameras is that the image is not chemically reduced to a photo pylon, but is recorded in the microcircuits of the camera's memory. From there, information can be transmitted to the computer by cable. Some digital cameras also have the ability to record data to a removable disk as a file. And we know perfectly well that transferring information from a disk to a computer is not so difficult.

In computer graphics, the image comes in contoured, colored, and toned views. The contoured image is based on lines. And the tone and color images are based on surfaces. Such an image is conditionally called "Photo". Most of the graphic data extraction devices are designed for image and drawing extraction. All of these devices are designed to manually input contour messages outside the scanning system. They are able to form drawings on the display screen itself, at the same time they also insert drawings into the computer. One of the modern issues of teaching drawing science is its wide application of computer technology in teaching. It has been theoretically proved that computer graphics programs create favorable opportunities for the rapid mastering of educational materials by students, as well as an important role in increasing the effectiveness of their mastering. It was found that the use of software pedagogical tools, which are universally convenient for eliminating the problems in the teaching of drawing science, is purposeful.

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## **INCLUSIVE EDUCATION IN PRESCHOOL EDUCATION**

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### **Annotation**

The issue of raising children in preschool education is becoming one of the most pressing issues today. At present, an inclusive education system is being implemented in the Republic in order to provide education in special or general education according to the level of development, opportunities, characteristics and abilities of children with special needs. Its goals are not to prevent social segregation caused by differences in gender, race, culture, social nationality, religion, individual opportunity and ability. However, the concept turned out to be unsuitable for universal use.

According to world experience, admission to preschools is often seen as a disability education in secondary schools along with their peers, but the essence of inclusive education is that knowledge and knowledge are still insufficient in society. The terms “inclusive” and “integrated” are often used interchangeably. But despite the great difference between these concepts in philosophy.

**Keywords:** inclusive education, special education, children, people with disabilities, general education, social segregation, school, people with disabilities, holistic, gender, general education institutions.

### **Introduction**

The views of the famous Eastern Scholars Ibn Sina, Imam Bukhari, Abu Nasr Farobi, Alisher Navoi, Abdullah Avloni on the impact of education on the development of each child's personality are the methodological basis for the development of inclusive education.

For a very long time, the education of children with special needs in special segregation educational institutions was considered more effective than in general education institutions. By the 1970s and 1980s, the promotion of humanity and non-discrimination around the world had led to a greater focus on children with special needs[7].





The following goals and objectives need to be addressed in an inclusive education system:

- The creation of the necessary psychological and pedagogical, correctional conditions for the education of children and adolescents with disabilities in the educational institution, the implementation of mental development, social adaptation through the implementation of general education programs and correctional work aimed at their opportunities[15];
- Ensuring the equal rights of students in education;
- meeting the needs of disabled and healthy children with the active participation of society and the family, early adaptation to social life;
- realization of the right of children and adolescents with disabilities to live without separation from their families;
- to form a friendly and loving attitude towards children and adolescents with disabilities in society[38].

Problems of inclusive education. In many countries, the introduction of inclusive education is not specified in government regulations; Negative treatment of children with disabilities; The problem of invisibility of children with disabilities in the community; The problem of children with disabilities not being seen in school; Financial problems; Adaptation of educational institutions[21];

Large number of students in the class; Poverty; Discrimination based on gender differences; Addiction of children with disabilities; Emergencies, conflicts, refugees; Personnel issues[28]. The right question is, why should children with disabilities be included in the inclusive education system? What is the need to move to an inclusive education system by addressing the above issues?

Indeed, solving the problems facing this education system will not be easy[18].

But there are many benefits to this education system, including:

Inclusive education allows you to get out of the clutches of poverty;

Inclusive education improves the quality of education for all;

Prevents discrimination;

Inclusive education leads to more inclusiveness. Principles of inclusive education[23]:

1. Human dignity does not depend on one's abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the ability to hear and communicate[17].
4. Everyone needs each other.
5. Complete and genuine education of a person is possible only through real cooperation.
6. Everyone needs the support of their peers.





7. The success of all learners is not that they cannot do something, but that they can do something.

8. Collaboration enhances a person's life in every way. The inclusive education system includes the following educational institutions;

Pre-school education, general secondary education, secondary special vocational education and higher education. The purpose of these educational institutions is to create an open learning environment by removing barriers between children in their education and vocational training[27].

There are no special programs or textbooks available in preschool. An inclusive education system differs from an integrated education system in its content, goals, objectives, and program of action. A child's lag in upbringing and learning is the result of a child's failure to master mental functions[36]. For example, a child's clothing sequence may be impaired not because of poor memory, but because he or she has not acquired the skills needed to perform the process. In addition to psychoregulation of this mental problem, the child may be presented with pictures depicting the correct sequence of clothing. L.S.Vygotsky argues that the social environment is of paramount importance for children with disabilities[14].

It also likens the development of children with disabilities to a bad root system. "Its thin roots do not match the layers and shape of the nutrient soil. They do not reach the nutrient layers of the soil on their own and enter the dry and toxic layer. It could have flourished under the right conditions, but under normal conditions it did not reach the peak of development and withered he said[22]. Therefore, it is expedient to develop the education system taking into account the specifics of each nation and ethnic group, national traditions, customs, goals of the state and the characteristics of the mental and physical development of students[25].

In children with disabilities, if the adults help the child as much as possible without resisting his or her opinion and independence, the difficulties in the process of forming his or her personality will disappear on their own. Stubbornness, stubbornness, and disobedience in a child with a disability are caused by the over-indulgence of these adults[31]. Psychologist LM Krijanovskaya describes in detail the ways of educating children with disabilities through the methods of psychological correction in the system of inclusive education. In his opinion, the effectiveness of educational work in the system of inclusive education should be closely linked with the cooperation of school psychologists, teachers, educators and parents in achieving good results[19].

There are still many challenges and barriers to the implementation of inclusive education in the world. These include: Negative attitude; Not to be seen in the





community; Financial problems; Physical adaptation; Number of students in the class; Addiction; Discrimination based on gender; Emergencies, conflicts and refugees. Negative attitudes are probably the biggest obstacle for children with special needs to be educated in the general education system[13].

The essence of the problem of negative attitudes is that parents, community members, teachers, general education staff, and even children with special needs in government are reluctant and unwilling to be educated in their own general education institutions[24]. This is due to misconceptions about people with disabilities, lack of information about them, the fact that children with disabilities grow up in a restricted environment, and so on. The essence of the problem of invisibility in the community is that many children with special needs are often tightly hidden by their parents. They will not be shown to anyone under house arrest, and no information about the disabled child will be provided during the registration process[20].

As a result, many children with disabilities are deprived of participation in the community. Lack of information about them means that they do not attend educational institutions. Experience in the implementation of inclusive education has shown that any disability of children with disabilities from an early age should be identified in a timely manner, and specialists should be consulted and school preparation should be carried out in a timely manner. can be achieved. That is, inclusive education is more effective.

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## **PREPARING TEACHERS FOR A CREATIVE APPROACH TO EDUCATION**

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### **Annotation**

This article is about the preparation of educators for a creative educational approach, the problem of creativity is interpreted as the basis for the effective organization of individual creative activity and the creation of a creative product in the pedagogical process.

Creativity is one of the main categories that ensure the effective functioning of the individual, and a creative approach to the educational process serves to develop the quality of knowledge acquisition of students on the basis of their creative activity. as well as creativity is an integral part of human spirituality as a category of personal development, a factor of personal self-development, the basis of personal zeal, not in the diversity of knowledge possessed by the individual, but in the pursuit of new ideas and the established stereotypes are manifested in reforming and changing the process of creating innovation, in making unexpected and unusual decisions in the process of solving vital problems.

**Keywords:** educational, creative, pedagogical, subject, technological, thinking, cognition.

### **Introduction**

The current system of education, along with the knowledge of future educators to master scientific resources, their effective use in the pedagogical process, is relevant to each training session, each process subject, educational mechanisms. requires a creative approach. From this point of view, the problem of preparing future teachers for a creative approach to the process of technological education and the creation of educational innovations that serve to form the initial labor skills of the younger generation in various fields of life and production is to create intellectual resources for socio-economic development. in expanding training opportunities is of particular importance[2].





At present, the world has identified priorities for improving the field of pedagogical education, including the development of the content and scientific-methodological base of training qualified and creative teachers, finding non-standard pedagogical solutions to the problems of the educational process, education. A number of scientific researches are carried out to improve the quality of teaching materials on the basis of motivation to master them. Thus, the preparation of educators for a creative approach to the process of technological education, which has great potential for the formation and development of creative thinking, is of great scientific and practical importance[7].

In preparing educators for a creative educational approach, it is advisable to pay attention to the following. Theoretical substantiation of the problem of cultivating creative thinking of educators and preparing them for creative activity as a pedagogical problem, analysis of its content and features; Development of a model and methodology for preparing educators for a creative approach to technological education, based on the definition of the pedagogical conditions of the specific features of the creative approach to technological education; clarification of forms and methods, means that provide preparation of educators for a creative approach to technological education, scientific substantiation and examination during pedagogical practice; substantiate the mechanisms to ensure the compatibility of teaching methods, forms and tools in the creative approach of educators to the process of technological education[3].

Today, as we observe the product of the development of the human mind, science, we are confronted with unique and astonishing examples of individual creativity at every step. These include the virtual world, touchscreens, fruits and vegetables of different colors and shapes, soilless crops, and more. All of this is the highest product of a person's thinking. Planes, helicopters, computers, telephones, and even lights, which are common to us today, were once imaginary, and were later created as a result of ingenuity and thinking. It is safe to say that the invention of the wheel is an important result of human creativity[9].

Today, such innovations create comfort in our daily lives, lighten our burdens and bring us closer. In this way, creativity has become an integral part of development. There is a high demand for creative thinking professionals in all fields. Given this social need, we can see the importance of teaching the younger generation to think creatively as well[6]. As one of the characteristics of maturity, Farabi pays special attention to the relationship between the individual and the team, the impact of the team on the development of the individual: "Everyone is structured by nature in such a way that he needs a lot of things to live and achieve a high level of maturity, he can't





achieve such things on his own, he needs a community of people to achieve them. Ildi. It is therefore necessary to live, it is only through the union of many people who bring people together and help each other that man can attain the maturity he aspires to by nature[1].

The activities of such team members as a whole provide each of them with the things they need to live and grow. " There are two types of human abilities: the innate and the acquired. emphasizes Abu Ali ibn Sina emphasizes the importance of relying on reason and science in human activity and the study of the world, and emphasizes the need to rely on the science of logic in solving problems: "Any knowledge that is not weighed on the scales of reason is unfounded. That's why it's so important to study logic. " According to him, the cessation of knowledge means the death of a person: looks like. As long as the light does not stop burning - you are alive[4].

If he dies, you will die. " Many people feel that they do not have the ability to be creative. This can be justified for two reasons: first, most people do not adequately explain what the concept of "creativity" actually means; second, they are unaware of what qualities are directly reflected in the basis of creativity. A creative person is a person who is able to take an unconventional approach to finding solutions to problems, to find non-standard solutions, to move away from existing stereotypes, and to have an internal motivation for doing so. The creative process is the process of giving a person creative thinking and finding non-standard solutions to problems. Methods and techniques used in this process[8].

Creative environment - created conditions, environment, stimulating situation and people, organizational activities that help to show creativity.

The concept of creative product is very broad, it includes innovative techniques and technologies, ideas, new paradigms, new styles in science and art, products and so on. At this point, the question of what criteria to define a creative product is important. Since one of the main criteria of creativity is non-standard, it means that a creative product is created as a result of combinations, analysis and synthesis that have not been used before. We consider it appropriate to add creative thinking to the above aspects of creativity[11].

Creative thinking is a non-standard and unconventional form of thinking. Creative thinking begins with a unique view of things and events in the world - creative perception. The occurrence of creative perception is directly related to the psychological state of the person. In the next stage, non-standard conclusions, solutions and views are formed on the basis of non-standard combinations (generalizations, analysis, synthesis, abstraction, selective insight, etc.) that occur in the human brain[14]. The development of a child's social creative activity takes place





periodically, and this should be expressed as the transition from one level of manifestation of his social activity to another[12].

Phase I is the initial level of social activity ("family reality") in the child the practical nature of the relationship with the surrounding reality and its application to adults (parents, yеn and b.). The activity of the child is married to meet their needs. For the child, his parents (their place invaders) have dignity.

Phase II - The first level of social activity ("reality in the situation") is the child inability to be separated from the events that take place and its complete dependence on the situation

described. At this level, the situation that determines the nature and direction of a child's behavior is important[13].

Phase III - the second level of social activity ("reality on the situation") the child is free from the influence of the flow of situations and understands the situation with the help of his "precious compass". For him, the methods and means of coping, that is, the "weapons" and their psychological forms, are also important.

Phase IV - In the third level of social activity ("self-realization") the child is his own develops a model of situations and seeks to establish "work-related" relationships with the adults and peers around them. In this way, he demonstrates his "I" and defends his "space", and his egocentrism, that is, his attitude to the world and his manifestation in this world, is revealed[5].

Phase V is the fourth level of social activity ("other reality") of the child by striving to overcome egocentrism and recognize the dignity of others determined. For a child, all living things around him: flora and fauna, human dignity.

The levels of social activity determined determine the nature of the child's interaction with social reality and the ways of socio-personal development in various interpersonal relationships. All of the above shows how complex the process of social development of a child is. Preschool is an important period in the formation and socialization of the individual. Personal development predicts that his needs will ultimately come in the realm of creativity rather than consumption.

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## SOIL COMPOSITION AND ITS EFFECTS ON FERTILITY IN ROMITAN DISTRICT

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### Abstract

The article provides information about the minerals, organic and inorganic substances in the soils of Romitan which located in the Bukhara region and their role in the growth and development of plants.

**Keywords:** Fertility, soil composition, minerals, organic matter, compound, biochemical processes, humus, horizon

### Introduction

It is known that soil fertility is closely related to soil-forming factors: climate, relief, soil-forming rocks, wild and cultivated plants, but the level of fertility is greatly influenced by soil composition. Sufficient soil nutrients for plant growth; the presence of moisture that the plant can absorb; good soil, aeration; granulometric composition, structural condition and structure of the soil; the soil environment, the soil reaction plays an important role in the growth and development of plants. Soil fertility is greatly influenced by the amount of organic and inorganic substances in the soil and the minerals and organic compounds formed as a result of biochemical processes in these soils. The chemical composition of the soil means the presence of mineral, organic, organic and some chemical elements in the soil. The mineral part of the soil is primary; quartz, feldspar, amphiboles, pyroxine, mica and other similar compounds, secondary; montmorillonite, kaolinite, hydromica and other minerals. The organic part of the soil consists of humus. It is composed of humic, fulvic acids and humic substances, the content of elements is not constant 5 and 0.1-0.2%, 0.3-0.8 and 0.03-0.06% in the soil, up to 1% in the brown soil and less than 0.07%. The main minerals in the soil are phosphorus, potassium, calcium and magnesium, which make up the largest component of the soil quartz, clay, carbonates, sulfates, and iron, manganese, and aluminum oxides and hydroxides are also common. Minerals, organic and inorganic substances in the soil are the main factors that determine its





fertility. 'rsatadi. The composition of different soils, the amount and activity of microorganisms have a significant impact on soil fertility, which in turn leads to microbiological and enzymatic activity. The growth and development, yield and quality of crops also change accordingly, as biochemical processes such as nitrification, ammonification, nitrogen fixation in microorganisms enrich the soil composition, the decomposition of organic residues and the synthesis of new soil-forming compounds. It is important to study the composition of soils, determine their biological activity, the intensity of the processes that take place in them. In order to study soil fertility, the properties and characteristics of soils of Romitan district of Bukhara region, chemical composition, biological activity and the impact of these factors on soil fertility were studied. (incisions) were analyzed.

The results of the aqueous Surim analysis determined the amount of water-soluble salts.

C u t	Depth sm	Alcalinty		CL		SO 4		Ca		Mg	
		Gener al	Gene ral	%	Milli gram equi vale nt	%	Milligr am equiva lent	%	Milli gram equi vale nt	%	Milli gram equi vale nt
		HCO 3 %	HCO 3 M.E								
1	0 -17	0,028	0,46	0,053	1,48	0,152	3,17	0,034	1,70	0,018	1,48
	17-52	0,032	0,52	0,011	0,30	0,043	0,90	0,012	0,60	0,006	0,49
	52-82	0,027	0,44	0,009	0,25	0,048	1,00	0,012	0,60	0,006	0,49
	82-112	0,027	0,44	0,011	0,30	0,048	1,00	0,012	0,60	0,007	0,54
	112-144	0,026	0,42	0,011	0,30	0,051	1,06	0,013	0,65	0,007	0,54
2	0 - 12	0,037	0,60	0,021	0,59	0,066	1,37	0,014	0,70	0,006	0,49
	13-57	0,026	0,42	0,025	0,69	0,232	4,83	0,036	1,80	0,016	1,28
	57-78	0,023	0,38	0,021	0,59	0,232	4,83	0,038	1,90	0,017	1,38
	78-104	0,024	0,40	0,046	1,28	0,110	2,29	0,018	0,90	0,010	0,79
	104-164	0,028	0,46	0,016	0,44	0,051	1,06	0,014	0,70	0,007	0,59

Soil reactions depend on a combination of factors. These factors include the chemical and mineralogical composition of the solid part of the soil, the amount and quality of free salts in the soil, the amount and quality of organic matter, the composition of soil air, soil moisture, the activity of soil organisms, and more. One of the important factors governing the soil environment is the salts in it. Neutral, acidic and alkaline salts in the soil affect the reaction of the soil when dissolved and dried in water (when moisture escapes), and this effect is reflected in fertility. The most common mineral acid in the soil is carbonic acid. Depending on the thermodynamic conditions in the soil, the pH of the carbonic acid soil solution is 3.9-4; It can hold in the range of 5-5.7.





At the same time, the self-regulation of carbon dioxide depends on the daily changes in soil soil and the activity of microorganisms. In addition, the oxidation of sulfides in soils can temporarily or permanently produce sulfuric acid, which can lower the pH of the soil to 2-3 H<sub>2</sub>SO<sub>4</sub>. Sulfur compounds in the soil are found in sulfate salts such as MgSO<sub>4</sub>, K<sub>2</sub>SO<sub>4</sub>, Na<sub>2</sub>SO<sub>4</sub>. Most of Ca and Mg are found in the colloids in the soil and in the form of simple water-soluble salts - CaCl<sub>2</sub>, CaSO<sub>4</sub>, CaCO<sub>3</sub>, Mg CL<sub>2</sub>, MgSO<sub>4</sub> as simple salts, as well a partially calcium phosphate- [Ca (PO<sub>4</sub>) <sub>2</sub>] in carbonate soils.

C u t	Depth sm	Anion	Cation	Na By difference		Dry residue	A pinch of salt	CLSO <sub>4</sub>
				Milligram equivalent	%			
1	0 -17	5,11	3,18	1,93	0,044	0,362	0,315	0,47
	17-52	1,71	1,09	0,62	0,014	0,128	0,102	0,33
	52-82	1,69	1,09	0,59	0,014	1,118	0,102	0,25
	82-112	1,74	1,09	0,59	0,014	0,122	0,104	0,30
	112-144	1,78	1,14	0,59	0,013	0,122	0,107	0,28
2	0 - 12	2,57	1,19	1,37	0,032	0,176	0,157	0,43
	13-57	5,94	3,08	2,86	0,066	0,422	0,387	0,14
	57-78	5,80	3,28	2,53	0,058	0,418	0,377	0,12
	78-104	3,97	1,59	2,29	0,053	0,264	0,248	0,56
	104-164	1,97	1,29	0,58	0,018	0,144	0,118	0,42

In short, soil composition is made up of organic and inorganic substances, minerals, water and air. The main part of the soil is composed of different minerals, which contain many different chemical elements. However, even in different types, types or genetic horizons of soils, the amount of some chemical elements is not the same. Humus layer differs sharply from the lower layers in terms of chemical composition. Because the soil is the surface layer of the earth's crust, it is home to a variety of microorganisms, plants and animals. The most important factors of soil fertility are: the availability of nutrients necessary for plant growth and their variety; the presence of moisture that the plant can absorb; good soil, aeration; granulometric composition, structural condition and structure of the soil; the amount of toxic substances (acids, alkalis, salts, etc.); soil reaction and so on. Minerals, organic and inorganic substances in the soil play a key role in its fertility, plant growth and productivity. This means that the sustainable development of ecosystems also depends on the soil, which mitigates the effects of weather on plants and helps provide water and sustain life.



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## CLINICAL AND BIOCHEMICAL EVALUATION OF THE EFFECTIVENESS OF COMPLEX TREATMENT OF CATARRHAL GINGIVITIS DISEASES WITH A HERBAL PREPARATION, INFUSION OF “CLOVE TREE”

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### Abstract

Catarrhal gingivitis is a periodontal disease characterized by serous (catarrhal) inflammation of gums. Local changes in catarrhal gingivitis include edema, hyperemia (or cyanoticity) of the gingival mucosa, soreness and bleeding margin, the presence of dental plaque, and an unpleasant taste in the mouth.

It is very important at an early stage in the development of inflammatory periodontal diseases to achieve a persistent and long term effect and prevent the development of destruction processes in the periodontal tissues. Since already at a young age, due to the influence of various factors in the oral cavity, there are initial manifestations of periodontal inflammation.

**Keywords:** catarrhal gingivitis, periodontal disease, complex treatment, herbal infusion, “Clove tree”.

### Introduction

In practical dentistry, complex treatment of inflammatory and destructive periodontal diseases is most often carried out with the use of antibacterial agents. However, their long-term, uncontrolled use leads to numerous complications: drug tolerance, weakening of the therapeutic effects, dysbiosis of the oral cavity and gastrointestinal tract and etc. Such complications can be avoided by using homeopathic remedies. The most promising today is the use of herbal preparations. Herbal preparations have a mild, regulating, normalizing effect. They are easily absorbed, non-toxic, do not cause side effects and allergic reactions.





**The Aim of Study-** is to evaluate the effectiveness of the use of a new generation of phytopreparations from the herbal infusion of the Clove tree in the complex treatment of catarrhal gingivitis in young patients.

### **Research Objectives**

1. To study the dynamics of clinical changes in the state of the gums in young patients before, during and after the application of the infusion of “Clove tree” in the complex treatment of catarrhal gingivitis;
2. To study the activity of the enzymes glutathione peroxidase, superoxide dismutase, alanine aminotransferase, aspartate aminotransferase, lactate dehydrogenase and alkaline phosphatase in mixed saliva in young patients before, during and after the application of the infusion of “Clove tree”;
3. To propose an optimal scheme for the complex treatment of young patients with inflammatory periodontal diseases of an herbal preparation, an infusion of “Clove tree”;

### **Research Materials**

Young patients with catarrhal gingivitis (40 patients). All examined patients were divided into two groups, depending on the treatment. All patients participating in our study were examined using basic (clinical) and additional (paraclinical) methods. The main (clinical) methods of examination of the patients included the collection of anamnesis of the disease and life of the subject, examination and assessment of this periodontal status. Of the additional methods of examining patients, biochemical (laboratory), functional (assessment of the state of the microvasculature of the gums) and X-ray were used. One group underwent a standard method of treating catarrhal gingivitis, the other a complex treatment with the addition of a herbal infusion “Clove tree”.

### **Research Methods**

1. Clinical examination
2. Biochemical examination
3. Statistical data processing

### **Research Results**

Our studies revealed that the GPO activity in the SS in Patients with CG of both groups was  $10.73 \pm 0.19$  IU / ml and  $10.7 \pm 0.07$  IU / ml, respectively. This significantly exceeded the activity of GPO in the SS in patients of the control group. GPO appears





in the SS only with bleeding of the gums, therefore in the control group in patients with a healthy periodontal condition, the GPO activity was low –  $0.34 \pm 0.03$  IU / ml, which is consistent with other authors.

In patients with CG of the comparison group, the decrease in GPO activity was on average 17.75%, which, as in the patients of the main group, reflected in the clinical state, however in this case, it did not reach control group.

Thus, our study of the results of treatment of patients with CG indicates that professional oral hygiene, supplemented by correctly performed individual hygiene measures, is not enough for long-term and persistent relief of the symptoms of the disease. The use of herbal preparations the infusion of “Clove tree” provided a pronounced and persistent therapeutic effect for a long time.

## Conclusion

Comprehensive examination of the periodontal condition in patients aged 18 to 44 years, including the determination of dental indices and indicators of mixed saliva, revealed periodontal pathology in 80%. The clinical effect of the complex application of the Clove tree infusion is confirmed by a decrease in the activity of lactate dehydrogenase in mixed saliva in patients with catarrhal gingivitis (from  $133.2 \pm 4.68$  IU / l to  $102.9 \pm 5.13$  / IU / l) and a decrease in activity alanine aminotransferase, aspartate aminotransferase and alkaline phosphatase in the mixed saliva of the patients of the main group to the values in the control group 30 days after the start of treatment.

Significant decrease in the amount of lactoferrin in mixed saliva in patients with chronic generalized catarrhal gingivitis  $8.81 \pm 0.54$  ng / L to  $2.88 \pm 0.51$  ng / L and from  $7.94 \pm 0.41$  ng / L to  $2.86 \pm 0.49$  ng / L, respectively confirms the anti-inflammatory effect of the infusion “ Clove tree”.

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## **PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING CREATIVE IMAGINATION IN PRIMARY SCHOOL STUDENTS**

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### **Annotation**

The content of terms such as "creativity", "creativity" in this article, the conditions for the formation of creative activity of students in primary education, opportunities to know individual tendencies, the process of proper organization of literacy, literacy qualities of creative activity in the teaching process, the advantages of various creative tasks aimed at forming a creative imagination, ways to arouse interest in the learning material, the use of problem-based learning in literacy classes, the age and level of knowledge of students methods of creating appropriate problem situations, correct and effective organization of literacy lessons, advantages of using problem-based learning elements in literacy lessons are described.

**Keywords:** creativity, creativity, lesson, student, literacy lessons, creative imagination, individual inclination, creative activity qualities, learning material, age feature, creative task, problem learning, problem situation, elements of education, stage, inspiration, aspiration, independence of thought, idea, sensitivity.

### **Annotatsiya**

ushbu maqolada «ijod», «ijodkorlik» kabi atamalari mazmuni, boshlang'ich ta'limda o'quvchilar ijodiy faoliyatini shakllantirish shart-sharoitlari, individual moyilliklarni bilish imkoniyatlari, savod o'rgatishni to'g'ri tashkil etish jarayoni, savod o'rgatish jarayonidagi ijodiy faoliyat sifatleri, ijodiy tasavvurni shakllantirishga mo'ljallangan turli ijodiy topshiriqlarning afzalligi, o'quv materialiga qiziqtirish uyg'otish yo'llari, savod o'rgatish darslarida muammoli ta'limdan foydalanish, o'quvchilarning yosh xususiyati va

bilim saviyasiga mos muammoli vaziyatlar yaratish usullari, savod o'rgatish darslarini to'g'ri va samarali tashkil etish, savod o'rgatish darslarida muammoli ta'lim elementlaridan foydalanishning afzalliklari bayon etilgan.

**Kalit so'zlar:** ijod, ijodkorlik, dars, o'quvchi, savod o'rgatish darslari, ijodiy tasavvur, individual moyillik, ijodiy faoliyat sifatleri, o'quv material, yosh xususiyati,





ijodiy topshiriq, muammoli ta'lim, muammoli vaziyat, ta'lim elementlari, bosqich, ilhom, intilish, tafakkurning mustaqilligi, g'oya, sezgirlik.

### **Аннотация**

содержание таких терминов, как «творчество», «творчество» в данной статье, условия формирования творческой активности учащихся начальных классов, возможности познания индивидуальных склонностей, процесс правильной организации грамотности, грамотные качества творческой активности в учебном процессе, преимущества различных творческих заданий, направленных на формирование творческого воображения, способы вызвать интерес к учебному материалу, использование проблемного обучения на уроках грамоты, возраст и уровень знаний учащихся, методы описываются создание соответствующих проблемных ситуаций, правильная и эффективная организация уроков грамоты, преимущества использования элементов проблемного обучения на уроках грамоты.

**Ключевые слова:** творчество, творчество, урок, ученик, уроки грамоты, творческое воображение, индивидуальная склонность, качества творческой деятельности, учебный материал, возрастной признак, творческое задание, проблемное обучение, проблемная ситуация, элементы обучения, этап, вдохновение, стремление, самостоятельность. мысль, идея, чувствительность.

### **Introduction**

Today in the scientific and methodological literature we find such terms as "creativity", "creativity". It is no coincidence that these terms appear in the pages of literature. The word "creation" literally means "to create", "to discover something new". Creativity comes in many forms. Interest, inspiration, aspiration, etc., involve the process of creativity from the highest appearance in the human mind to its manifestation. Creativity is a process of human activity that creates qualitatively new, material and spiritual wealth, which in itself reflects the ability of man to work. Labor can be created in such a way as to create a new reality that satisfies different social needs based on knowledge of the laws of the objective universe. Accordingly, it is important and necessary to educate every student in the spirit of creativity, based on the students of social development.

Psychologist N.D.Levitov proved that creative activity is based on the following criteria:







- independence of thinking;
- Assimilation, speed and robustness of educational material;
- speed of mental ingenuity in solving non-standard tasks;
- be able to distinguish the important from the insignificant by going deep into the essence of the events under study.

The conditions for the formation of creative activity of students in primary education are, first of all, the process of emergence, implementation and development of these conditions. They include:

1. The knowledge, skills and competencies that students need to acquire in shaping their creative endeavors.
2. The relationship of theoretical knowledge and practice in the formation of creative activity.
3. Creative activities to create heuristic problem situations.
4. Technological approach to the formation of creative activity of students.

The following requirements are set for the knowledge, skills and abilities that students should acquire in the formation of creative activity:

- To what extent the program has mastered the materials;
- have mastered the basic concepts and rules of the subject;
- be able to independently perform tasks on the chosen topic;
- understand the main problems of the studied topics;
- be able to use teaching aids and equipment, information technology in the performance of tasks;
- be able to demonstrate and develop their abilities;
- be able to set goals to be achieved on the topic, make plans and evaluate the results;
- be able to prove their point of view in the study of topics;
- be able to recommend their own version, etc.

These requirements allow the teacher to know the interests of students, their learning activities, individual preferences, and help to determine the structure of the learning process in this regard.

Today, the main goal of developing the creative imagination of primary school students is to form the younger generation as mature, well-rounded people who are necessary for the development of our society. A well-rounded person is spiritually and physically mature. To develop students' creative imagination, folklore, folk tales, stories, legends, children's encyclopedias, and children's books depicting figurative expressions play a key role. In addition, the heritage of Eastern thinkers, poems and ghazals, works of art serve as a program. Based on the socio-political, philosophical and educational views of such scholars as Ahmad Yassavi, Bahovuddin Naqshbandi,





Al-Bukhari, Abu Rayhan Beruni, Abu Ali ibn Sino, Muhammad al-Khwarizmi, Abulqasim Firdavsi, Amur Temur, Alisher Navoi, Zahiriddin Muhammad Babur it can be seen that the work of developing students' creative imagination becomes more perfect.

The development of the creative imagination of primary school students is a pedagogical problem that is the basis of the educational process, requires constant attention and attention, and does not lose its relevance. One of the main tasks of pedagogy is to create conditions for the full development of creative activity of all children. At the same time, it is necessary to identify students who show deep interest, aspirations and abilities in certain areas, to create all the conditions for their further development. To do this, it is important to create conditions for the development of creative activity of primary school students. In this regard:

1. Preparing students for innovative activities to develop their creative activity.
  2. Establish collaborative activities between teachers and students.
  3. The use of innovative cognitive technologies in the development of creative activity.
- Proper organization of literacy education requires special study of children's speech preparation for it. The special study will begin in August, and even earlier - in the spring. It involves visiting the family or kindergarten of a first-grader, interviewing them, and determining the general level of knowledge of the children. It is known that students come to 1st grade with different preparations. Learning materials are provided in a consistent manner, appropriate to the level of 1st graders. However, students with different backgrounds will have different levels of mastery. The teacher works in parallel with the 3 groups of students during the frontal work in the classroom. For all 3 groups, the study material is "Alphabet", in addition to which you can use handouts, tables, independent work.

Qualities of creative activity in the process of literacy include:

- Passionate and figurative qualities: inspiration, enjoyment, enthusiasm from creative situations;
- figurativeness, organization, sense of novelty and unusualness, sensitivity to contradictions, creative tendencies, the ability to try internal struggles, symbolic creativity, etc.
- initiative, ingenuity, intelligence, originality, diversity, non-standard;
- the ability to find ideas, their relationship to individual, other people's objects of knowledge;
- freedom of thought, emotion and action, combined with the ability to maintain moral values in school, family and other social settings;





sensitivity, the ability to see familiar things in unfamiliar things, and vice versa; ability to overcome stereotypes in solving problems, to go to a special place;

- be able to have a dialogue with the object of study; choose cognitive methods; find the function and relationship of an object to similar objects;
- to determine the dynamics of change of objects, their growth or development;
- be able to create new methods of learning according to the properties of the object;
- to be able to describe hypotheses, conjectures, laws, formulas, theories, constructions: intuition, meditation;
- to realize their abilities in the form of creative work and defense, to gain experience in competitions, Olympiads.

Literacy classes can help students develop independent and creative thinking through the use of a variety of creative tasks designed to stimulate students' creative imagination. The following are examples of forms of organizing such tasks:

1. Encourage students to be creative. The teacher who prepares the students to enrich their creative imagination should first of all arouse the interest of the students in the teaching material presented. In this way, how can the teacher engage the students in explaining the main topic?

Telling unusual information;

- Tell all students what is relevant;
- Provide objective and accurate information during the speech;
- Effective use of figurative comparisons

2. Effective use of cited images, comparisons and adherence to their norms.

In teaching elementary students to be creative in the process of teaching literacy, the teacher encourages students to think figuratively, to articulate a specific problem, to express the idea in a complete sentence and with emphasis on important points, polite. and be alert, use the following phrases: “imagine”, “imagine”, “fly creatively ...” and so on. In addition, the attempt to maintain visual contact should be organized in such a way as to try to look at the audience (3 seconds per participant) and to constantly encourage each response and suggestion.

The use of problem-based learning in literacy classes is also effective in shaping the creative imagination. In addition to heuristic or research methods of teaching, which involve students' independent exploration and discovery of a topic, the process of bringing students into a “laboratory” of creative thinking is also important. Problem-based learning has several advantages in this regard:

1. It teaches students to think logically, scientifically, didactically, creatively.
2. It makes the learning material believable, thereby helping to turn knowledge into belief.





3. He is usually quite impressionable and develops deep intellectual feelings, including an uplifting spirit, a sense of confidence in his abilities and strength, so that he is interested in the students, instills in students a serious interest in scientific knowledge.

4. It has been established that the independent "discovery" of the law of truth does not forget the acquired knowledge, and even if the independently generated knowledge is forgotten, it can be quickly restored.

Based on the above information, the following ways of creating problem situations can be used, depending on the age level of knowledge of the students:

1. Creating a problem situation by comparing the topics given in the textbook of the native language, so that each topic studied requires students to compare sounds, words and sentences and make generalizations on this basis. This, of course, creates a problem. Ask students, "Why?" need to find an answer to the question. For example, when studying the topic of "vowels and consonants", the student first names the vowels and consonants correctly, then compares them, forms words with vowels and consonants, and sentences from words, distinguishes them from each other. requires identification.

2. Create a problematic situation by asking problematic questions. The teacher begins the lesson by asking a problem:

- Specify vowels and consonants separately. What difference do you notice in pronouncing them?
- Write a word with six vowels and letters. Try changing the flour in them to another flour, what changes do you notice?
- Try pronouncing consonant sounds. Write the consonants that make up the noise separately, and the consonants that make up the noise only. An example is set only if the tasks are difficult to complete.

3. Creating problem situations through symbolic images. This method of creating a problem situation uses symbolic images. For example, you may be asked to give pictures and names of "Uzbek melons" and analyze their words, giving opinions on the topic.

4. The grouping and separation of linguistic phenomena is also important in creating a problem situation. In particular, combining words into specific cells and requiring them to find the specific meaning of a word with a common meaning or the general meaning of a word with a specific meaning can create a problematic situation. For example, there are dozens or even hundreds of nesting boxes for learning tools, fruits, vegetables, trees, and flowers, and the teacher assigns a common meaning word to the student's judgment and leaves it to the students to find the remaining words.





Vegetables: carrots, ...

Teaching aids: books, ... etc.

Motivational-interesting aspects of education should also be given more attention in developing students' creative imagination. A characteristic feature of work with students should be the principle of actively influencing their mental development in order for students to be as active as possible, rather than reluctantly adapting to the weaknesses of their psyche. Educators and teachers should not be perceived as having the impression that some children's abilities are average or incompetent or even imperfect. Such students gradually adapt to an increasingly fast-paced and complex learning process.

Proper and effective organization of literacy classes in primary education, of course, affects the learning of students. Another important issue in developing students' creative imagination is the teacher's technologically correct design of the lesson. How to use interactive methods at any stage begins with the design of the lesson. Design takes place in the following stages: 1 - the stage of concentration, 2 - the stage of listening, 3 - the stage of thinking. These steps will help you use the interactive methods correctly and in place, as well as increase the effectiveness of the lesson.

Concentration phase: the teacher identifies the children's initial understanding of a new topic. The goal is to express the initial concepts clearly and freely, to express one's opinion, to increase interest in the lesson. Comprehension phase: in which the teacher enriches the new knowledge by summarizing additional teachings in addition to the initial insights received from the students. that is, the information that the student knows and does not know is supplemented. The purpose of this phase is to build students' interest in the basics, to teach them to analyze and compare, and to teach them how to describe a new lesson. Thinking phase: This phase corresponds to the reinforcement part of the lesson. In it, students analyze the initial concepts and information, think, and consolidate their knowledge. Students comment on the lesson and the topic.

From these stages, it is clear that the approach to evaluating learning outcomes in creativity is unique. It is not the degree of achievement of external results that is examined, but often the deviations from it. The main parameter of students' learning outcomes in the assessment of creativity is not the compliance with the minimum requirements of the standards, but the level of personal growth of the student. In traditional education, the student does not participate in the selection of educational content. In creative activities, the student's learning outcomes are involved in the selection of new content, and the scope of knowledge, skills, activities, and methods used by the student are unlimited.





In summary, in addition to heuristic and problem-based learning, the use of science-based teaching methods and games in the development of students' creative imagination in primary school literacy classes is also advisable. The use of role-playing games is important in primary education. Riddles in the development of students' creative imagination through literacy in primary education, the educational value of the small and ancient genres of folklore is incomparable. In the development of creative activity, the use of forms and methods of organizing scientific activities related to the formation of creative abilities, scientific and creative research, gives its effect. In this regard, creative development lessons include dialogue lessons, discussions, conversations, fantasy, research lessons, problem-solving and problem-solving lessons; participatory classes, modeling, artistic and technical creativity, creativity, making small discoveries, writing essays, creating chronicles, using action games, and using innovative methods will be most effective.

In addition, while primary education is the foundation of student learning, it requires the development of creative activity in students from this class onwards. Therefore, the need to develop creativity in students has become an issue on the agenda. It is important to take into account the age of students in the development of creative activity in students in grades 1-4, the unconventional nature of the lessons in the effective organization of education, the use of innovative methods in the classroom. The development of creative activity in students helps them to develop in all respects.

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## HISTORY OF RELIGIOUS RELATIONS ON THE GREAT SILK ROAD

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### Annotation

This article provides information about the JarTEpa Fire Temple, the location of the temple, what it was called in the early Middle Ages, and what is depicted in the paintings on the walls of the temple. The article also includes information about the Christians living in Urgut by the Arab historian and traveler Ibn Hawqal.

**Keywords:** JarTEpa, Biya-Naiman pottery masters, Robinjon city, Qoshtepa monument, Takhti Sangin temple.

### Annatotsiya

Ushbu maqolada JarTEpa otashparastlik ibodatxonasi haqida ma'lumot berilib, bunda ibodatxonaning joylashgan o'ri, ilk o'rta asrlarda qanday nomlangani, ibodatxona devorlariga chizilgan suratlarda nimalar aks etgani haqida yozma manbalar asosida ma'lumot beriladi. Bundan tashqari Urgutda yashagan nasroniylar haqida arab tarixchisi va sayyohi Ibn Xavqal yozib qoldirgan ma'lumotlar ham maqoladan o'rin egallagan.

**Kalit so'zlari:** JarTEpa, Biya-Nayman sopol ostodonlari, Robinjon shahri, Qo'shtepa yodgorligi, Taxti Sangin ibodatxonasi.

### Аннотация

В данной статье представлена информация о Храме огня Джартепа, местонахождении храма, как он назывался в раннем Средневековье и что изображено на росписях на стенах храма. В статью включены также сведения арабского историка и путешественника Ибн Хаукала о христианах, проживающих в Ургуте.

**Ключевые слова:** Жартепа, бийя-найманская керамика, Робинжон, коштепинский памятник, храм Тахти Сангин.







## Introduction

The history of religious relations along the caravan route is a special interesting topic, it is known that the ancestors of our ancestors who lived in the ancient Sogdian region were very strong. For this reason, they have never been intimidated by the penetration of extraterrestrials into Sogdian soil's. So in the period when the zardushtiylik religion was dominated by a network in Sogdiana, there were also temples of Buddhists and monasteries of khiristians in Samarkand.

The first Christian metropolis in Samarkand, the capital of Sogdiana, was founded in the 6th century and began to propagate Christian beliefs among the Sogdians. VV Bartold, an orientalist who has studied the history of Christianity in Central Asia, has collected a lot of important information: They came across a fire-worshipping temple in Jartepa.. The Jartepa fire-worshipping temple was fully studied by scientists of the Institute of Archeology named after Y.Gulamov in 1986-1990.

The location of the Jartepa temple is also of interest to many researchers. Such temples are built in or near cities. There is no town in the immediate vicinity of Jartepa temple. Scholars who have studied the Jartepa temple have noted that the temple served the Samarkand-Panjikent route of the Great Silk Road, traders, trade caravans served pilgrims from far and near, and that the temple was of universal importance.. The site of the Jartepa fire-worshippers' temple was called Varagsar, or dam, in the early Middle Ages. The temple is dedicated to the nearby Zarafshan River. The paintings on the walls of the temple were badly damaged by the fire, but the content is understandable. Pomegranate and lily blossoms are clearly visible in the photos.

When the Jartepa fire-worshipping temple was fully opened, the rooms, hall, porch and towers of the five periods of construction were analyzed by scientists. According to the researchers, it is difficult to say for sure whether the rooms belonging to the I-III construction periods of the monument performed religious functions. However, the buildings of the three periods of construction of the monument can also be a primitive shrine. Rooms belonging to these periods are not comfortable for accommodation. However, by the fourth construction period, there is no doubt that the building served as a complete temple. When the temple, built during the fourth construction period, was destroyed, a new temple was built on it. The remains of two temples built at different times have been found at the Jartepa Fire Temple. Scientists who studied the ancient Takhti Sangin temple at the confluence of the Vakhsh and Panj rivers in southern Tajikistan have proved that the temple was dedicated to the Amu Darya. Academician Y.Gulamov in his work "History of Irrigation of Khorezm" wrote important ethnographic information about the worship of the river in the countries of the East, the sacrifices made to it. On the island in the Tuyamoyin part of the

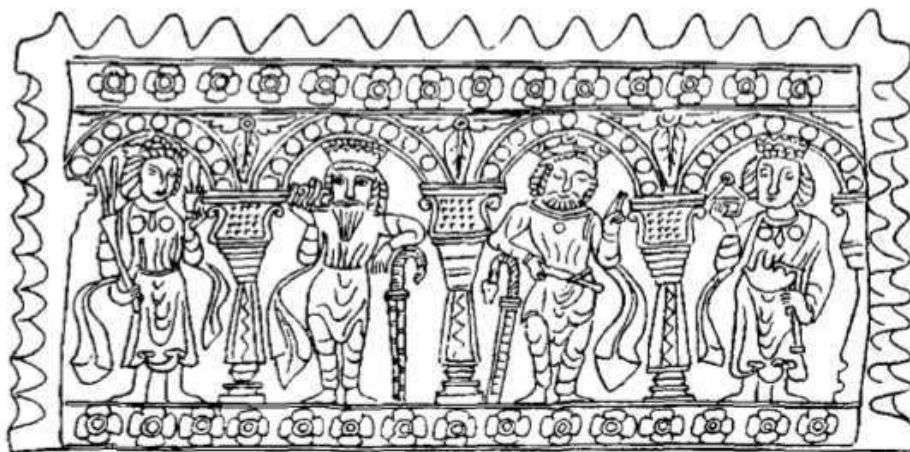




Amudarya, various ceremonies were held and sacrifices were made to the river. The khans of Khiva also took part in such important ceremonies. Built in the V-VIII centuries on the Samarkand-Panjikent section of the Great Silk Road, the Jartepa Fire Temple is dedicated to the Zarafshan River and is of universal and international significance.

The arab historian and traveler Ibn Khawqal wrote about the Christians who lived in urghia: “Ash-Shuvdor is a rusty mountain in the south of Samarkand. In the vicinity of Samarkand, this mountainous rust cannot be surpassed in terms of fresh air, fertile lands and sweet fruits. There is a Christian synagogue in Ash-Showdor, where they gather. There are rooms, beautiful and clean houses. There I met a man from al-Iraqi Christianity. The temple is a foundation site, and some people have dedicated themselves to it. This place is located above the rest of al-Sughd and is called Varkazda.”.

In the village of Biya-naman, located in the district from the city of kushunia, in 1908 year the Engineer B.N.About the ceramic floors, which kastalsky found, too, little is written. The rituals of the religion of fire worship differed from all other religions. One of their beliefs is that the deceased were put in specially made ceramic coffins - ostodons, and separate structures - nauses. The scientific value of the Biya-Naiman threshold is in the fact that on their surface are processed images of people, animals, houses and plants. Biya- Naiman ostadoni is kept in the State Ermitage in the city of Sank-Petersburg.



Biya-Nayman ostadoni

In ancient times, Robinjon was one of the central cities of Sughd and one of the main points of the international caravan route. The first period of city life dates back to the IV-VII centuries. Ibn Khawqal wrote that Robinjon was located on the trade route from Samarkand to Bukhara and was larger than the Dobusiya fortress..



Nestorian Christianity began to invade Central Asia in the early Middle Ages. Due to the spread of Christianity in the country, the Great Silk Road, which crossed the central regions of the country, was of great importance, and Christian missionaries traveled east along this route. We can learn about this from the materials of the monastery of Christians in the basement of the monument Koshtepa, located in the village Shaykhali near the city of Karshi, made by A. Raimkulov.

In conclusion, the location of the tomb of Hodja Zakaria Varroq was called Varoqsar or "Head of the Dam" in ancient times. In ancient times, the Dargam canal received water from the Zarafshan river. By the 12th century, the Varaksar Dam was renamed Raboti Khoja. This is probably due to the name of Hodja Zakaria Varroq, who is buried here. Why is Lord Zachariah Varrock buried at the head of the dam here? In order to answer the question, it is necessary to dwell on the attitude of our ancestors to rivers and water in general. In the hot climate of Asia, the value of water has always been high. That is why our ancestors deified rivers, built magnificent temples in honor of rivers, and performed various religious rites. After the spread of Islam in our country, the old rituals were replaced by new ones.

Each profession or craft had its own mentor. There were also saints and saints who protected cities or other structures from disaster. Saint Hodja Zakaria Varroq or Varaksari also had the status of a pir, which protected the dam from various disasters and prayed for abundance in the Zarafshan river. For this reason, his grave is located at the head of the dam, near the river.

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## PHOTO EFFECT LAWS ENSHTAIN EQUATION EDUCATIONAL INTERNAL PHOTO EFFECT LAW METHODS OF TEACHING

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### Annotation

This article describes the use of interactive methods of pedagogical and information technology in teaching the department of quantum physics. In particular, the article uses audio-video materials, imitation models to explain the content of the topic to the reader. Interactive "Physics Dictation", "Why", "Brainstorming" and "BBB" methods were used to help students to better understand physical processes and laws, and most importantly, to apply physical processes in practice. Methods of using different categories of self-assessment tests to check or reinforce are analyzed. It is also noted that the performance of theoretical and practical tests is highly effective.

**Keywords.** Laws of photoeffect, red border, Einstein's equation of intensity, output, "Physics dictation", "Why", "Brainstorming", "BBB", method

### The main part

I KNOW	I WANT TO KNOW	I KNEW
Laws of photo effect first	Rules and formulas	When a metal is irradiated with light of constant wavelength, the maximum number of electrons emitted by light per unit time (ie, the saturation photocurrent) is directly proportional to the flux of light.
Laws of photo effect second		the frequency of incident light increases, the speed of photoelectrons increases, but this does not depend on the intensity of light.
		Photoelectric effect For a given metal, regardless of the intensity of light, the exact minimum, called the "red limit" of the photoeffect chastotada boshlanadi.
Einstein's equation		$h\nu = \frac{m\nu^2}{2} + A$



## **The use of the "why" method in the study of the laws of photoeffects**

1. Why does the velocity of electrons increase with increasing frequency?
2. Why is the number of electrons emitted from a substance directly proportional to the current?
3. Why the second and third laws of light cannot be explained on the basis of the electromagnetic theory of light: Indeed, according to this theory, any frequency light of sufficient intensity must strike electrons from the metal, in other words There should be no "red border". This conclusion contradicts the third law of the photoeffect. Then the greater the intensity of the light, the greater the kinetic energy of the electrons, that is, the speed of the photoelectrons had to increase with the intensity of the light; this conclusion contradicts the second law of the photoeffect.

The laws of external photoeffect can be easily explained on the basis of quantum theory of light. According to this theory, the magnitude of the light flux is determined by the number of light quanta falling on the metal surface per unit time. Assuming that each light quantum interacts with only one electron, the maximum number of photoelectrons is proportional to the flux of light (the first law of the photoeffect).

The energy of the quantum of light absorbed by the electron is used to carry out the work of the electron leaving the metal; The rest of this energy is the kinetic energy of the photoelectron. Accordingly, we can write the law of conservation of energy as follows:

where:  $A$  is the work function of the electron.

This formula, proposed by Einstein in 1905 and later confirmed experimentally, is called the Einstein equation.

occurs. [4-5-6-7]

### **"Physical dictation" according to the laws of photoeffect and Einstein's equation**

The first and second laws of the photo effect, the "red line", the classification of Einstein's equation?

When a metal is illuminated with a constant wavelength of light, the maximum number of electrons emitted by the light is directly proportional to the flux of light. This is because the number of electrons emitted from a substance is directly proportional to the current.

As the frequency of incident light increases, the speed of photoelectrons increases, but this does not depend on the intensity of light. Because of the law of conservation of energy, the photon energy is directly proportional to the kinetic energy of the electron.





The photoelectric effect begins at a certain minimum frequency, called the "red limit" of the photoelectric effect, for a given metal, regardless of the intensity of light.) proves that it does not depend on light intensity.

formula is the law of conservation of energy

The energy of a photon falling on a substance is equal to the work function of the substance and the kinetic energy of the electrons emitted from the substance.

The explanation in the formula is equal to one photon energy and one electron energy.

[8-9-10]

### "Mental Attack"

1. State the first law of the photo effect.
2. State the second law of photoeffect
3. Write the formula of Einstein's equation
4. Explain the laws in the formula of Einstein's equation
5. Explain the physical meaning of the output

### Test task on the Topic

Topic How does the maximum velocity of photoelectrons emitted from a substance change under the influence of light as the flux increases?

It does not change

Increases

Decreases

Increases by 2 times

How does the number of photons emit from a metal change if the frequency of the light waves incident on it increases by a factor of 4?

It does not change

Increases by 2 times

Decreases

Decreased by 2 times

What is the photoelectric effect at the frequency of light incident on the metal surface with output A?

$\nu > A / h$

$\nu < A / h$

$\nu = A / h$

$\nu \leq A / h$

Show the formula for determining the red border of the photo effect!

$\lambda = hc / A$





$$\lambda = cA / h$$

$$\lambda = hA / c$$

$$\lambda = A / hc$$

5. Separation of electrons from matter under the influence of light.... called  
Photo effect  
Diffraction  
Interference  
Dispersion

6. When an electron released in an atom or molecule under the influence of light remains as free electrons in matter, it is called....

Internal photo effect

External photo effect

Light absorption

The phenomenon of emesis

### **Analysis and Results**

1. It is much better for the student to understand the topic if he reads, sees and hears the text in order to visualize the physical processes in order for the student to understand the topic.

2. The rules, laws and formulas that the reader should pay attention to and know while reading the text, as well as their physical meanings are given in audio form.

4. It is a good idea to use the BBB method to see if students know the rules of the topic or formulas.

5. The use of "Physical Dictation" gives good results so that students can imagine their theoretical and practical knowledge.

6. It was agreed that it is important for students to know, feel, and understand the laws of physics, and to use the "why" method to apply the most important theoretical knowledge in practice.

7. Different types of tests are important to reinforce the topic. Compatibility tests The role of conformity tests in the development of students' thinking, reasoning, analysis in general, the acquisition of theoretical knowledge and its application in practice is invaluable. At the same time, it is important to know the general formula and be able to derive a working formula from it, as well as compatibility tests to further strengthen theoretical knowledge.

8. Applying compatibility tests to memorize the basic rules in the text of the topic leads to good results. This is because it is also important for the student to memorize rules





or physical laws, or to check how well he or she has learned the laws and rules he or she has memorized.

9. Spot tests give good results so that the student knows the physical rules of the subject.

## Conclusion

In the study of the laws of photoelectric effect and Einstein's equation, it is important to use interactive methods such as "Physics dictation", "Why", "Brainstorming" and "BBB". It was concluded that all types of test assignments are important for students to self-assess and reinforce the knowledge they have acquired.

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**"THE IMPORTANCE OF BASIC MATERIALS AND TECHNOLOGICAL  
LOSSES IN INCREASING ECONOMIC EFFICIENCY IN THE  
FORMATION OF COST"**

**(On the example of enterprises for the production of safety windows for  
surface transport)**

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**Abstract**

When forming the cost of production of automotive glass for vehicles, the consumption rates of basic materials and technological losses are important. This article attempts to minimize technological losses and accurately calculate the consumption rates of basic materials, as well as analyze them. In conclusion, recommendations are given to reduce the consumption of materials.

**Keywords:** Technological losses, breakdown, consumption of basic materials, technological processes, organization of production, quality indicators.

**1. INTRODUCTION AND DOLLARS**

As in all industries, the high share of raw material resources in the formation of the cost of production in industrial enterprises remains an important element in a competitive environment. Increasing the efficiency of the use of material resources (raw materials) in the formation of cost remains important. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 5, 1999 No 54, in accordance with the "Regulations on the structure of costs of production and sale of goods (works, services) and the order of formation of financial results". The share of basic and auxiliary materials that make up the product and directly affect its production is 60-80% of the cost. Therefore, the role of machine-building products as a social product, the choice of the consumer, the weight of costs in a competitive environment and the formation of a mechanism to reduce them are important [1].





## 2. METHODS AND LEVEL OF LEARNING

At the current stage of economic development, the problem of effective management of the economy, including the cost of production, plays an important role. However, the current practice of cost management in many machine-building associations and enterprises does not fit into modern tasks because it is not comprehensive and does not provide the necessary reduction in costs. The research and generalization of advanced local and world experience concludes that in order to radically improve this sector of the economy, it is necessary to organize it as an integrated regulatory system of production cost management.

Systematic identification of deviations from the cost norms specific to the normative method allows to take organizational, technological, administrative, economic measures to eliminate excess costs (negative deviations) and disseminate savings experience (positive deviations) and ultimately help reduce costs. Systematic reduction of production costs is one of the main directions in the creation of a real cost control mechanism in organizations and their divisions [2,3,4].

Unfortunately, the normative method of cost accounting in machine-building enterprises is not sufficiently developed and its practical application is limited. However, there are real conditions for the introduction of this progressive method. These include, first of all, increasing the level of technical equipment, specialization within the enterprise, the use of standard technological processes, and others [5,6,7].

The problem of applying the normative method of cost accounting to reduce the normative cost of the product and improve the whole system of cost normalization has gone beyond the point of view of scientists. There is an underestimation of the problem of increasing the interest of enterprises in the formation of reliable information about the cost of production and its reduction. Consequently, the problem of improving the method of cost management of products, including the system of planning and reporting indicators on the cost of products of enterprises, has become urgent.

Despite the research work and scientific-theoretical research, the issues aimed at improving the mechanism of saving the use of production resources in the production of car windows have not been systematically covered. This situation further increases the relevance of the proposals and conclusions on the disputed issues and their solutions.

It is known that at present there is no single body in enterprises that is fully responsible for cost management, has this indicator, manages the whole set of work on the creation of progressive norms and standards of labor use. It is necessary to strive for timely and effective implementation of organizational and technical





measures affecting the level of norms and standards, the level of production costs, current control and analysis of material and financial resources, justification, planning, production costs and product costs.

Great attention is paid to the accounting and calculation of the cost of production in industrial enterprises. They are covered in the works of the following local authors: L.F. Aksenenko, I.A. Basmanova, P.S. Bezrukix, M.A. Baxrushina, K.M. Garifullina, A.A. Dodonova, B.B. Ivashkevich, T.P. Karpova, E.A. Mizikovskiy, V.D. Novodvorskaya).

Therefore, the role of automotive glass products as a social product, the choice of the consumer, the weight of costs in a competitive environment and the formation of a mechanism to reduce them are important. Not only the economical use of resources, but also the need to organize the technological process in an optimal way and in an integrated manner, aimed at increasing this efficiency, is considered a major factor in the formation of cost. Proper organization of technological processes using the elements of standardized operations and standardized operations also serves to reduce technological losses. As a result, there are opportunities to reduce costs due to the reduction of resources spent on technological losses. One of the non-common features of the resources used in the products of automobile window enterprises is the availability or limited possibility of recycling the obsolete product as a raw material, which creates opportunities for resource-efficient use or, conversely, increases the share of costs. Rational and economical use of production resources plays an important role in ensuring the socio-economic development of developed countries in the world. Its unique features, such as the effective combination of this factor with a properly organized technological process, the full coverage of the interests of market participants, allow its weight in the economy to be significant.

Particular attention is paid to improving the economic mechanisms for the development of efficient use of production resources in the world, including increasing the production of competitive products, ensuring the stability of the "production cycle", regulating interactions and relationships with other forms of management. Expanding the participation of industrial enterprises in ensuring socio-economic stability in the country by increasing their incomes is one of the current areas of research.

With regard to cost optimization, the approaches presented in the framework of the "cost-benefit" relationship are very common (see the work of A.N. Tsigichko, M.E. Lomazov, Ya.G. Lyubinetsky and others). In this case, they usually switch to a system of parametric indicators. In this case, if the parametric performance of the new product is better than the corresponding performance of the old product, the new





technique is considered progressive. In this case, the production approach is replaced by the reproduction approach, that is, the product production processes and its processing processes are considered in unity and in interaction. Cost optimization itself is based on the parametric concept in this case.

However, it should be noted that the problems we study and the problems of their optimization are considered in the following main sections of economics - in the theory of production costs, in the context of the problem of saving resources, in terms of production costs.

### 3. RESEARCH RESULTS

Car windows are manufactured in accordance with the requirements of GOST 32565 "Safe windows for surface transport". Ensuring product safety depends on the quality of the underlying materials. Proper organization of the technological process, reduction of technological losses are also key factors in reducing costs. The concept of technological loss refers to the consumption of basic materials used for adjustment work during the serial start of the technological process. The main materials for the production of car windows are glass, black ceramic paint (for printing decorative frames), silver paint (for heating system printing), PVB (polyvinylbutyral) film (for triplex windows), plate holders for mirroring, terminals and x ...

Types of glass are also important in shaping the cost of production and technological losses. Because the windows of vehicles are divided into multilayer (triplex) and tempered windows. Differences in the technological process also differ in technological losses and material costs. Factors such as the professionalism of the operator and the suitability of the equipment, which adjusts the increase or decrease of technological losses, also influence.

Let us consider the stages of the technological process of technological losses for the manufacture of windshields and tempered glass:

1. Technological losses in the process of shaping and polishing of primitives on flat surfaces.
2. Technological losses in the process of printing decorative frames on shaped windows
3. Technological losses in the bending process
4. Technological losses in the process of welding connectors to the heating system

Technological losses are calculated as a percentage of the batch. An increase in the share of technological losses leads to an increase in the cost of production, or, conversely, as a result of the development of a mechanism to reduce technological losses are influenced by factors such as improving the skills of operators, ensuring





equipment compliance, timely maintenance, spare parts. Consumption of materials for tuning is an integral part of the process. Car windows have a separate character with the impossibility of avoiding these costs in production. Due to the nature of the technological process, the limited possibility of recycling consumables also leads to an increase in cost.

An effective way to reduce technological losses is to reduce the weight of technological losses by increasing the amount of this batch. To do this, it is necessary to carefully organize the production planning process. Because the number of models and the large number of their details determine the batch quantity. In planning, it is important to take into account the weight of technological losses and the depreciation of technological equipment, the possibility of saving time on adjustment.

In the Republic of Uzbekistan, the import of materials for the development of safe windows for surface transport, as well as limited localization, lead to an increase in the cost of production. The import of sheet glass, PVB films, as well as black ceramic paint and silver pastes, depending on the color and thickness of the main materials, forces to develop measures to reduce technological losses in the cost of production. Proper and economical disassembly of basic materials also reduces material consumption. When designing sheet windows, ordering the size of waste-free window panes also helps to reduce the cost of materials used in the product. However, due to the marketing strategy of the listing company, this issue is also problematic. This is because sheet glass manufacturers try to avoid coordinating different sizes of different orders. They try to produce in sizes that are comfortable for them. Focusing on the development of cost-effective models for the efficient use of local resources, JSC "Quartz", located in the city of Quvasoy, produces architectural lined windows for the construction industry. Architectural windows are radically different in quality and content from car windows. Due to the high demand for car windows, local manufacturers will need to modernize their production lines. This will lead to additional investment for technological rearmament.

#### **4. CONCLUSIONS**

In conclusion, an attempt was made to take a scientific approach instead of technological losses in the formation of norms of consumption of basic and auxiliary materials in the formation of the cost of the product. Attention was also paid to the adjustment and modernization of machine tools and equipment to reduce technological losses, the correct design of technological maps and operations, the skills and professionalism of the operator to reduce technological losses. Efforts have also been made to reduce technical emissions, develop optimal solutions to reduce





waste, and conduct fruitful negotiations with suppliers of raw materials to highlight their contribution to reducing emissions.

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## CLASSIFICATION OF PHYSICAL MOVEMENTS BY CONTENT, STRUCTURE, STATUS OF TIME AND SPACE

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### Annotation

This article provides information on the changes observed in the human body through physical activity, the structure of physical movements, their classification in time and space.

**Keywords.** movement, body parts, body parts in space, vertical position of the body, coordinates of movement, anatomy of the human body, active and passive muscles.

### Introduction

Considering that from the first years of independence the upbringing of the youth of our country in all respects, equipping them with the necessary life skills is one of the most important aspects for everyone, it is necessary to improve the general physical fitness, physical development, creative work and defense of the motherland. , raised the physical culture of young people, the formation and increase of their reserve of vital movement skills, which are its core, to the level of public policy. Accordingly, the research of a scientific article is relevant [1].

Analysis of special literature from the point of view of biomechanics: actions depending on the position of the body in space (space); trajectory (path) of movement; direction of movement; moving amplitude (deviation); time spent performing the action; speed of movement; duration (length) of movement; tempo, rhythm[2,3,4].

Only if we can distinguish the above-mentioned cases of movement, we can say that we have the knowledge to manage their health, to be able to live a healthy life for a lifetime.

In the practice of body training, one of the spatial states of the body is the concept of the trajectory (path) of movement, and if the movement is not performed on the trajectory where the movement is required, the task set to perform it will not be solved positively. For example, if the movements performed on a horizontal bar, barbell, acrobatics, trampoline and other gymnastic equipment are not performed on the required trajectory ("path"), the structure and content of the movement will change. The set action task is not solved positively.





The position (posture) of the body before the start of the movement - the joints, some parts of the body (parts) that need to perform the movement (exercise) in space, prepare for the execution [5,6,7,8,9,10].

In space, the body parts, the parts - bent, bent from the outside, in the form of some of our limbs are folded, form the conditions for the performance of actions or movement activities that are then performed. During movements, these postures and standing positions are constantly changing, and so on, which also causes a change in the amount of physical load. It has its pros and cons and can affect the basics of exercise technique. If we pay attention to the position or posture of the body, it seems that the body is at rest, but strong physiological processes are taking place in the body, and this prepares the ground for the subsequent actions [11,12,13,17].

The vertical position of the body is manifested in the form of hanging and leaning exercises, horizontal positions, horizontal balances, mixed hanging, leaning, and so on. The body is bent, bent over: lying down, legs bent forward, backward, making "big steps" to the sides, and so on [14,15,16].

The movements of individual joints of the body are changes in the position of two biological links in a separate part of the human body in space, which can lead to the solution of their functions as simple movements such as bending and straightening. In the activity of an individual, some movements in the joints of his body can be combined, joined, and connected to simultaneous, sequential, series, slow, sequential or short, long movements. Without such connections, the actions that must be performed later cannot be performed. At the expense of such actions it is possible to solve the simplest, most difficult, complex movement tasks.

The coordinates of motion are defined in straight line and angular measurements, the spatial boundary relative to another part of the body, the location of the body or its parts in space or time before the calculation begins, and the position (starting line, gym, its axis, and other points).

The state of the body - the most important of which precedes the start of the exercise - is the part called the 'initial state', which is important when mastering or performing an exercise technique. The initial position is the most optimal position to start performing the action, which facilitates the sequence of performing the next actions after the action has started. For example, a "low start" for the sprinter, a "wait for the ball" for the goalkeeper, a situation where the volleyball player waits for the ball to be put on the field, and so on. Academician Ukhtomsky called these cases the optimal situation. In other words, the functional state of the organism means that it is ready for the next action.







Although the initial conditions show a state of relative calmness, serenity, calmness, a strong physiological and mental process is taking place in the body. Acute, long-term energy expenditure, careful preparation of a number of muscle groups for muscle work, tension, respiration, nervous, cardiovascular system, metabolism, etc. are at their peak.

Sprinter, stayer, marathoner, skier, skater runners' torso is tilted to a certain degree, bending, which has a certain effect on the effectiveness of the exercise. The post-depressing position of the long, high jumper has a positive or negative effect on the performance of the exercise.

Performing movements smoothly, sequentially, freely, without difficulty depends on the necessary condition of the human body. The state of the body plays a leading role in mastering exercise techniques, mastering movements, the occurrence of errors, their detection, correction.

Path (trajectory) of motion. The diversity of the anatomy of the human body requires that each individual choose a different course of action when performing the same action, professionally or physically.

Depending on the form of movement, the path of action to perform them may be different. But an individual's movement is never along a straight line, and even simple movements occur through a number of muscle groups: rotational movements, stretching, stretching, pulling, not changing size, and so on. For example, it is necessary to "pass" the building brick to a distance of 3-4 meters. If the movements that create the required level of trajectory in the "transmission" (pushing and hanging) of the brick are not performed, the bricklayer will have to expend extra muscle power (energy). In Figure 1, we recommended the annular trajectory of the hand movement when hitting a tennis ball on the motion trajectory.

Direction of movement - the effectiveness of the exercise increases if the group of muscles required for the movement to be performed performs the technique of the exercise in accordance with a clearly defined, smoothly defined requirement. For example, when performing "rivoks" with the arms bent at the elbows in front of the chest and the palms facing down, the chest muscles tense and relax.



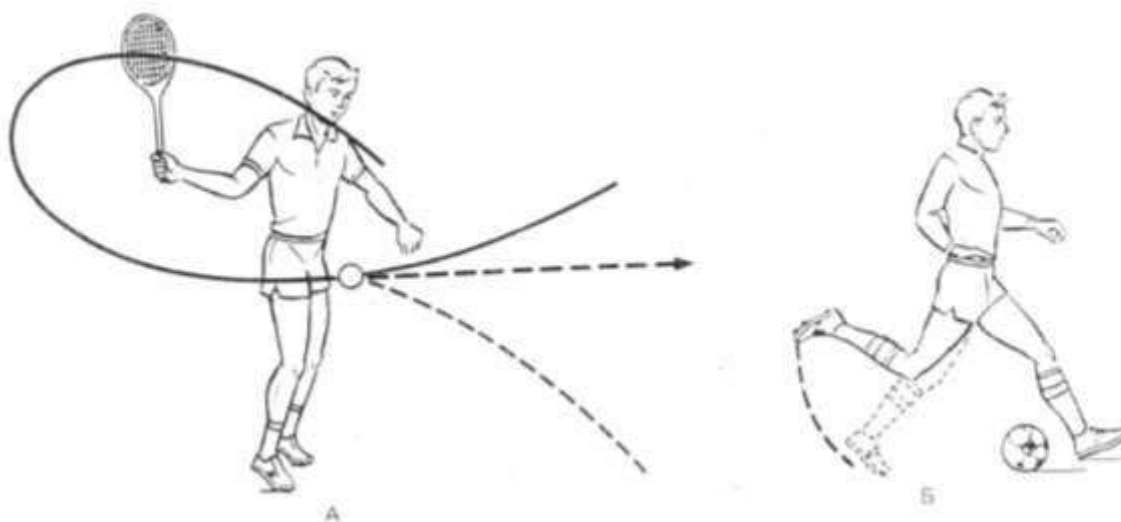


Figure 1. Representation of the limits of the technique of movement activity:

A is an example of a ring shape of the trajectory of a hand movement; b - to increase the force exerted by the foot when kicking the ball, it is necessary to increase the speed of movement of the sole of the foot (for this, the knee part of the foot is bent earlier). If we perform this movement ("rivok") with the elbow slightly lowered, the intended result of the exercise loses its significance.

In practice, the direction of movement is determined by the level of the body or a target. When we raise the arm forward, we determine the direction of movement relative to the body depending on its position.

The movements of the human body can be directed up and down, back and forth, right and left.

The amplitude of motion is the deviation of motion. In physics, amplitude is the degree to which a pendulum swings left and right relative to a resting state. We understand the deflection of certain parts of the body. The amplitude of movement in the right direction is determined by half the length, full sitting, etc., depending on the length of the step (75cm) or the symbol. The amplitude of certain parts of the human body depends on the elasticity of the joints of that body.

Movement occurs in active and passive muscle contraction. Much of the action that takes place in sports training, living conditions, and professional activities depends on its amplitude. Unsuitable for large movements, forcing a muscle to move at large amplitudes can lead to injury.

Duration of action. Parts of the body play a key role in the longevity of the movement. By varying the duration of the exercise, i.e., increasing or decreasing the duration of the exercise, the overall load of the exercise can be affected.



The tempo of a movement is the frequency at which a movement cycle is repeated, or the movement performed within a given unit of time. The walking pace is 120-140 steps per minute, and the speed of immersing the donkey in the water is 30-40 times more. We need to differentiate speed with tempo. For example, it is possible to repeat the movement of raising and lowering the arm at different tempo at the same tempo, but the speed of the arm movement varies. Although the length of the running steps is not the same, if the step frequency is the same rhythm, the running speed will also be different.

### **In Conclusion**

we understand the nature of movement, in which the rhythm of movement is associated with the phases of passive and weak movement of active muscle tension and tension over time. This feature will be available during any complete action act. In other words, the rhythm of motion is manifested by the fact that the tension in space for a certain period of time is organized relatively correctly and in place within the motion system. There is a certain rhythm of movement in any, even improperly executed act of movement, even in the case of long shortness of movement parts. This means that the rhythm of movement can be rational, correct, leading to a high result, or irrational, incorrect, reducing the effectiveness of the result.

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## **PEDAGOGICAL FORMATION OF THE IDEA OF PEACE IN THE STUDENTS OF MILITARY MILITARY EDUCATION FUNDAMENTALS**

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### **Annotation**

This article is about the formation of the idea of peace in the minds of students of the Faculty of Military Education before the call. They contain information on the need to improve the spiritual environment, the essence, laws, principles, conditions of the formation of a strong scientific position, as well as the realization of the noble aspirations of mankind.

**Keywords.** military service, pre-service military education, peace, cultural and spiritual, the idea of national independence, human development, members of society, national values.

### **Introduction**

The government of Uzbekistan, realizing that a comprehensively developed generation is the basis of the country's development, has done a lot during the years of independence to create its own model of education. New types of educational institutions have been created, the institute of advanced training of students abroad has been introduced, foreign specialists have been attracted to the republic's educational institutions, and the Umid, Ulugbek and Kamolot foundations are carrying out great work in the field of education [1].

In accordance with the Constitution of the Republic of Uzbekistan, the Defense Doctrine and the Armed Forces Reform Program, measures are being taken to modernize the army.

This highlighted the need to organize a high level of professional and practical physical training of students, future military educators.

Without such training, it is impossible to form and develop socially necessary qualities in students that will allow them to act consciously and confidently in any daily and extreme (emergency) situations of military service. Given the direction and specialization of the chosen research topic, students of the faculty "Pre-service military education" must master the essence, laws, principles and conditions of the formation of a strong scientific position. After all, only when there is peace in the country, the people will work, create material and spiritual benefits, and development and progress in society will be ensured. Peace is one of the most important factors in





achieving high results in social, economic and cultural development, with the sole purpose of empowering members of society [2,3,4,5,6].

Mankind will achieve its lofty goals only when peace and tranquility are stable, and will rise to material and spiritual heights. The peace of the country is a guarantee of the peace and prosperity of the people, and its stability depends on the struggle of its citizens to preserve it, to be selfless and patriotic [7,8,9,11].

"The Uzbek people highly value peace, see it as a guarantee of the realization of their dreams and aspirations. Therefore, from the first days of independence to ensure lasting peace in the country, its preservation, friendship and brotherhood with neighboring countries, as well as social, serious attention is paid to the establishment of cooperation in the economic and cultural spheres [10,12,13,14,15].

"Today let's live freely and prosperously in the new Uzbekistan!" The main goal of the people of Uzbekistan in the spirit of national development is to build a free and prosperous homeland, a free and prosperous life. represents the meaning of its activities".

In the "Explanatory Dictionary of the Uzbek language" the concept of "country" is defined as "a certain people, place of residence, country, country, homeland", while the term "peace" is a state of peace, free from war, conflict and so on. emphasis is placed on the meaning.

The concept of "peace" serves not only to express certain conditions, situations and circumstances, but also to indicate the level of relations between different peoples and states. In this case, the interstate relations will be established on the basis of unconditional, strict fulfillment of the obligations assumed on the basis of trust, without any means of coercion, in accordance with the signed agreement between them. In foreign policy, such an approach not only prevents the occurrence of organized military and armed conflicts, but also creates conditions for the signing of beneficial agreements between states that guarantee the development of society [16,17].

During the years of independence, peace in the country has been recognized as one of the main principles of the idea of national independence of the Republic of Uzbekistan. After all, maintaining peace and tranquility does not happen by itself ... Especially in the current era of various forms of aggression against national independence, complex "technology", maintaining stability in the country requires strong determination, strong will and material and financial resources. One of the main directions of the ideology of national independence is to inculcate this truth in the minds of the people, to prepare them for endurance and perseverance in the face





of some difficulties that have arisen as a result of the goals and tasks of maintaining peace in the country.

According to the above, the term "peace of the country" literally means "a country (country, place) free from war, conflict, armed or unarmed conflicts, protected from economic, ideological, environmental, various destructive information threats."

In countries where there are inter-ethnic, ethnic or religious conflicts, conflicts occur, wars that destroy peace. The occurrence of wars is characterized by the development of society, the cultural level of the people, nation or peoples living in it, the content of the values inherent in them. These qualities also play an important role in maintaining peace.

Sources say that peace in the country is a priceless blessing. That is: peace in the country is a guarantee of sustainable development, a priceless blessing, a great happiness. At all stages of its development, humanity has, above all, sought peace.

"A free homeland is a place of residence of a nation that has fully realized its right to self-determination, a country that has a place, prestige and status in the world community," he said.

A free homeland is a region whose citizens are free and free, engaged in creative activities, living in full socio-political security, striving to build a prosperous life. So, the concept of "peace in the country" directly means that peace and tranquility prevail in a particular country, in the homeland. For peace and tranquility to prevail in the country, this country must be independent, independent of other states, have the right to independently manage the life of society, to determine its own future. "Peace in the country is closely linked with freedom and independence of the homeland," he said. A nation that depends on someone can never live freely and prosperously. "

It is also important for the stability of peace in the country to be able to achieve a certain level of social life, social, economic and cultural development. Indeed, "at all stages of human development, the main issues of society have been effectively resolved only in a state of peace."

The study of the historical development of mankind shows that the establishment and maintenance of peace in the country as a complex, very responsible process requires the following:

- Integrity, solidarity of members of society (citizens of the country); the establishment of, the improper conduct of interethnic relations in a particular state, the inadmissibility of ETHNIC discrimination of certain privileges to a particular nation without being considered an indigenous population;

- Representatives of non-population nationalities - other nationalities, ethnic groups and





Respect for the history, culture, national values and values and religious beliefs of peoples, confidence in their prospects, intellectual, economic and spiritual potential, development, cooperation in science, technology and equality;

-Having a military structure, capacity of the Armed Forces (army), professional development, full provision of modern military equipment, weapons;

-Attempt to prevent possible conflicts by correctly understanding, analyzing and predicting the consequences of events in the region and the international arena;

-Combating crime in the country, preventing the spread of destructive ideas alien to national values, terrorism, religious extremism, as well as the spread of infectious diseases, etc.

"The Uzbek people value peace and see it as a guarantee that their dreams and goals will come true. That is why he always wishes peace and prosperity from the Creator.

In conclusion, it is impossible to form and develop socially necessary qualities in the preparation of pre-service youth that will allow them to act consciously and confidently in any daily and extreme (emergency) situations of military service. Taking into account the direction and specialization of the chosen research topic, students of the faculty "Pre-service military education" must master the essence, laws, principles and conditions of the formation of a strong scientific position.

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## MOVEMENT OF CHILDREN ON THE BASIS OF THE MEANS OF OPTIMAL DAILY PHYSICAL ACTIVITY AND THEIR TRAINING

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### Annotation

This article provides information on the development of qualities in children, such as optimal motor activity and the training of them and the creation of the basis for the initial skills of their formation, which are the most necessary actions in life.

**Keywords.** vital actions, hardening of the organism, hardening treatments, means of hardening, physical development, functional readiness of the organism.

### Introduction

From the time of breastfeeding, the child feels the need for action, unfortunately, to date, no research has been conducted on this norm of need and its status. Typically, the first month is a period of environmental adjustment for the child. If the baby's skin is healthy, the umbilical ulcer is well healed, and the doctor should emphasize his health and tell him that after his admission, the baby can start exercise lotions from one month of age [1,2,3].

First of all, the child should be accustomed to the simplest, vital actions and habits. They are movements that facilitate the proper formation of the spine, such as lying on your back, lying on your stomach, rolling from a supine position, stretching movements, such as striving for hanging toys.

Once your toddler is 5 months old, you will need to teach him to crawl properly. In this case, the child should not only push on the hands, but also use the feet and paws equally. Otherwise, the child's legs may become immobile and later lag behind in development (Figure 1).



Figure 1



The last stage of vital movements should be sitting, training to keep the body upright. In doing so, it is advisable that you use devices that make it convenient to put it upright or upright. To do this, you will need to use movements that develop the leg muscles, shoulder girdle muscles, large muscles of the back (Fig. 1).

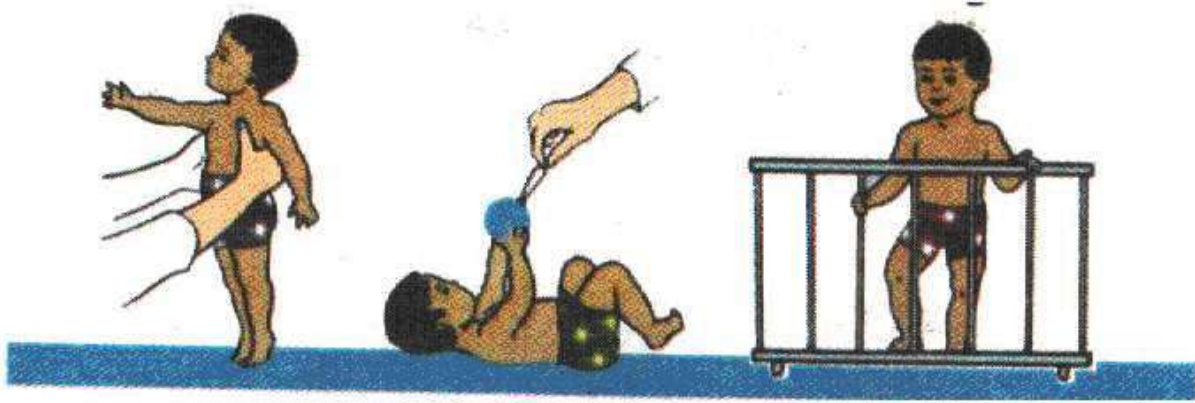


Figure 2

Our observations show that children with normal organs and structures try to walk upright from the age of 7-8 months. Some start walking comfortably in 8 months. They will be able to walk, run, climb, and jump from a certain height (Figure 3). Those who grow up unhealthy may not be able to stand up until they are 1.5 years old. In this case, therapeutic gymnastics, massage and other strengthening factors of the body require the use of healthy lifestyle as a means of physical culture.



Figure 3

Proper and straight steps of the child ensure the proper development of the spine and a high level of physical culture in the future.



Strengthening the body requires optimal actions and reliance on their norms. Hardened children are more susceptible to changes in humidity, heat and cold, and are less prone to colds and other illnesses. Exercise strengthens the nervous system, promotes the development of muscles and bones, improves the function of the heart, lungs, digestive and excretory organs, improves blood circulation and metabolism, makes the body resistant to pathogens. The following principles should be followed when applying firming procedures: early start, gradual and consistent. The specific characteristics of the child must be taken into account [4,5,6,7,8,9,10].

The means of hardening are simple and accessible to all, but it is necessary not to be afraid of the fresh air, not to surround the children, throwing away the misconceptions that have settled in the brain. It is recommended to ventilate the room 4-5 times a day in the snow, and in the summer to keep the windows open, because the windows do not transmit ultraviolet light, which is necessary for the growing organism. Smoking is not allowed in the child's bedroom.

Changing diapers, clothes, undressing the baby before bathing - the first x, avo bath-l a r i, are the first hardening muopajas. The air temperature for a breastfed baby should be at least 22 ° C at home x, am, and when taking an air bath on the street. After the child has learned a lot, the temperature can be between 20 and 18 ° C when taking an air bath [11,12,13,14,15,16,17].

Air baths should be carried out carefully: the initial period should not exceed 2-3 minutes. Gradually, the period is extended to 15 minutes for 6-month-olds and 20-25 minutes for 6-12-month-olds. The treatment can be performed 2 times a day. Children who are not accustomed to the weak and cold weather should be gradually undressed: first their arms and legs are stripped, then to the waist, and finally the little toy is stripped bare. during the summer, air baths should preferably be held in the open x, avoda, under an umbrella, or in the shade of trees, as there is a lot of ultraviolet light in the diffused sunlight.

Traveling is very useful for children. In order to strengthen the child during the trip, you can use various means of physical education (for example, sports and recreational activities - skating, skiing, cycling, etc.). Children this age can ride a bike for a maximum of 15 minutes at an average speed.

The child is taught to cool the air by slowly opening the window in the room, starting with the "walk", it is very good if the child sleeps in the open air. As the child hardens, let him be a cadet and play and laugh. If the child is upset and cries during hardening, it means that the hardening is done incorrectly.

Exercise is good for all children, especially vulnerable children.





If the child becomes ill, very anxious (nervous, unable to sleep well, cries, puts a nipple in his mouth), the abortion is stopped.

Exercise is an important aspect of children's physical education. Most people know about exercise, but not many among the population engage in these treatments. Families engaged in exercise, large and small, are rare. They are talked about in the press, shown on television, studied by scientists, and disseminated by journalists.

If you have not yet hardened your little one, it is not yet time to start such procedures. The main means of hardening - air, water and sunlight - can increase the endurance of the child's body. As a result, the child will have a lot of colds. The fact that a child is very sick 4 times a year and more impairs his physical development and all the vital processes in his body. Such children do not gain weight well.

If you want your child to grow up healthy, energetic, cheerful and cheerful, use it freely without fear of the natural factors of nature. It is very useful for children to take air baths, water treatments, to wear thin clothes all year round, to walk barefoot on the floor in winter and on the grass in summer, and to bathe in the bath with a small drop of water.

3-year-olds are allowed to bathe in open water pools. Such hardening treatments can be used in the summer. In this case, the water temperature should be 25°C and the air temperature should be 25°C. The child is allowed to bathe at least once a day. At home, the child can be bathed in the shower, bath, tub. The shower is a very effective tool in strengthening the body. The temperature of the shower water can be gradually lowered from 36°C to 28°C in winter and to 24°C in summer. Remember to rub your baby's body frequently with a fluffy towel after bathing.

There are several types of water hardening: for example, washing, rubbing the body with a damp towel, pouring water on the feet. Children over the age of 2 can wash their hands up to the elbows, face, neck and upper chest. When rubbing the body, the water temperature is initially 32°C, then it is gradually reduced to 25°C.

Pouring hot or cold water on a child's foot is a good way to exercise. This treatment can be applied to children of all ages.

No matter what the weather, you should not hesitate to go for a long outdoor walk with the child, so it will be effective to exercise in the water. The child should be dressed according to the temperature, so that he does not sweat, sweat or cool down. Some parents wrap the child so tightly that they even tuck 2-3 pants together to make it easier to put on. However, these "caring" mothers completely forget that thick clothes interfere with the movement of the child, the child becomes hot and sweaty. Such a well-dressed bacha does not harden at all in the fresh air.





There are parents who do the opposite, they try to harden their children in unusual and dangerous ways: they allow them to walk barefoot in the snow, they always harden the child, they put it on room temperature water, and there are even walrus children. The issue of training children in this way is still controversial. Proponents of such an idea try to scientifically substantiate methods that have a strong impact. Many experts (doctors, teachers) believe that such informal methods of exercise are not only unpleasant but also harmful for the little ones. Because such treatments are a certain burden on the child's body, they can lead to stress, which can cause great harm to his health.

When exercise is used wisely, a child's nervous system improves, appetite and sleep improve, he becomes happy, and his health improves. At the same time, it is necessary to follow the regularity - to carry out hardening procedures throughout the year without bleeding.

In winter, it is best to do water treatments after the child wakes up, and in summer before lunch. We must not forget that the consequences of the smallest, trivial mistakes in the process of hardening can lead to a long time to correct them, to treatments that restore the physical and mental strength of the child.

The level of fitness of the body has been proven by scientific research over the past decades to play a leading role in the physical development of the child, physical, mental, functional readiness of the organism.

The healing powers of nature are enviable in our country. Humidity, water sources, sunlight, soothing breezes, cool shades, temperate winters, in short, the heavenly place play a key role in educating the children of our country.

## **Conclusion**

Walking, running, jumping and throwing exercises are the most necessary movements in human life and their formation begins at a pre-school age with the basic ground skills. Vital movement skills are performed by hanging and climbing on gymnastic equipment, and basic gymnastic exercises are performed mainly by means of ladders, gymnastic walls, horizontal bars, hoops, tutor's fingers, elbow-type movements, exercises and other means.





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## THERMODYNAMIC PROPERTIES OF HORAVA-LIFSHITZ BLACK HOLE

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### Annotation

The thermodynamic properties of the Hořava-Lifshitz black hole are investigated with new and simple methods. Hawking radiation and the life time of Horava-Lifshitz black hole has been studied. An exact analytical expression for the Bekenstein-Hawking's entropy, the temperature and specific heat capacity have been found. Time dependence of thermodynamic quantities of black hole has been studied

**Keywords:** Hawking radiation, Lifetime, Entropy, Hořava-Lifshitz black hole

### Introduction

Combining the Einstein's theory of relativity with quantum mechanics or obtaining a theory of quantum gravity (QG) remains an unsolved problem in physics. Several attempts have been made in this regard [1]. In 2009 Peter Hořava proposed his theory for QG which is based on the explicit violation of local Lorentz invariance [2]. This model is, higher order gravity model and degenerates into the General Relativity (GR) at large distances.

Nowadays the Hořava-Lifshitz gravity theory has been widely investigated. For example, [3] the authors investigated the Dirac quasinormal modes of the black hole. And in [4] authors studied the Quantum Gravity effects on HLG model. Some static spherically symmetric black hole solutions have been obtained in the HL gravity theory [5]-[7]. Also 2D black holes with vanishing horizon area are discussed in references. [8]-[11].

Thermodynamics of different black holes with hyperscaling violation are studied in the references [10]-[11]. Recently the stability and Hawking-Page phase transition of the massive black holes with energy dependent spacetime are studied [12]-[14].

In this paper, we have studied the Hawking radiation and life time as well as the thermodynamic properties of the Hořava-Lifshitz black hole with simple methods.





The paper is organized as follows. Section 2 is devoted to the study of the Hawking radiation and life time of Hořava-Lifshitz Black hole. In section 3, we present the basic equations for the description of the black hole thermodynamics in the Hořava-Lifshitz gravity. The summary of the obtained results is reported in section 4.

Throughout the paper we employ the convention of a metric with signature  $(-, +, +, +)$ . We use units in which  $G = c = \hbar = 1$ , but we restore them when we have to compare our findings with observational data.

## Hawking Radiation and Life Time of Hořava-Lifshitz Black Hole

In this section we study Hawking radiation and life time Hořava-Lifshitz black hole and evaluate the effect of the  $\omega$  free parameter on the life time of the Hořava-Lifshitz black hole. Before studying Hawking radiation, we need to determine the temperature of the black hole. In the spherical coordinates  $(t, r, \theta, \varphi)$  the spacetime metric for a spherical symmetric, static Hořava-Lifshitz black hole is given by [15]

$$ds^2 = -f(r)dt^2 + \frac{1}{f(r)}dr^2 + r^2(d\theta^2 + \sin^2\theta d\varphi^2) \quad (1)$$

with

$$f(r) = 1 + \omega r^2 \left[ 1 - \sqrt{1 + \frac{4M}{\omega r^3}} \right], \quad (2)$$

Where  $M$  is the total mass of black hole and  $\omega$  is a free parameter that regulates the ultraviolet behavior of the theory.

When taking into account the quantum properties of light (which were so far ignored), Hawking discovered in 1974 that newly formed black holes are not black [16]. Indeed, he found that they spontaneously emit a steady thermal flux of radiation at a temperature given by

$$k_B T_H = \hbar \omega \quad (3)$$

and he showed that temperature is would be

$$T_H = \frac{c^3}{8\pi k_B G M} \quad (4)$$

But the equation (4) does not determine the relationship between temperature and another parameter of black holes. Therefore, we use from the temperature of the black hole (Hawking temperature) which can be evaluated via the surface gravity method at the horizon for determined the relationship between temperature and  $\omega$  free parameter of the Hořava-Lifshitz black hole:

$$T_H = \frac{\kappa_G}{2\pi}, \quad \kappa_G = \left. \frac{1}{2} \frac{dg_{tt}}{dr} \right|_{r=r_+} \quad (5)$$

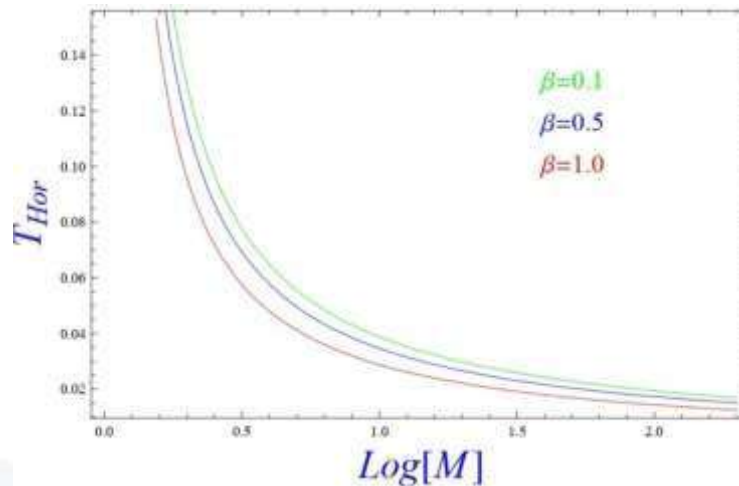
where  $\kappa_G$  is surface gravity factor and  $r_+$  is the radius of the outer horizon of the black



hole. The radius of an outer horizon of Hořava-Lifshitz black hole can be calculated by condition, i.e.  $f(r) = 0$ , that is

$$r_+ = M \left[ 1 + \sqrt{1 - \frac{1}{2\omega M^2}} \right] \leq 2M, \quad (6)$$

which is further than Schwarzschild radius. Recalling equation (5) Hawking temperature over the surface of the Hořava-Lifshitz black hole can be



**Figure 1.** The dependence of the temperature of the Hořava-Lifshitz black hole on its mass, for different values of the parameter  $\beta = 1/\omega M^2$ .

$$T_H = \frac{1}{2\pi M} \frac{\Lambda}{\beta} \left[ 1 + \left( 1 - \frac{8}{\beta} \right) \left( \sqrt{1 + 32 \frac{\Lambda}{\beta^2} + \frac{8}{\beta} \sqrt{1 - \frac{\beta}{2}}} \right)^{-1} \right] \geq \frac{1}{8\pi M}, \quad (7)$$

where we used following notation

$$\Lambda = 1 + \sqrt{1 - \frac{\beta}{2}}, \quad \beta = \frac{1}{\omega M^2}, \quad (8)$$

In fig.1 shown that the dependent of the temperature on its mass. Hawking radiation for a black hole is follows from Stephan-Boltzmann's law for the thermal radiation of absolute black body, i.e.

$$\frac{dE}{dt} = \sigma A T^4 = 4\pi r_+^2 \sigma T^4 \quad (9)$$

where  $\sigma = \pi^2/60$  is the Stephan-Boltzmann constant,  $A$  is the surface area of black hole horizon. Given that  $E = M \cdot c^2$  and using equations (6,7) we can easily find following, i.e.

$$\frac{dM}{dt} = - \frac{1}{240\pi M^2} \frac{\Lambda^6}{\beta^4} \left[ 1 + \left( 1 - \frac{8}{\beta} \right) \left( \sqrt{1 + 32 \frac{\Lambda}{\beta^2} + \frac{8}{\beta} \sqrt{1 - \frac{\beta}{2}}} \right)^{-1} \right]^4 \quad (10)$$



From equation (10), we can determine the relationship between life time and free parameter of black hole:

$$\tau = -240\pi \int_M^0 M^2 \frac{\beta^4}{\Lambda^6} \left[ 1 + \left( 1 - \frac{8}{\beta} \right) \left( \sqrt{1 + 32 \frac{\Lambda}{\beta^2} + \frac{8}{\beta} \sqrt{1 - \frac{\beta}{2}}} \right)^{-1} \right]^4 dM \quad (11)$$

by assuming that  $\beta = 1/\omega M^2 = \text{const}$  is constant, we can determine the lifetime of the Hořava-Lifshitz black hole, by calculating the integral (11).

$$\tau = 240\pi M^3 \frac{\beta^4}{\Lambda^6} \left[ 1 + \left( 1 - \frac{8}{\beta} \right) \left( \sqrt{1 + 32 \frac{\Lambda}{\beta^2} + \frac{8}{\beta} \sqrt{1 - \frac{\beta}{2}}} \right)^{-1} \right]^4 \quad (12)$$

where we used following notations

$$\Lambda = 1 + \sqrt{1 - \frac{\beta}{2}}, \quad \beta = \frac{1}{\omega M^2}, \quad (13)$$

In fig. 2 shows the graph of the life time of the Hořava-Lifshitz black hole for various values of the parameter  $\beta = 1/\omega M^2$ , depending on its mass. Note that case the general relativistic limit of life time takes the standard value as obtain in ref [16]

$$\tau_0 = \lim_{\omega \rightarrow \infty} \tau = 5120\pi M^3 \quad (14)$$

For small parameter  $\beta = 1/\omega M^2$  of life time of Hořava-Lifshitz black hole takes as a form

$$\tau = \tau_0 \left( 1 + 12 \frac{1}{2} \beta + \frac{65}{64} \beta^2 + \frac{179}{256} \beta^3 \right) + o(\beta^4) \quad (15)$$

which shows that the life time of Hořava-Lifshitz black hole will be shorter with increasing of the parameter ( $\beta = 1/\omega M^2$ ).

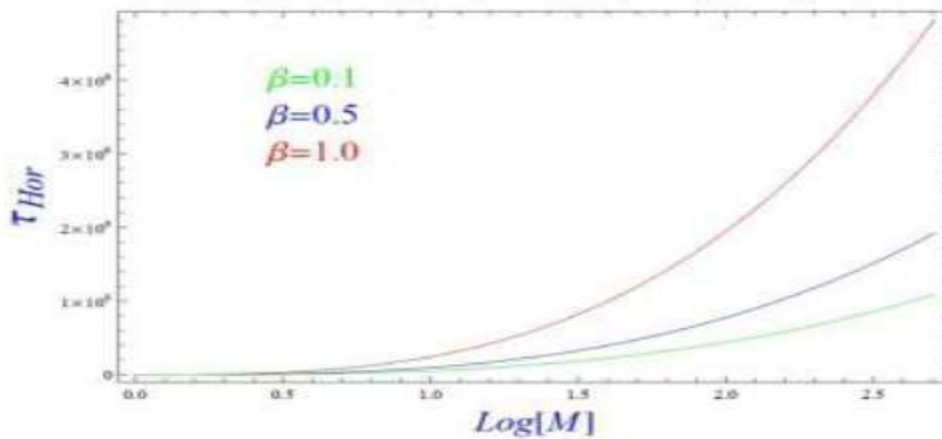
### Thermodynamic Properties of Hořava-Lifshitz Black Hole

In this section we briefly study thermodynamic properties of the Hořava-Lifshitz black hole. The surface of an outer horizon can be found as  $A = 4\pi r_+^2$ . Once we have the surface of the horizon then area entropy of black hole can be easily calculated as

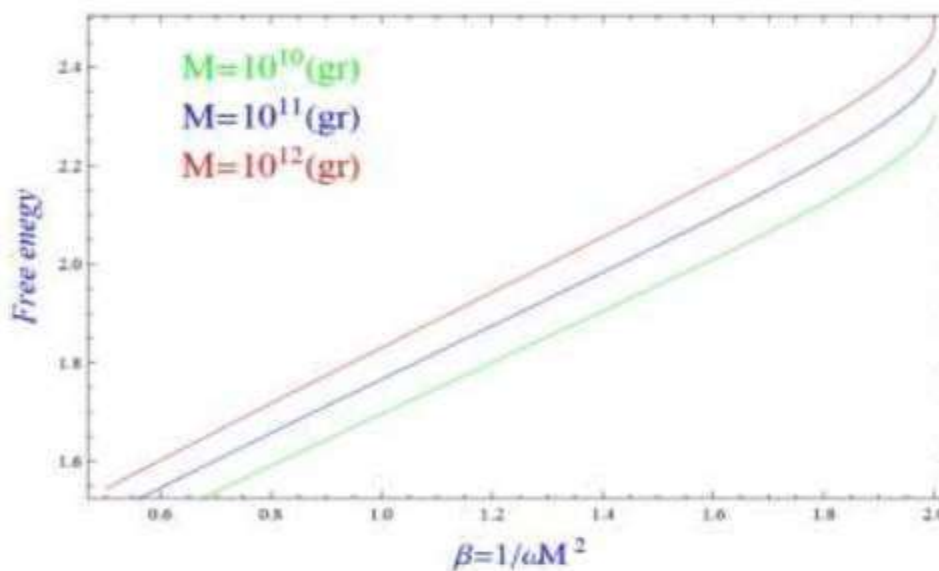
$$S = \frac{A}{4\pi} = \pi M^2 \left[ 1 + \sqrt{1 - \frac{1}{2\omega M^2}} \right]^2 \leq 4\pi M^2, \quad (16)$$

According to the definition of the value of the free energy  $F = M - TS$  of the thermodynamic system one can have

$$F = M - \frac{M}{2} \frac{\Lambda^3}{\beta} \left[ 1 + \left( 1 - \frac{8}{\beta} \right) \left( \sqrt{1 + 32 \frac{\Lambda}{\beta^2} + \frac{8}{\beta} \sqrt{1 - \frac{\beta}{2}}} \right)^{-1} \right], \quad (17)$$



**Figure 2.** The dependence of the lifetime of the Hořava-Lifshitz black hole on its mass, for different values of the parameter  $\beta = 1/\omega M^2$ .



**Figure 3.** Dependence of free energy of the Hořava-Lifshitz black hole on its  $\beta = 1/\omega M^2$  parameter, for different values of the mass.

Absence of  $\beta = 1/\omega M^2$  parameter one can obtain  $F = M/2$  that is free energy in Schwarzschild spacetime. Figure 3 shows dependence of the free energy from the  $\beta = 1/\omega M^2$  parameter.

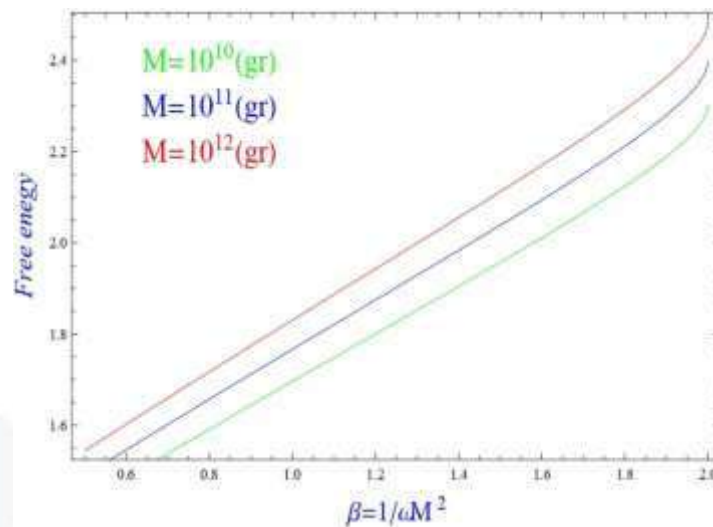
Now we consider the specific heat capacity of the Horava-Lifshitz black hole.



Considering the following  $dQ = c^2 dM$  and in a system of geometrical units  $c^2 = G = 1$

$$C = \frac{dQ}{MdT} = \frac{dM}{MdT} = -2\pi M \frac{\beta}{\Lambda} \left[ 1 + \left( 1 + \frac{8}{\beta} \right) \left( \sqrt{1 + 32 \frac{\Lambda}{\beta^2} + \frac{8}{\beta} \sqrt{1 - \frac{\beta}{2}}} \right)^{-1} \right]^{-1}, \quad (18)$$

Figure 4 shows dependence of the specific heat capacity of Hořava-Lifshitz black hole from the  $\beta = 1/\omega M^2$  parameter.



**Figure 4.** Dependence of the module specific heat capacity of the Hořava-Lifshitz black hole on its mass, for different values of the  $\beta = 1/\omega M^2$  parameter

## Conclusions

In this paper thermodynamic properties of the black hole, in the Hořava-Lifshitz gravity model in particular the Hawking radiation and evaporation of the Hořava-Lifshitz black hole have been studied. Our main results can be summarized as follows: We have studied the thermodynamic properties of black hole in the Hořava-Lifshitz gravity model. In the presence of the free parameter that regulates the ultraviolet behavior of the theory, an exact analytical expression for the thermodynamic quantities such as the temperature, entropy, heat capacity and free energy have been found.

We have also studied the Hawking radiation and the life time of Hořava-Lifshitz black hole. It is argued that at small values of the  $\beta$  parameter, the Hořava-Lifshitz black hole temperature is increased, hawking thermal radiation process is accelerated and its lifetime is shortened.



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## MANAGEMENT AND STUDY OF CULTURE AND ART

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### Annotation

This article describes the management models of culture and art, the history of culture and art management, its organization, our great thinkers who contributed to this field, foreign experience of management.

**Keywords:** management, art, culture, national, style, model, theater, management, industry, institution, community, organization, creativity.

### Introduction

When it comes to governance, the wise saying of the great scholars, "The hardest thing in the world is the art of governing," is probably about the art created to create, to amaze, to create, to innovate, to amaze. After all, the staff of cultural and art institutions have a long history of our national traditions, customs, folklore, classical, classical, modern singing, national status, baxshi, museums and theaters, concert organizations, creative regulators of community activities, suppliers to the public. Because the art of each nation introduces this nation to the world, creates conditions for speaking on behalf of this nation on the world stage.

Indeed, organizing and managing the cultural sector is a very difficult and responsible profession. The concept of governance has a long historical development and is one of the most important processes of human civilization. As a result of the development of horses, there was a need for the "science of management". As mentioned above, management is, in the words of F. Taylor, an American engineer and one of the theoretical founders of management science, "the art of knowing exactly what to do, how to do it in the best and most convenient way."

Management is also a special type of social relationship. The level of perfection of the society is an indicator of the level of perfection of management. Management is an activity aimed at regulating social relations, which is a specific activity that requires a minimum of resources (time, effort and resources) and is clearly targeted, planned and consciously organized and requires control to achieve the highest results. face is counted. This field is comprehensive and has a long history. Therefore, it is necessary to prepare textbooks, manuals and literature for the renewal, development and training of qualified personnel for culture and art in the future.







President Mirziyoyev said that "it is necessary to create the necessary environment and conditions for the promotion of the rich history of our country, its unique culture and national values, the achievements of world science and literature among our youth." Therefore, for those who manage the field of culture and art, in the process our great thinkers Abu Nasr Farobi's "City of noble people", Yusuf Khas Hajib's "Kutadgu bilig", Nizamulmulk's "Politics", Amir Temur's "Temur's rules" historical-scientific definitions, representatives of management theory - French scientist Henri Fayol, American engineer-researcher Frederick Taylor, German sociologist Max Weber's principles, information and communication, which are the basis of management work, decision-making bases, modern managerial qualities, modern executives goals and objectives, policy and system of management of cultural and art institutions in Uzbekistan in recent years, transformational processes in the development of industries, cooperation between government and non-governmental organizations, "People's Artists' Clubs", children's music and art schools animation, special talent per special attention was paid to the introduction of creative exams in creative universities.

There are also opinions of well-known scholars on the concepts of leadership, communication, leadership responsibilities, leadership skills, leadership culture, leadership intelligence, which serve to nurture educated leaders who are respected and respected in society. Of course, everyone should study the rules of ethics and aesthetics according to the leader and follow his example. That is why these publications should be organized by every leader. Deep knowledge and aspiration are also needed to learn a leader's behavior and attitudes and to make the right decisions. Because only when the leader makes a good and right decision will there be a good result. Every decision must be made correctly, labor must be evaluated, work must be properly distributed and knowledge must be maintained. Of course, every manager has his or her own style, method, model and experience in organizing and managing his or her own culture and art.

Thus, the system of organization and management of culture and art in Uzbekistan is directly related to various scientific schools and educational institutions. Improving the functioning of these scientific schools and educational institutions is one of the most pressing issues today.

Today, public officials are required to think strategically, set goals and find ways to achieve them, make independent decisions, plan and organize activities, engage in effective dialogue and negotiate wisely. It should be noted that the tasks of governance have not been as complex as in the XXI century. This shows the urgency of capacity





building in local government. Training is one of the priority issues to improve their knowledge.

At present, how and how to manage human resources is the first task on the agenda of managers:

1. Participate in the development of strategic goals of the organization;
2. Selection and placement of personnel;
3. Employee incentives;
4. Certification, evaluation of labor results;
5. Labor relations;
6. Pension policy;
7. Communication and spiritual environment in the organization;
8. Training and human resource development

In addition to science and knowledge, in addition to books, it would be expedient to use foreign experience to lead the team in the field of art and culture. They are distinguished by their management experience.

The Japanese experience of governing abroad is recognized as one of the most recognized practices in the world. According to the world community, in a very short period of time after 1945, the Japanese government has seen a significant increase. The Japanese have demonstrated in practice a radical change in the old system of government, a new system of governance that combines human experience and only intellect. The notion that the interests of the Japanese state are first and foremost is ingrained in their blood.

In our daily lives there is a concept of "German calculation" (German calculation), which speaks of the German people's values of time above all else, the vital truth of not wasting time even if everything is lost. Accurate accounting, economy, responsibility and ensuring that everything is done on time and in accordance with the standards are part of the German model of governance.

Entrepreneurship, rationalism, without revolutionary leaps, promoting the principles of a peaceful approach to the issue, reforming the tax system, which has a sharp impact on the living standards of the people, improving the skills of workers and directing them to other professions, only to have a strong social policy The formation of the existing system of statehood laid the foundation for the Swedish model of governance.

That is why the Swedish model of governance has entered the world experience as a model as a defender of national interests. Ensuring timely and appropriate implementation is part of the German model of governance. Entrepreneurship, rationalism, without revolutionary leaps, promoting the principles of a peaceful





approach to the issue, reforming the tax system, which has a sharp impact on the living standards of the people, improving the skills of workers and directing them to other professions, only to have a strong social policy. The formation of the existing system of statehood laid the foundation for the Swedish model of governance. That is why the Swedish model of governance has entered the world experience as a model as a defender of national interests.

According to scientists and thinkers, in order to be effective at work, a leader must have communication skills, distribute work properly and be knowledgeable.

While Russian scientist S. Rubinstein has developed many recommendations for studying the mental environment of the community, it is known that B. Lomov announced a number of areas of management.

In the process of interpreting his opinion, each expert lists the qualities that make a leader perfectly literate, polite, sincere and responsible. Being a person at the level of not only brings him prestige, but also brings great benefits to the organization, society and the development of society.

Of course, it would be useful for us to use the world experience in the management of culture and arts. At the end of the event, which was held in the spirit of open and sincere dialogue, the President said: "We have a great history worth envying. We have great ancestors who are worth envying. We have unparalleled wealth that is worth envying. And I believe that we will have a great future, a great literature and a great art, which is worth it if we are lucky." That is why we must work in the organization and management of the arts and culture, based on deep knowledge and potential, world experience. Because national culture and art are one of the best ways to introduce the country to the world.

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## CLASSIFICATION OF USEFUL PLANTS OF KARaulBAZAR OAK

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### Annotation

This article provides a classification of naturally occurring useful plants in the Karaulbazar oasis. The flora of the oasis is divided into 13 groups according to their beneficial properties. Medicinal and fodder plants have been found to be common among the beneficial groups.

**Keywords:** Karaulbazar oasis, classification, *Phragmites australis*, *Cynodon dactylon*, *Peganum harmala*, *Glycyrrhiza glabra*.

### Introduction

Among the natural resources of the republic, plant raw materials have a special place. These include food, fodder, honey syrup, preservatives, dyes, vitamins, essential oils, and many other valuable medicinal properties. [1]

According to the literature, there are more than 4,560 species of higher plants in the country. Of these, 577 are medicinal plants, 103 species are dye plants, 650 species are essential oils, 400 species are herbivores, about 1,700 species are forage and 964 species are honey plants.

### Research Methods

In determining the beneficial properties of plants, P.K. Zakirov, T. Norbobayeva [21] S.Ye. Yerejepov [9], H.X. Xolmatov., A.I. Qosimov [18], K. Kholikov [19], P.Ya. Cherneshev [22], S. Yunusov [23], S. Sahobiddinov [3], M.M. Nabiyeu, R.Yu. Data from Kazakbayev [14] and other scientists were used.

In the classification of useful plants, N.V. Pavlov [15], M.M. Ilin [12], A.A. Grossgeym [10], A.A. Pristupa [16], V.M. Kozo-Polyansky [13] methods were used.

### Research Results

The composition of the flora of the Karaulbazar oasis has not been studied in depth by scientists. However, a comprehensive analysis of the flora of the Bukhara oasis bordering the region H.Q. Esanov [4; 5; 6; 7; 8; 17]. It lists the beneficial properties





of 528 species of plants. The study also provides partial information on the Karaulbazar plants. The study in the Karaulbazar oasis has so far created a synopsis of 380 species of higher plants belonging to 48 families, 226 genera. The beneficial properties of these plants have been identified in scientific sources and observations, and it is noted that they belong to 47 families, 342 species (90%) belonging to 211 genera.

Useful properties of tall plants found in Karaulbazar oasis M.M. Ilin divided into groups according to the classification of the year [12]. In particular, the plants are divided into medicinal, honey, dyed, nutritious, ornamental, fuel, vitamin, fodder and other groups according to their useful properties.

The following table shows which plants belong to which group in terms of utility and the percentage of useful plants in the region.

(Table 1). Grouping of plants of the Karaulbazar oasis according to their useful properties

Useful properties of plants	Numbers					
	Family		Category		Types	
	Abs.	%	Abs.	%	Abs.	%
Medicinal plants	43	87	120	56,9	146	42,7
Fodder	36	76,6	153	72,5	248	72,5
Honey is juicy	27	57.4	65	30.8	78	22.8
Cooker	17	36,2	29	13,12	41	12
Nutritious	9	19,15	30	13,6	33	9,65
Poisonous	18	38,3	42	19	46	13,45
Paint	18	38,3	34	15,4	49	14,33
Essential oil	13	27,66	23	10,4	29	8,5
Ornamental	16	34	20	9	24	7
With vitamins	8	12	18	8,14	20	5,85
Fuel	9	19,15	11	5	22	6,43
Construction	2	4,25	4	1,8	5	1,46
Fibrous	6	12,76	8	3,62	11	3,22

As can be seen from the table, 248 species (72.5%) of fodder plants occupy the first place in terms of usefulness of plants. The flora of the Karaulbazar oasis can be explained by the abundance of forage plants, its connection with the desert environment of the region, and the abundance of forage plants in such environments.





Amaranthaceae-52 species (20.97%), Poaceae-36 species (14.52%), Asteraceae-32 species (12.9%), Brassicaceae-28 are the richest in the number of species of forage plants. species (11.3%) and Fabaceae-26 species (10.48%). Amaranthaceae are very common throughout the region.

*Amaranthus viridis* L. of the family Amaranthaceae and *Symphytotrichum graminifolium* (Spreng.) Belonging to the family Asteraceae, identified as a result of scientific research and registered as a new species for the flora of Uzbekistan in 2017, are also specific to the flora of the Guardland. , these plant species are also considered nutritious forage plants [4; 5]. Forage plants are the largest group in terms of their useful properties. Forage crops are the main food for livestock and poultry. These plants include *Amaranthus retroflexus*, *Glycyrrhiza glabra*, *Artemisia turanica*, *Aeluropus repens*, *Stipagrostis pennata*, *Trigonella grandiflora*, *Karelinia caspia*, *Cynodon dactylon*, *Phragmites australis*, *Sorghum* and many other species of halepense.

*Phragmites australis*, *Aeluropus repens*, *Alhagi persarum*, *Alhagi kirghosorum*, *Acroptilon repens* are the most common forage plants. Yantak is an important food for livestock and karakul, and is consumed throughout the year, mainly during the summer flowering period and in the winter. It is found in roads, canals, ditches, lakes, plains, cotton fields, uncultivated fields and open spaces in the oasis. The locals store it with kakra as a dry mass for the winter.

Reeds (*Phragmites australis*) are one of the main forage plants in the oasis and are loved by livestock until the stems and leaves are rough. It is used as a valuable food for farm animals in winter. Hay is prepared for livestock. It is also used as a building material.

*Cynodon dactylon* is found in the oasis along ditches, roads, canals, among crops, in abandoned lands, in gardens and alleys. It is a valuable fodder plant and is highly nutritious. It is consumed by livestock throughout the year.

Medicinal plants are also common in the oasis. Medicinal plants are the second most useful in the oasis. This group includes 146 species (42.7%) of plant specimens. In terms of medicinal properties, Asteraceae-17 species (11.64%), Amaranthaceae-14 species (9.6%), Fabaceae-13 species (8.9%), Poaceae-8 species and Brassicaceae-8 species (5, 48%) are led by family members.

We all know that medicinal plants have been used for centuries to treat various diseases in humans - hemostasis, oral cavity, gastrointestinal, liver, kidney diseases, bile, urinary incontinence, ulcers, fever has been used in the treatment of depression, colds, skin and others.



Medicinal plants are widely used by locals in folk medicine and medicine. Common species of medicinal plants include *Roemeria hybrida*, *R. refracta*, *Portulaca oleracea*, *Spinacia turkestanica*, *Polygonum aviculare*, *Alhagi persarum*, *Halimodendron halodendron*, *Datura stramonium*, *Tribulus terrestris*, *Glycyrrhiza glabra*, *Peganum vodala*.

Medicinal plants contain a wide range of chemical compounds - biologically active substances, organic acids, minerals, flavonoids, glycosides, alkaloids, saponins, coumarins and others.

Locals use the roots, stems, leaves, flowers, fruits and seeds of these plants in the treatment of various diseases at home, dried and used as tinctures.

In the oasis, dried leaves, fruits and stalks of *Peganum harmalaning* are widely used to kill influenza viruses. The incense is sterilized by rinsing the mouth. The seeds are sometimes mixed with milk.

*Glycyrrhiza glabra* rhizome is dried in the open air and juice is made from it. The juice can be used for respiratory diseases. It is also used for inflammation of the gastrointestinal tract

Honey succulents are followed by 78 species (22.8%). Fabaceae (10 species; 12.82%), Asteraceae (9 species; 11.54%) and Brassicaceae (8 species; 10.25%) are distinguished from other families in terms of species richness.

Bees also collect propolis from succulent plants. Bees use propolis mainly as a wax in the construction of cages. It also contains antibacterial agents. Propolis is obtained from the buds of some plants, poplars, conifers, sunflowers. Propolis contains 50-55% resin, 8-10% essential oil, about 30% wax [11].

The group of dyeing plants in the oasis flora consists of 18 families, 49 species belonging to 34 genera. The most common representatives of this group in the oasis are *Chenopodium album*, *Halothamnus subaphyllus*, *Salsola arbuscula*, *Calligonum caput-medusae*, *Persicaria hydropiper*, *Limonium meyeri*, *Psylliostachys leptostachya*, *Populus euphratica*, *Isatis violascens*, *Andiachne rotundif.*

Plant dyes are more resistant to artificial dyes. Some of these dyes are used to dye yarn and fabrics, while others are used to dye food.

The group of poisonous plants in the oasis consists of 46 species (13.45%). Plants with this trait are more common in the Brassicaceae (7 species), Amaranthaceae (6 species), and Asteraceae (5 species) families than in other families. It is now known that *Lolium temulentum*, a poisonous plant, damages many wheat fields and reduces yields by 40-50%. This type of plant grows mainly on private gardens. The stems and leaves of this plant are not poisonous. Its grain is considered poisonous because it contains toxic alkaloids such as lolin, lolin, lolinidine.





There are 17 families of herbaceous plants in the oasis, 41 species belonging to 29 genera, which make up 12% of the plants. These plants are Polygonaceae (9 species), common in the Fabaceae (4 species) and Tamaricaceae (5 species) families. Common species in the oasis include *Calligonum caput-medusae*, *Medicago lupulina*, *Lotus sergiyevskii*, *Halimodendron halodendron*, *Glycyrrhiza glabra*, *Tribulus terrestris*, *Mentha asiatica*.

Essential oils are also important in the flora of the Karaulbazar oasis. There are 13 families and 29 species of 23 genera in the region. Plants of this group are common in the family Asteraceae (7), Lamiaceae (5), Apiaceae (3). Other families have 1 to 2 essential oils. The most common categories of essential oil species in the oasis include *Tamarix*, *Alhagi*, *Glycyrrhiza*, *Acroptilon*, *Mentha* and others. A. Akramov [2] gave a lot of information about the beneficial properties of the essential oil plant *Cuminum setifolium* in the conditions of Bukhara region.

Essential oils are now used for a variety of purposes. In particular, it is a major raw material in food production. To date, 650 species of essential oil plants have been identified in the country.

There are 22 species (6.43%) of the plants used as fuel in the region. These plants are used by the population as firewood. Common species in this group include *Haloxylon persicum*, *Calligonum caput-medusae*, *Calligonum aphyllum*, *Tamarix hispida*, *Populus pruinosa*, *Karelinia caspia*, *Phragmites australis*.

Forage plants are also rare in the oasis, but play an important role in the formation of flora. They formed 9 families in the oasis, 33 species belonging to 30 families. These plants are regularly used by the population for daily needs. They are common in the oasis as weeds and weeds. They contain proteins, carbohydrates, fats, vitamins, mineral salts and other substances.

These plants are the most common families Chenopodiaceae, Brassicaceae, Fabaceae, Poaceae. Edible plants include *Portulaca oleracea*, *Spinacia turkestanica*, *Capsella bursa-pastoris*, *Elaeagnus angustifolia*, *Cichorium intybus*, *Mentha longifolia*, *Hibiscus trionum*, *Ferula foetida*, *Lycium ruthenicum*, *Asperugo procumbens*. The leaves of *Portulaca oleracea*, *Spinacia turkestanica*, *Mentha asiatica*, *Capsella bursa-pastoris* are eaten by the population as blue dumplings and used as a spice in food. It is also used in salads and liquid dishes.

The remaining groups of other plants (5 species), vitamin (20), fibrous (11), ornamental (24), although small, play an important role in the formation of oasis flora.

In summary, the main part (90%) of the flora of the Karaulbazar oasis has shown beneficial properties due to its application in various fields. Fodder and medicinal



plants in particular prevailed. Therefore, the study of the composition of this flora and their protection is of great scientific and practical importance.

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## MAJOR CHANGES IN RUSSIAN SPEECH ETIQUETTE IN RECENT DECADES

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### Annotation

The article discusses the main changes in Russian speech etiquette, in recent decades under the influence of European and American traditions. Areas that are most strongly affected by this influence are identified. It is noted the tendency to destroy the traditional system of addressing by name and patronymic.

**Keywords:** speech etiquette, speech behavior, etiquette formulas, farewell, appeal, manner, effective communication, verbal etiquette, speech behavior, linguistic consciousness.

### Introduction

The changes that took place in our society in the 90s of the XX century could not affect the language, and therefore, on the linguistic consciousness and speech behavior people. As you know, the most susceptible to change is the lexical system of language. It is characteristic that changes in vocabulary are recognized not only linguists, but also society as a whole. Changes in the field of speech etiquette are not so noticeable and are not recognized by all native speakers. "Apparently the older generation sees the result of such changes as a simple and an accidental violation (bad manners of youth, etc.), and the younger, on the contrary, as the norm"[1].

### Literature review

The culture of verbal communication is a multifaceted phenomenon, an integral part of which is the observance of verbal etiquette, i.e. culture of behavior in speech manifestation. The "Dictionary of Ethics" gives the following definition: "Etiquette (French etiquette - a label, label) is a set of rules of behavior concerning the external manifestation of attitudes towards people (dealing with others, forms of addresses and greetings, behavior in public places, manners and clothing. The culture of verbal





communication is understood as a highly developed ability to carry out communication in accordance with the norms that have historically developed in society; at the same time, linguistic means and methods of implementing such communication are used, the purpose of which is to achieve the maximum perlocutionary effect.

One of the conditions for effective communication is the maximum consideration of the characteristics of communication partners. It is the concept of culture of speech / verbal communication that allows a broader look at optimization methods, since it also includes the knowledge of the interlocutors of "speech strategies", or "discourse strategies" - J. Gumperz. Linguists have identified such "communication strategies" as, for example, "the rules of using the language, or the rules of speaking" by D. Hymes; "Maxims" in H. Grice; "Stylistic strategies" by G. Lakoff; "Rules of following, interpretation and generation" by W. Labov; a set of "rules of conversion, politeness and pragmatic competence" by R. Lakoff.

### **Main part**

The most common, stylistically neutral greeting formula is "здравствуй, здравствуйте" [2, p. 73]. The first is typical for the situation of you-communication of both acquaintances and strangers. The form "здравствуй", possible in you-communication, is not so frequent and is used, in our look, mainly in the speech of older people or in the official situations. In an informal setting, здравствуй is supplanted by a stylistically lowered привет. Using this formula, the speaker demonstrates "friendliness, some familiarity, inclusion in the circle of "friends" and, of course, role equality" [2, p. 74]. Such a greeting can be addressed and journalists to radio listeners, and TV presenters to studio guests (in particular, A. Malakhov in the program "Let them talk", etc.), and a doctor to a little patient.

Characteristically, even small children often say привет to adults. (to relatives, neighbors), which was almost not observed for several decades back. Only the education system, while remaining fairly conservative, retains the previous hierarchy of appeals: "Здравствуйте" (student to teacher), "Здравствуй!" (teacher to student). Interestingly, in the West, a student and a university teacher can say hello to each other. So, in Germany, according to our observations, a student and a teacher can greet each other hallo, and in America - hi, about which T. Tolstaya writes with irony in the article "Hope and Support": A student enters, says, naturally, "hi" (and not "how do you do", not "how are you", not "good morning", not "hello", as we were in vain, in vain taught in childhood) [3].





Among the farewell formulas, goodbye is stylistically neutral. But in a relaxed atmosphere - for now. The latter is not assigned to any social type of speakers and is an indicator of friendly, familiar relations, role equality. Just like hello, this formula can be used by journalists in relation to radio listeners, television tellers or guests invited to the transfer. Recently, it was in speech journalists have new formulas for farewell. This is, first of all, bye-bye, which is a tracing paper from the English bye-bye. It is characteristic that it is pronounced пока-пока at an accelerated pace, not typical for the pronunciation of others. Russian etiquette designs. So до свидания, we would say much slower [4, p. 232-233]. Hearing пока-пока is possible not only in the speech of young people, it often sounds in the mouths of young children.

Influenced by the English language, a new formula appears, увидимся (in English see you). Earlier the verb see you, being very common (as evidenced by a large number of examples in the National Corpus of the Russian language), did not act as an independent formula of etiquette, completing conversation or TV show: Ну, я не прощаюсь, товарищ Зыбин. Увидимся. А это всё на эксперт заключение, – приказал он и протянул чернявому лист с кружками. Ю.О. Домбровский. Факультет ненужных вещей, (1978) (НКРЯ). By analogy with see you, it begins to be used and the joking telephone call will hear: Конечно, Саша держите! – Окей, еще услышимся. Продолжение следует! Убить Михаила. Пранк по телефону доверия (2004) // «Хулиган», 2004.06.15 (НКРЯ).

Another innovation is the expression берегите себя, representing a tracing paper from English take care! It is a characteristic feature of speech portrait of individual TV presenters (in particular, K. Kuranov on the TV channel "Ether") and from the TV screen is already quite familiar. Nevertheless, this is expression has not become conventional yet: it is used in the sphere of everyday communication, it is not a formula of etiquette, but as a sign of attention, care, love when parting with a loved one and is understood literally: Я служу родине хорошо, как вы сказали, всё делаю. Мама, берегите себя. Папа, и вы себя берегите. Олег Павлов. Карагандинские девятины, или Повесть последних дней // «Октябрь», № 8, 2001 (НКРЯ).

One more phrase that added to the set of etiquette formulas accompanying or replacing the farewell formulas, the design has become stay with us in the speech of TV presenters (варианты: оставайтесь на Первом, оставайтесь с «Вестями» на канале «Россия» и др.). The phrase is becoming commonplace, but its style is static marking, the belonging of the speech of journalists is realized everyone, therefore, outside of television programs, it is used with reservations: Оставайтесь с нами, как говорится, и вы испытаете это неземное удовольствие,





ибо идею пообедать цветами трудно отнести к будничным радостям желудка. Марина Каминарская. День пожирателей цветов (2002) // «Домовой», 2002.08.04 (НКРЯ).

Changes in speech etiquette are associated with the emergence of new language formulas, and with a set of situations in which one should (or should not) pronounce this or that formula. This is primarily communication between the seller and the buyer in the store. If, until recently, the greeting and communication in this situation in Russia was not considered mandatory (with the exception of cases when the seller and the buyer were personally acquainted), then today salespeople or cashiers in large supermarkets are the first to greet partners. There is corporate etiquette influenced by western. However, cashiers often say the greeting at an accelerated pace, patter, and, according to our observations, not all buyers answer. One gets the feeling that both sides perceive the greetings and goodbyes in this situation as unnatural, formal, and therefore unnecessary. As for the standard communication in transport (between a passenger and a driver or a conductor), in Russia in this situation, in contrast from Europe, greetings have not yet come into use.

Appeal occupies an important place in the system of speech etiquette. With its help, you can attract the attention of the interlocutor, determine his social status, express an emotional attitude. It is characteristic that in some cases the choice the address characterizes “both the addressee and the sender himself, the degree of his good manners, attitude to the interlocutor, emotional state” [5, p. 153].

In modern Russian there is no neutral lexeme that could be addressed to any unfamiliar addressee. It is no coincidence that in society it is not uncommon discussions have arisen and are arising as to how best to handle to each other. Unfortunately, the problem has not been resolved yet. The traditional Soviet formula for addressing товарищ has fallen out of use; гражданин is associated with detention, arrest and is possible only in those cases when this or another person is considered as a subject of civil legal relations; formula господин is more commonly used in relation to persons with high status: Господин президент or to a group of persons: уважаемые господа . Functioning as lexemes, a girl and a young man can be considered neutral, however, they are limited by age and social status the addressee (for example, a child cannot address the seller in this way, as well as student to teacher, whose name he does not know, etc.). In addition, difficulties arise, related to the speaker's assessment of the age of the addressee («Какая я вам девушка? Я вам в матери гожусь»).

Nowadays, man and woman appeals are very common, however, according to a number of researchers, they cannot be approved both due to semantic features (they





are not neutral), and by virtue of tradition. According to the "Dictionary of Russian speech etiquette" A.G. Balakaya, the appeal of a woman was used in an urban environment in the 19th century extremely rarely and only addressed to women from the common people [6]. This is confirmed by examples from literary works: «Что ты здесь, женщина, этак шумишь?» – «Помилуйте, говорю, ваше высокоблагородие; меня так и так сейчас обкрадено» (Н.С. Лесков, «Воительница») [7 p. 22]

Conversion of a man in the XIX the beginning of the twentieth century. also was not widespread and was socially marked; in A. Averchenko's story "A Merry Evening" it is used by a woman prostitute: Если прохожий имел вид человека, не торопящегося по делу, она приближалась к нему и шептала, шагая рядом и глядя на крышу соседнего дома: – Мужчина... Зайдем за угол. Пойдем в ресторанчик – очень недорого: маленький графин водки и тарелка ветчины. Право. А? [7, с. 22] Forms men and women began to be widely used as an alternative to the "bourgeois" господа и дамы and colloquial мужики и бабы [6, 7].

Traditionally, мужчина и женщина appellants have been considered educators as "elements of the vernacular, not accepted in intellectual environment appeal [8 p. 492]". Nevertheless, in recent years, the attitude towards lexemes the appeals of a man and a woman change. In a number of sources, they are recognized quite appropriate, "acceptable when communicating in purely informal situations, if such an appeal is accompanied by a polite or highly polite intonation [9 p, 50] (also [10]) "But given the possible negative the addressee's reaction to the woman's appeal, we believe that such appeals should still be avoided. A way out can be found in the use of verbs designs: sorry, sorry, please tell me, etc. In this case sorry - and neutral formula for attracting attention, and an apology for causing the disturbance. By the way, a similar problem is the lack of a neutral addresses to an unfamiliar addressee - exists in German, and is resolved it is similar - through the use of verbal contact formulas [11].

And, finally, among the possible forms of addressing the collective addressee:

Граждане, коллеги, друзья- attention is drawn to the possibility of two address a diverse audience: уважаемые дамы и господа, уважаемые господа. It is interesting that there are different opinions on this matter. M.A. Krongauz believes that in accordance with pre-revolutionary etiquette, one should say:

ladies and gentlemen [4, p. 224]

According to P.A. Klubkova, дамы и господа - this is an unsuccessful tracing paper from English. "English" Ladies and gentlemen! " and the French "Mesdames et monsieurs!" when addressing a heterosexual audience are inevitable, because ladies are not among the gentlemen, and Madame is by no means the case cannot be called





monsieur. In Russian, the word “господа” is equally related to the singular forms “господин” and “госпожа”. “Госпожа” is among the “господ” in the same way as female students are among the students “[12, p. 165].

If we talk about addressing a familiar person, then here we have a huge number of options for personal names: canonical, given at baptism (John), full passport (Ivan), abbreviated (Vanya) and a huge number of derived names with subjective suffixes (Ванечка, Ванюша, Ванюшка, Ванька, а также Иванушка, Ивашка и др.).

In an official situation, when referring to an older person or a person with a higher status, the interlocutor has long been used in Russia. and middle name. The traditions of this naming originated in ancient times. “Russian rulers, princes already from the XII - XIII centuries take middle names as a sign of a special differences”[13]. This was the national specificity, the uniqueness of the naming of Russians. However, since the end of the eighties of the last century, there has been a tendency to use the full name instead of the first name and patronymic.

Here the direct influence of Western etiquette affected, and the “pioneers” journalists spoke: in the late eighties - nineties are not uncommon there were so-called teleconferences, during which journalists from abroad sent called our hosts by name. Russian journalists quickly adopted this manner, transferring this method of informal communication to other programs [14 p,110]).

At the present stage, addressing journalists on behalf of each other, and also to guests invited to a TV or radio program, no one is surprised. In this case, not only full names, but also abbreviated ones are used (depending on the degree of familiarity with the interlocutor): «У нас в гостях –главный редактор издательства «Самокат» Ирина Балахонова. Можно, я будуназывать вас Ира? – Конечно» (передача на «Радио России», 2011 год).

However, journalists do not take into account that viewers “are not interested in personal relationships communicating on a television screen, they see in front of them a person who, undoubtedly, is worthy of a name and patronymic”[15, p. 75]. Sometimes addressing a respected person by name (without patronymic) causes a negative reaction among TV viewers, especially among the older generation. Thus, a teacher from one of universities, associate professor. The presenter, introducing her to viewers by last name, first name and patronymic, addressed her in the future by name, despite the status and difference at an age that was perceived by some viewers as disrespect to the teacher: "After all, the students are watching the program!"

In recent decades, the middle name has also disappeared from the business sphere: in many firms, new business etiquette implies addressing only by name, including





number and to the chief. In this case, the full form of the name is used: Vladimir, Olga. Managers starting to engage in network marketing undergo special training, during which they are given the installation: to introduce themselves to business partners only by name.

It is characteristic that the transition to short names (Volodya, Olya) in these situations is impossible (except in cases when informal relationships are established). Note that several decades ago, full names without patronymics were almost never used in the address function. In another situational area - when naming a third person - there have also been changes. Now journalists very rarely name famous people by patronymic, using only the first and last name: Vladimir Putin, Dmitry Medvedev (in Soviet times - only with the patronymic: Leonid Ilyich Brezhnev). Certainly, naming writers and artists without patronymics was possible before: Lev Tolstoy, Anna Akhmatova, Marina Tsvetaeva, Vladimir Vysotsky, Alla Pugacheva ...But it sounds strange: Alexander Pushkin, Mikhail Lermontov, Ivan Turgenev, Vladimir Lenin, etc. The accepted use, operates here. "A name known to the whole country or a large group of a person becomes known him and begins to live independently, absorbing social and national-cultural meanings into the elements of meaning and becoming a linguistic culture "Only in the education system significant changes in the field of applications did not happen: as before, you can contact an educator, school teacher or university teacher solely by name and patronymic. At the same time, the name of the teacher in the third person without a middle name is also not typical. So, at one of the scientific conferences at Kazan University, held in 90s of XX century, section head, professor from St. Petersburg, providing word to the participants, called them by name and patronymic. Patronymic of one of the participants he was not informed. He was forced to call her by name and surname. At the same time, say: "I will present it in a European way." It is necessary to apply so when a person is older in age, position. Also, such treatment necessarily takes place in official institutions, in academia or in the field of education. Thus, the patronymic does not necessarily emphasize seniority, but necessarily the importance of the person being addressed.

## **Conclusion**

Thus, the changes occurring in Russian speech etiquette are connected to European and American traditions. They consist both in changing the speech behavior of people, and in the emergence of new etiquette formulas. The most significant change seems to be the emergence of a new system of appeals and naming a person in the third person by name without a middle name. The latter, in our opinion, cannot be considered positive, since how much it destroys the national-cultural specifics of





naming Russian a person, adjusting to those cultures in which there was traditionally no middle name.

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## **SPORT IS THE BASIS OF A HEALTHY LIFESTYLE!**

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### **Annotation**

Regular physical activity is the basis of a proper lifestyle and a guarantee that there are no health problems in old age. People with sports are less likely to get sick because their immune system fights viruses and pathogens of various diseases more effectively, they are rarely overweight and better cope with stress and daily problems. During exercise, the human body produces endorphins, which have a positive effect on the cardiovascular and nervous systems. General endurance increases, blood cholesterol levels decrease, and the risk of bronchopulmonary diseases also decreases - after all, the lungs of trained people are stronger and more resilient. This means that sports are the basis of a healthy lifestyle, and the article also discusses the necessities of life.

**Keywords:** sports, healthy lifestyle, family, exercise, body, health.

### **Аннотация**

Регулярная физическая активность – основа правильного образа жизни и залог отсутствия проблем со здоровьем в пожилом возрасте. Люди, занимающиеся спортом, реже болеют, поскольку их иммунная система эффективнее борется с вирусами и возбудителями различных заболеваний, они реже имеют лишний вес и лучше справляются со стрессами и повседневными проблемами. Во время физических упражнений в организме человека вырабатываются эндорфины, положительно влияющие на сердечно-сосудистую и нервную системы. Повышается общая выносливость, снижается уровень холестерина в крови, а также снижается риск бронхолегочных заболеваний – ведь легкие тренированных людей прочнее и выносливее. Это означает, что спорт является основой здорового образа жизни, а также в статье рассматриваются предметы первой необходимости.

**Ключевые слова:** спорт, здоровый образ жизни, семья, физические упражнения, тело, здоровье.





## Introduction

In fact, during physical activity, all the necessary nutrients, including oxygen, enter our organs through the blood, which helps this organ to function normally. Recently, many diseases related to physical inactivity have been identified, from obesity to diseases of the cardiovascular system and musculoskeletal system. This is especially true of our modern lifestyle. Basically, at home and at work, we spend a lot of time in front of the TV or on the computer. The most useful sports can be called sports that are aimed at the overall strengthening and improvement of the body and all its systems and are not designed to achieve different records and overcome difficulties.

Gymnastics is one of such wonderful sports. This includes not only all types of gymnastics (rhythmic, morning, rhythmic gymnastics, etc.), but also areas that appear at the intersection of several health systems: fitness, Pilates, aerobics, yoga, wushu.

These types of physical activities are good because in one form or another they are suitable for almost everyone without exception: taking into account the characteristics of each age category, you can choose a set of exercises for both children and the elderly.

Many doctors believe that swimming is the most beneficial sport. And it's hard to disagree with that. In addition to increasing overall endurance, swimming has a positive effect on the condition of the respiratory and cardiovascular systems. For people who are nervous, prone to stress, this is something that is completely irreplaceable: it fights fatigue and nervousness, normalizes the overall emotional background, and helps increase stress tolerance.

Running is another very beneficial form of physical activity that involves all muscle groups. Running is a good prevention of hypertension, but is contraindicated in people with heart problems. In general, running has a mild effect on the body, stimulates blood circulation and is actively used in weight loss programs.

In addition to a slim figure, running helps to improve complexion. In addition, daily running helps to solve intimate problems - female and male. The fact is that when doing this sport, blood flow to the pelvic organs occurs, which leads to the tone of the reproductive system.

In addition to the obvious benefits to physical health, exercise cures many psychological problems. Insomnia and anger over trivial things rarely visit active supporters of healthy physical activity, and confidence and willpower contribute to success not only in sports but in all areas of life. It is not surprising that physically developed people feel more confident in themselves and their abilities than people who are not friendly with physical culture.





## **Literature Analysis and Methodology**

Many factors should be taken into account when deciding to do sports: age, the presence of chronic diseases, the level of physical fitness, the time spent on training, and so on.

Sport is a great helper in the fight for a beautiful figure and perfect health, and following simple rules can significantly increase the effectiveness of your workouts and help you stay healthy during and after your workouts.

A person needs moderate exercise. The more effective they are, the higher the potential the body is capable of.

The positive effect of exercise on human health can only be achieved if a number of rules are followed.

Moderation. The benefit is obtained only from loads correctly calculated in terms of intensity and frequency. They increase the strength of muscles, the appearance of the body, keep the body in good condition, delay its aging. With too much exercise and regular excessive stress, on the contrary, wear and tear occurs, which has the opposite effect. For example, a cardiologist is advised to walk rather than run every day - the pace and rhythm of running puts a lot of stress on the heart, and walking keeps its tone. This does not mean that running is dangerous, you just need to do it 2-3 times a week;

Physical activity should be combined with proper nutrition. Only such a lifestyle guarantees the absence of health problems. Hard work comes with the loss of calories, which is energy. That is why sports need foods rich in vitamins, minerals and other nutrients. For example, calcium deficiency leads to weakening of the bones, making exercise more difficult accordingly;

## **Feedback and Suggestions**

### **A healthy lifestyle through physical activity as a means of promoting good health**

Physical activity as a means of strengthening human health and increasing the level of physical fitness is sufficient and relevant for our time, because health is the most important wealth of a person, his life, ability to work, the basis of creative success. , family well-being, mood and longevity. Health reflects living standards and sanitation, and has a direct impact on life expectancy and labor productivity, defense capabilities, economy and well-being, the spiritual environment, and people's activism. The development of science and medicine, technological advances that have contributed to the improvement of health by improving the economic conditions of life, have at the same time changed the way of life of man, creating new problems for





his health and life. This was primarily manifested by a sharp increase in cardiovascular, neuropsychic, metabolic, dangerous, allergic, and immunodeficiency diseases. Health risk factors include high rates of modern life, overeating and obesity, environmental pollution, alcoholism, smoking, drug addiction, new, previously unknown pathogenic factors (ionizing radiation, harmful industrial products). ) appear. enterprises, etc.) have limited physical activity. Therapeutic physical culture (exercise therapy) is an integral part of medical rehabilitation of patients, a complex functional therapy method that uses exercise as a means of keeping the patient's body active, stimulating its internal reserves, prevention and treatment of diseases. caused by forced physical inactivity. The means of physical therapy - exercise, hardening, massage, labor processes, the organization of the entire movement regime of patients - the process of treatment in all medical institutions, rehabilitation has become an integral part of treatment. Therapeutic physical culture has a number of features as a method of treatment.

One of the most characteristic features of this method is the use of exercise in the context of active and conscious participation of the patient in the process of self-treatment. During therapeutic exercise (RG), the patient should actively understand the exercise demonstration and the explanations attached to it. The ideas that emerge about the nature of the exercise performed in it allow the patient to consciously perform and coordinate their actions. Exercise therapy is a method of natural biological composition that is based on the use of movement, the body's main biological function. Motion function stimulates the active activity of all body systems, supports and develops them, helps to increase the overall efficiency of the patient. Exercise therapy is a non-specific therapy method, and the exercises used are non-specific stimuli. Any exercise involves all parts of the nervous system in response. As a result of the involvement of the neurohumoral mechanism of function regulation in the body's response to exercise, exercise therapy works as a method of general exposure to the patient's entire body. At the same time, the characteristics of the selective effect of exercise on different functions of the body are taken into account, which is undoubtedly important in the case of a combination of pathological manifestations in individual systems and organs. Regular dosed exercise stimulates, trains, and adapts the patient's individual systems and the entire body to enhance physical strength, resulting in the patient's functional adaptation. One of the characteristic features of exercise therapy is the process of dosing patients with exercise. It is well known that the development of fitness is a continuous process in which traces left over from a previous workout interact with the next workout. As a result of systemic exercise, neurophysiological scars lead to a high degree of





reconstruction of all basic functions. The principles and mechanisms of fitness development are exactly the same in normal and pathological conditions. We can only talk about the quantitative expression, level and volume of physical training: exercise aims to maximize the functional capacity of the body and its individual systems and organs, and in the treatment of exercise, dosing exercises are solved, which increases physical activity. the functional status of the patient to the level of a healthy person. Therapeutic physical culture (exercise therapy) is an integral part of medical rehabilitation of patients, a complex functional therapy method that uses exercise as a means of keeping the patient's body active, stimulating its internal reserves, prevention and treatment of diseases. caused by forced physical inactivity. The means of physical therapy - exercise, hardening, massage, labor processes, the organization of the entire movement regime of patients - the process of treatment in all medical institutions, rehabilitation has become an integral part of treatment. Therapeutic physical culture has a number of features as a method of treatment. One of the most characteristic features of this method is the use of exercise in the context of active and conscious participation of the patient in the process of self-treatment. During therapeutic exercise (RG), the patient should actively understand the exercise demonstration and the explanations attached to it. The ideas that emerge about the nature of the exercise performed in it allow the patient to consciously perform and coordinate their actions. Exercise therapy is a method of natural biological composition that is based on the use of movement, the body's main biological function. Motion function stimulates the active activity of all body systems, supports and develops them, helps to increase the overall efficiency of the patient. Exercise therapy is a non-specific therapy method, and the exercises used are non-specific stimuli. Any exercise involves all parts of the nervous system in response. Based on the data of modern physiology of muscle activity, the basic principles of achieving fitness have been developed:

1. Systematic, which specifies the specific selection and regulation of exercise, their dosage, sequence, and so on. The implementation of this principle in exercise therapy is done by specific methods that differ in different diseases or injuries.
2. The regularity of the exercises includes the rhythmic repetition of the exercises and the corresponding loads and rest.
3. Duration. The effect of exercise use is directly related to the duration of the exercise. Systematic exercise leads to a clear increase in the body's functional abilities. There are no "courses" of exercise therapy (similar to spa, physiotherapy, and drug treatment courses). For best results, the patient should start exercising under the







guidance of specialists in a medical facility, which should be continued independently at home.

4. Gradual “increase in load. During training, the body's functional capabilities and abilities increase - in parallel with them, the load on exercise should also increase.
5. Individualization. The training should take into account the individual physiological and psychological characteristics of each participant, as well as options for the course of the disease.
6. Diversity of tools. In exercise therapy, gymnastics, sports, games, practical and other types of exercises are wisely combined and complement each other. It has different effects on the body.
7. Complex effect in order to improve the neurohumoral mechanism of regulation and development of adaptation of the whole body of the patient.

## Conclusion

Exercise selectively affects vascular tone, which is the result of changes in the lability of the nerve centers under the system. Human health is a very sensitive system that requires constant monitoring and support. But what is the right way to take care of it? Does just eating right and boosting immunity help? How to choose optimal physical activities and are they necessary at all? Similar questions often arise in sedentary people. When talking about the benefits of physical activity, it should be noted that their intensity, frequency, muscle and skeletal function are important.

The lifestyle of the modern man is sedentary, as most occupations involve sedentary work. As a result, the body does not constantly experience the necessary load and becomes less and less agile and mobile, and the vital activity of all organs and systems becomes increasingly sensitive.

The basics and components of a healthy lifestyle can be highlighted:

- Absolute rejection as usual;
- O'rtacha average daily healthy diet;
- active recreation;
- hygiene (personal and public);
- DoimiyConstant emotional control;
- intellectual development;
- Spiritual and social well-being.

Sport is a guarantee of health!





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## EFFECTIVENESS AND RESULTS OF TRAINING TEACHING USE OF PEDAGOGICAL TECHNOLOGIES

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### Annotation

From the first days of independence, Uzbekistan has paid great attention to the development of physical culture and sports, the promotion of a healthy lifestyle. Raising a harmoniously developed young generation has been identified as one of the priorities of state policy. A number of decrees and resolutions have been adopted in this regard. The large-scale work carried out in our country places a great responsibility on the professors and coaches of the departments of physical culture and sports of the higher education institution. Physical culture and sports help to prepare young people for life, socially useful work, to improve their physical abilities, to prepare them for the defense of the Motherland, to help them develop to perfection. The article discusses the effectiveness and results of trainings using pedagogical technologies in the acquisition of pure exercises of the future teacher.

**Keywords:** physical education, training, students, competitions, training time.

### Аннотация

С первых дней независимости Узбекистан уделял большое внимание развитию физической культуры и спорта, пропаганде здорового образа жизни. Воспитание гармонично развитого молодого поколения определено одним из приоритетов государственной политики. В связи с этим принят ряд указов и постановлений. Масштабная работа, проводимая в нашей стране, возлагает большую ответственность на преподавателей и тренеров кафедр физической культуры и спорта вуза. Физическая культура и спорт помогают подготовить молодежь к жизни, общественно-полезному труду, усовершенствовать ее физические способности, подготовить к защите Родины, помочь развиться до совершенства. В статье рассматриваются эффективность и результаты занятий с использованием педагогических технологий в овладении чистыми упражнениями будущего учителя.

**Ключевые слова:** физическое воспитание, подготовка, студенты, соревнования, тренировочное время.





## **Introduction**

It is known that the Law of the Republic of Uzbekistan "On Education", the National Program of Personnel Training, the Law "On Physical Education", President of the Republic of Uzbekistan Sh.M.Mirziyoev to promote the importance of mass sports in human and family life in all regions of the country, to promote it as the basis of physical and mental health, to protect young people from harmful habits, to show them their abilities and talents. Important and urgent tasks have been identified to create the necessary conditions for their implementation, to select talented athletes from them and to improve the system of targeted training. The article describes the basics of theoretical and practical physical training of students of higher education institutions "Physical Culture and Sports". They are the foundation of the knowledge, skills, and abilities needed to engage in independent sports, improve physical fitness, and promote good health in the academic process and extracurricular activities of a higher education institution.

## **Literature Analysis and Methodology**

By the way, rowing exercises are exercises in which the participants work together or individually in a certain row. With the help of line exercises, the organization of the training successfully solves the problem of cultivating a sense of rhythm and speed, develops the skills of teamwork.

This exercise is also a means of correcting one's posture. Rowing exercises develop the ability to be precise, disciplined, and cohesive.

Rowing exercises are divided into four groups:

1. Pure methods.
2. Purification and re-purification.
3. Move from place to place.
4. Open and close the ratio.

Rowing is the arrangement of participants according to a set rule.

In the classroom, teachers and students are led by a group leader, department heads and duty officers, either directly or through direct orders and assignments with a set signal.

The main names of the rows and their location:

A dense row consists of rows of participants spaced from the palms of the hands (between the elbows) or in a row at arm's length.

An open row is a row in which students are placed one step at a time or at a distance determined by the teacher.





## Feedback and Suggestions

Pure methods

Line methods are line actions that are performed while standing. The importance of these exercises is, first of all, that they help to develop discipline and organization.

1. "Line up!" - this order lists the participants.
2. "Right!" - this command assumes a standing position. It corresponds to the basic posture in gymnastics.
3. "Flatten!", "Flatten to the left!", "Look in the middle!"
4. "Stop!" - this command stops the movement G'mashqG '.
5. "Free" - this is an order in which participants stand freely, without smiling, freeing one leg from the knee.
6. "Stand free on the right G'chapG' - the practitioner moves the right G'chapG' foot one step to the right G'chapGG, distributes the weight of the body on both legs and puts his hands behind his back. holds.
7. "Scatter!" - participants leave the line and sit freely in the hall on the platform G.
8. "Date in order!", "Count one or two!", "Count three, four, five, etc." and others. The score starts on the right wing. The practitioner who says his number at the same time quickly turns his head to the practitioner on the left and then returns to the starting position. The person at the end of the line takes a step forward and says, "The count is over."
9. Turns in a standing position Commands "Right", "Left", "Back", "Half right" G In some cases, the commands can be replaced by tasks, but the mentioned exercises in accordance with the order, except for turns in the standing position.

Purification and re-purification

During the cleanup, the teacher should be in a position where all students can be seen.

Line-ups are the actions taken by participants to take a line after the teacher's order.

As a rule, the group is lined up before the training, and in some cases in two rows.

To line up: "One (two, three) row - line up!" command is given. When the command is given, the khalfa or the duty officer stands in a "Standing line" position facing forward. The group is lined up on his left.

Before reporting on the readiness for the training, the midfielder straightens the group on duty, performs it, and then gives the command: "Right!", "Right to left, look in the middle!"

Halfa stops the teacher on duty in two or three steps and reports:

Comrade teacher! \_\_\_\_\_ stage \_\_\_\_\_group students of \_\_\_\_\_ faculty lined up for the training. There are \_\_\_\_\_ students on the list, \_\_\_\_\_students in a row.





Then the shortest way is to go to the plane where the teacher is standing and stand in a line with his face to the side. After the teacher greets and the group responds, the teacher on duty says, "Free!" repeats the command and stands on the right wing of the line.

The cleansing and reporting ceremony should be held in a solemn atmosphere. This has important educational implications and has a positive impact on the organization of the entire session. The teacher should not be prepared to receive a report until the purification is completed, and should not interfere in the purification process. It is advisable to discuss the shortcomings later.

It is recommended to use the following two tables in the course of the lesson.

## AMALIY MASHG'ULOTNING TEXNOLOGIK MODELI

### 1-jadval

Mashg'ulot shakli	Amaliy Interfaol, musobaqa
	Gimnastika to'g'risida umumiy ma'lumot berish. Saf mashqlari haqida tushuncha berish. Saf mashqlarining maqsad va vazifalari haqida malumot berish va amalda bajarib ko'rsatish. O'ngga, chapga, ortga, o'ng yelka bo'ylab, chap yelka bo'ylab burilishlar, ilon izi bulib yurish, 1.2.3.4 kalonna bo'lib saflanish . Ovchi va bo'ri harakatli o'yinini o'ynatish.
O'quv mashg'ulotining maqsadi	Talabalarga saf mashqlarini o'rgatish orqali malaka va ko'nikmalarni shakllantirish va ommaviy sog'lomlashtirish.
Ta'lim berish usullari	Amaliy
Ta'lim berish shakli	Guruhlarga bo'lib va jamoaviy
Ta'lim berish vositalari	Xushtakva x.k.
Ta'lim berish sharoiti	Short maydonchasi, sadion.
Monitoring va baholash	Bajarish texnikasiga qarab.



### Amaliy Mashg'Ulotning Texnologik Xaritasi (Mashg'Ulot) 2-Jadval

Bosqichlar, vaqti	Faoliyat mazmuni	
	O'qituvchi	Talaba
1-bosqich. Kirish (20-25 min)	<p>O'qituvchi talabalarni saflaydi. Salomlashish, davomatni qabul qiladi. Yangi mavzu bilan tanishtiradi. Mavzuning maqsad va vazifalarini tushuntiradi. Bugungi darsda kutilayotgan natijalar bilan talabalarni tanishtiradi. Saf mashqlari, yurish, yugurish mashqlari, nafas rostdash mashqlari, umumiy rivojlantirish mashqlari va maxsus mashqlarni amalda bajarib ko'rsatadi. Talabalarning jismoniy sifatlarini rivojlantirishda kuchlilik, chidamkorlik, tezkorlik, chaqqonlik sifatlarini rivojlantirish shu bilan birga umumiy sog'lomlantirish va bilim berish. Interfaol usulidan foydalangan holda umumiy va maxsus rivojlantiruvchi mashqlarni bajartiradi. Talabalarni asosiy qismga jismoniy tayyorgarlik ko'radi. Mashqlarni interfaol usulida bajarilishini mashqlardagi kamchiliklarni ko'rsatib o'tadi (amalda va ogzaki tushuntirish).</p>	<p>Talabalar tinglaydi. Yangi mavzu bilan tanishadi. O'qituvchi tomonidan berilgan buyruklarni amalda bajaradi. URM ni o'qituvchi bilan birgalikda xatosiz bajarishga harakat qiladilar. Mavzuga xos maxsus rivojlantiruvchi mashqlar texnikasini bajaradi.</p>
2-bosqich asosiy (50-55 min)	<p>O'qituvchi gimnastika to'g'risida umumiy ma'lumot beradi. Saf mashqlari haqida tushuncha beradi. Saf mashqlarining maqsad va vazifalari haqida malumot beradi va amalda bajarib ko'rsatadi. O'ngga, chapga, ortga, o'ng yelka bo'ylab, chap yelka bo'ylab burilishlar, ilon izi bulib yurish, 1.2.3.4 kalonna bo'lib saflanish . Ovchi va bo'ri harakatli o'yinini o'ynatadi.</p>	<p>Talabalargagimnastika to'g'risida umumiy ma'lumot beradi. Saf mashqlari haqida tushuncha beradi. Saf mashqlarining maqsad va vazifalari haqida malumot beradi va amalda bajarib ko'rsatadi. O'ngga, chapga, ortga, o'ng yelka bo'ylab, chap yelka bo'ylab burilishlar, ilon izi bulib yurish, 1.2.3.4 kalonna bo'lib saflanish . Ovchi va bo'ri harakatli o'yinini o'ynatadi.</p>
3-bosqich Yakuniy (5-10 min)	<p>Mashg'ulotni yakunlaydi, talabalarni baholaydi va faol ishtirokchilarni rag'batlantiradi.. Mustaqil ish sifatida talabalar mavzuni amalda takrorlaydilar. Mavzuga oid topshirik oladilar. Xayrlashish. Darsni yakunlash.</p>	<p>Eshitadilar. Baxolanadilar. Topshiriqni oladilar</p>



## Conclusion

It is important that the teacher takes the report seriously before the lesson, and that his or her appearance and stature are important to the tradition.

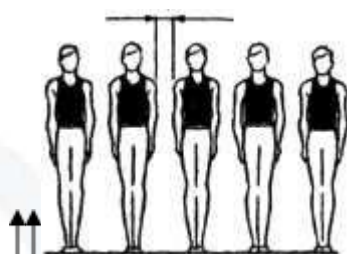
Rowing in a row is performed according to the command "One (two, three) rows - Row!" The group is lined up behind the teacher (on duty).

Interval is the distance between participants in a side-by-side row (Fig. 146, a).

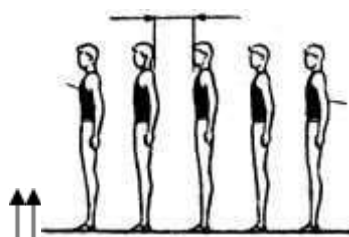
Distance is the distance between participants in a row (Fig. 146, b).

Row by task, row by row, circle, and so on. For example: "Stand in a circle!", "Stand in two rows!".

Oraliq Masofa



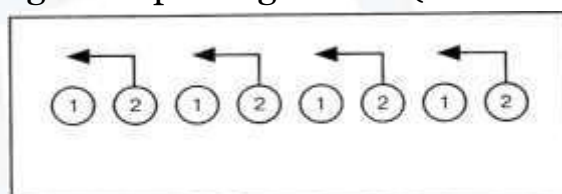
Qator ,a



Ketma-ket qator,b

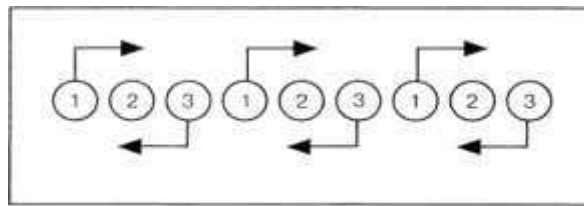
Qayta saflanish- bir safdan ikkinchi safga o'tish.

Rowing from one row to two rows. After the first "first" and "second" are listed, "Two rows - line up!" the second digit puts the left foot one step back (count - "one"), the right leg takes one step to the right without pairing (count - "two"), and the first standing pairing the left leg while passing behind (count- «three»).

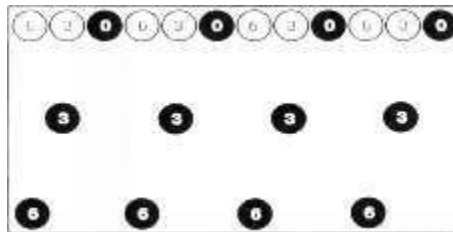


Rowing from row to row. After the first enumeration, the following command is given: "Three rows - line up!". According to this command, those in the second number stand in place. Those in the first number take a step back with their right foot, one step to the side without pairing their left foot, and move their right foot to the back of the second number. Those in number three take one step forward with their left foot, without pairing their right foot to the side, and cross their left foot in front of those in number two. To purify as before, the following command is given: "Line up in a row!". Re-purification is performed in reverse order to purification.





Rowing in a row After the first count in the group ("6-3 places, 6-4-2 places, etc."), the following command is given: "By number - step by step!" trainees are needed by number



they take a step back and then pair their legs. The teacher counts until the first line stops. Counting "in 6-3 places" - up to 7; It is carried out up to 10 when counted as "9-6-3 in place".

In order to regroup, the following command is given: "Step into your place!"

The teacher stands in the last row and counts until he turns back ("one", "two").

Line up the wings of the subdivisions in a row (Fig. 150). After counting from three, four, etc., the following command is given: "Divide 3-4, etc., and move the left (right) shoulder forward!"

The units enumerated by this order move forward with the marked wing until a series of rows are formed, preserving the plane. Second command: "Stop the group!" The following commands are issued for further purification:

1. "Ort-ga!"
2. "Divisions move forward in a row with the right (left) shoulder!"
3. "Stop the group!"

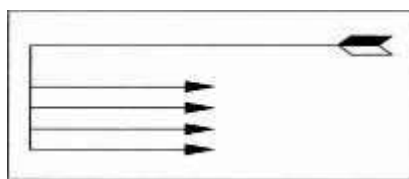
The last command is when the trainees reach their seats in the row.

1 2 3 4 1 2 3 4 1 2 3 4

Line up three consecutive rows "side by side" (Fig. 151). After enumerating the three, the following order was given. The first two steps G, three, four, etc. Step to the right, the third two G three steps four, etc. Step to the left "Step!"

To return to the previous state, the following order was issued: "Step back to your place!" re-purification is performed in double steps.

As you walk, turn from one row to two, three, etc. in a row (Fig. 152). As the group moves to the left, the command is given: "Two Powers, four, etc." in a row, "Step to the left!" After the first two Powers, Four, etc.G turn, the next turn at the command of the person at the end of their line, where the first turns.



You can then use the distance and distance instructions here to avoid re-opening the gap.

The following orders were issued for further purification:

1. "Turn left (right) in a row!"

During the training, it is advisable to take a few trainees, stop at the appropriate commands, and demonstrate re-purification.

Re-line a row by dividing and joining two, four, or eight rows in a row. Re-purification is performed during the movement. Commands:

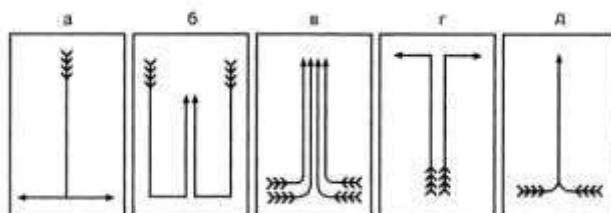
1. "From the center-Step-by-step!" usually this command is given from the middle of the hall G 'Square.

2. "In a row, turn to the right and to the left - Step!" This command moves the first number to the right and the second number to the left (Fig. 153-a).

3. "Two consecutive rows from the center - Step-by-step!"

4. "Four consecutive rows from the center - Step-by-step!"

As you divide and join, you can line up four, eight, and so on.



Re-sorting is called separation and addition: re-sorting from two consecutive rows to one consecutive row.

Command: "One by one, turn left and right - Step by step!" This command moves the right row to the right and the left row to the left. When rows meet on the opposite side, the command is given: "Step in a row from the center!" .

Doira bo'lib yurish.





### **Doira Turlari**

Command: "Walk around the circle!" The execution order is given from the middle of the hall (platform), followed by the distance between the participants to determine the size of the circle.

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## MORPHOGENETIC REACTIONS AND LIFE STRATEGIES OF CULTURAL POINTS (YULDUZ variety) UNDER THE HERBITSIDES

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### Annotation

This article provides information on the morphogenetic reactions and strategies of peas (Yulduz variety) under the influence of herbicides. Stresses occurring in the pea variety have also been studied to evaluate life strategies and the morphogenetic reactions caused by herbicides.

**Keywords:** Herbicide, octapone, morphogenetic reaction, stress, herbicide stress, ontogeny

### Introduction

The use of herbicides is one of the important conditions for increasing crop yields. Most researchers believe that the main reason for increasing the productivity of cultivated crops is the reduction of pollution, thereby improving the light regime, water and mineral nutrition of plants [1,2]. we consider it urgent to develop an approach that treats herbicides as a chemical stress, revealing the potential of strategic protection and increasing the seed productivity of cultivated plants.

### Research Material and Methods

The work is based on a systematic approach to studying the effects of herbicides on the morphogenesis of cultivated plants and the manifestation of life strategies. Work planning, experimental research and analysis of results are based on a nationwide methodology and systematic approach.

Field experiments with herbicides were conducted in accordance with the Guidelines for Field Testing of Herbicides in Botany (1981). The structure of morphological variability as a ratio of total and adjusted variability indices was N.S. It was studied according to the Rostov methodology [3].

The theoretical and methodological basis of the research was laboratory and field research using generally accepted morphological, population, ecological and statistical methods. Laboratory tests were performed according to generally accepted methodologies and guidelines. Data processing was performed using mathematical statistical methods using the computer program Statistica Microsoft Excel.





## Results Obtained And Their Analysis

Experiments using octapone extra herbicide were conducted to determine the reaction of cultivar pea crop structure characteristics under herbicide stress conditions. The uterine solution of the herbicide was dissolved in 0.2 ml of the herbicide in 300 ml (0.67 ml / l) of water. By mixing the herbicide twice in a row at a dose of 0.67 ml / l, we obtained a series of test doses (ml / l): 0 (control) - 0.08 - 0.17 - 0.33 - 0.67. Fresh water without herbicide was obtained as a control. Star type tested. Character variability.

Table 1.Character variability is shown in Table 1 for experimental options.

Dynamics of variability of stellar cultivar pea traits in increasing herbicide stress.

Herbicide concentrate, ml / l	Signs			
	Plant height	Number of fruits	The weight of the seeds of a plant	The weight of one fruit seed
0	4,0	5,6	12,9	13,5
0,08	13,4	21,5	17,7	35,9
0,17	15,7	21,9	21,7	23,5
0,33	18,4	16,0	11,4	17,6
0,67	11,6	15,0	18,0	24,8

In the control variant, the plant height and the number of fruits in the plant have a very low variability [4]. With a low modification variability, these selectively attached traits positively characterize the Star variety of pea - which can be considered to increase the stability of the characters, especially the crop structure traits - to predict crop yields and control yields.

The weight of one plant seed and the weight of one fruit seed have low and medium variability, respectively.

At different levels of herbicide stress the variability of all traits increases: low and medium in plant height, medium and increased - in the number of fruits and weight of seeds of one plant, increased and high - in one fruit seed weights (Table 1).

Figure 1 shows the dependence of pea plant characteristics on herbicide concentrate.

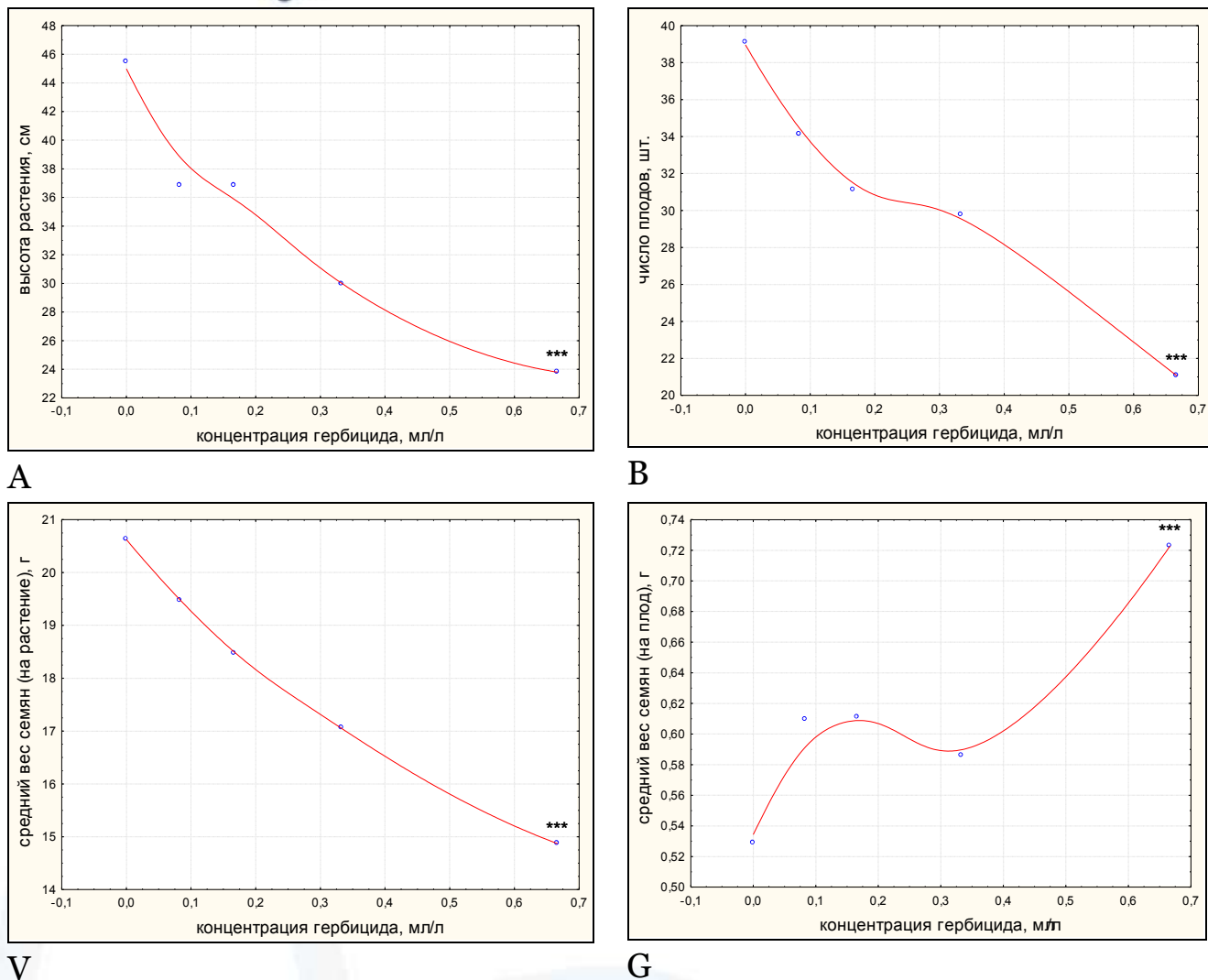


Figure 1. Dynamics of the mean values of the star cultivar pea traits in increasing herbicide stress.

Note: \*\*\* - statistically significant difference from the control variant ( $\alpha \leq 0,001$ )

..

A statistically significant negative correlation of the mean values of the mark from the herbicide concentrate for plant height, number of fruits, and weight of one plant seed was determined (Fig. 1, A-V).

A positive and statistically insignificant correlation was found from the herbicide concentrate for the weight of one fruit seed (Fig. 1, G). The statistical uncertainty of the relationship is due to the nonlinearity of the parameters. However, for the weight of one fruit seed, as well as for all other such characters, a significant significant difference ( $\alpha \leq 0,001$ ) of the mean values of the mark at maximum stress (0.67 ml / l) was found from the control variant.



The different directional correlations of the characters from the herbicide concentration level show differences in the mechanisms of adaptation of the pea plant to chemical stress. At the point of stress, there is a distribution of forces aimed at increasing the seed yield and individual seed size under stress conditions: chemical stress causes a decrease in the total number of seeds in the plant and an increase in individual seed weight produces. In this case, the manifestation of a ruderal strategy (reduction in size and decrease in seed yield) can be seen as a sign of change (exchange) to the manifestation of a competitive strategy (increase in individual seed weight). Both strategies are aimed at leaving a guaranteed generation, either by increasing the number of plants being regenerated, or by increasing the guarantee of survival (survival) of a small number of generations. Such a relationship has been established for soft wheat under herbicide stress [3].

### The Structure of Morphological Variability

The structure of the morphological variability of the pea plant shows two opposite groups of traits (Figure 2): genotypic indicators (plant height and number of fruits per plant) and systemic indicators (seeds per plant) s weight and weight of seeds per fruit).

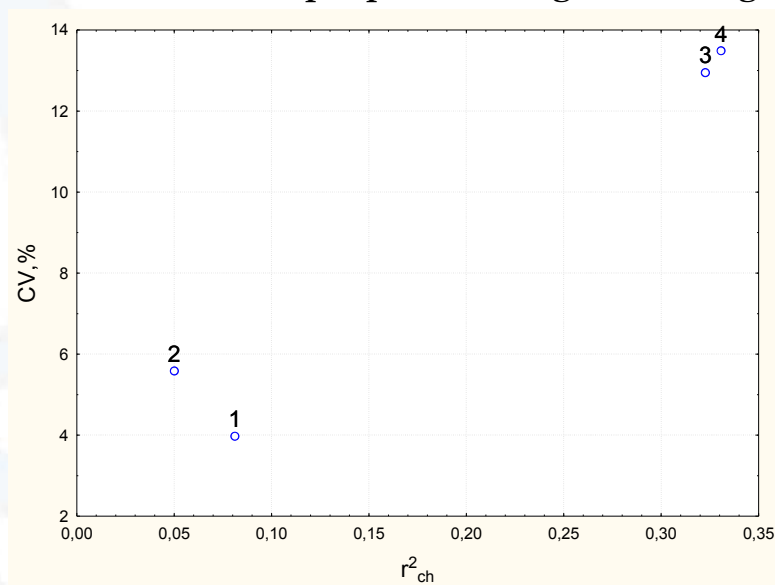


Figure 2. The structure of morphological variability of star-shaped cultivated pea plants in the control variant.

Note: 1 is the height of the plant, 2 is the number of fruits in the plant, 3 is the weight of the seeds in the plant, and 4 is the weight of the seeds in one fruit.

As herbicide stress increases, there is a shift in the role of indicators as an indicator. Thus, for example, at the height of the plant, the dependence on external factors increases, and the sign changes in the direction of the field of environmental indicators. The role of a systemic indicator for the weight of seeds in one plant and



one fruit is increasing. The number of fruits in a plant varies from the field of genotypic indicators to the field of systemic indicators (Figure 3). Thus, as the herbicide stress increases, the genetic determination of the “plant height” and “plant fruit number” traits weakens.

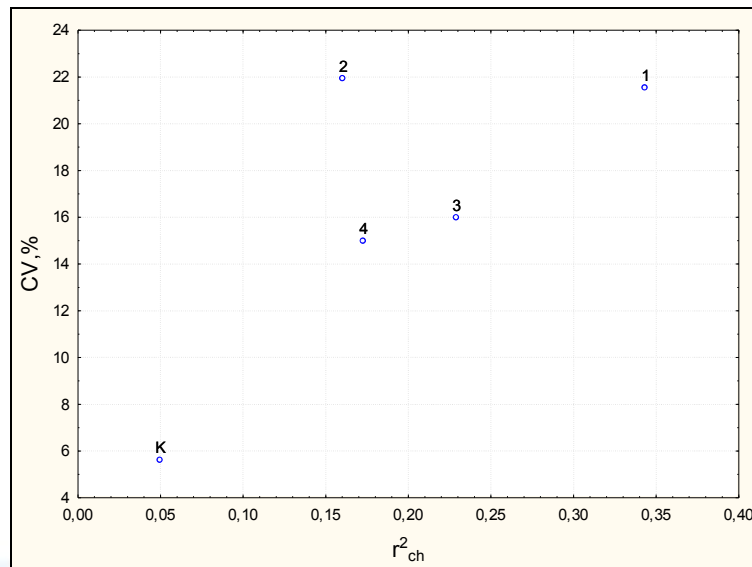


Figure 3. The change in the role of the indicator "number of fruits in the plant" as an indicator of increasing herbicide stress.

Note: K-1-2-3-4 is a sequential increase in herbicide dose.

Ontogenetic tactics and strategies. Figure 4 shows the change in the morphological integrity of the pea plant at the gradient of the increasing concentration of the herbicide.

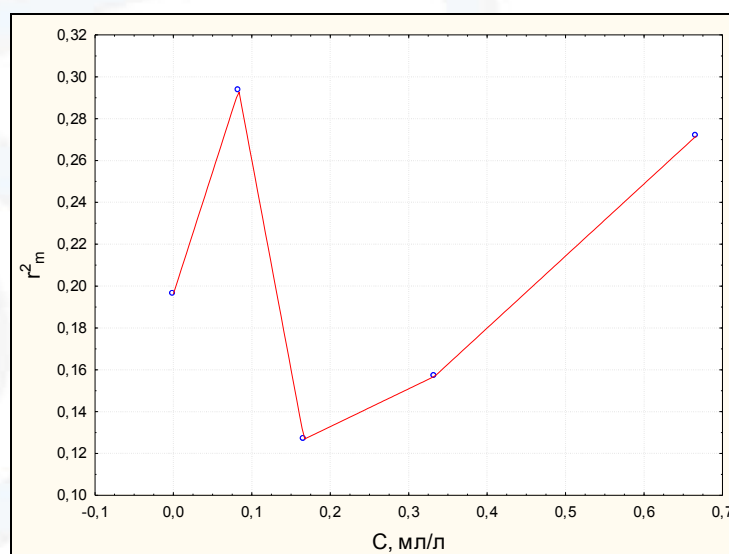


Figure 4 The trend (change trend) of ontogenetic strategy of Star cultivar pea in increasing herbicide stress.





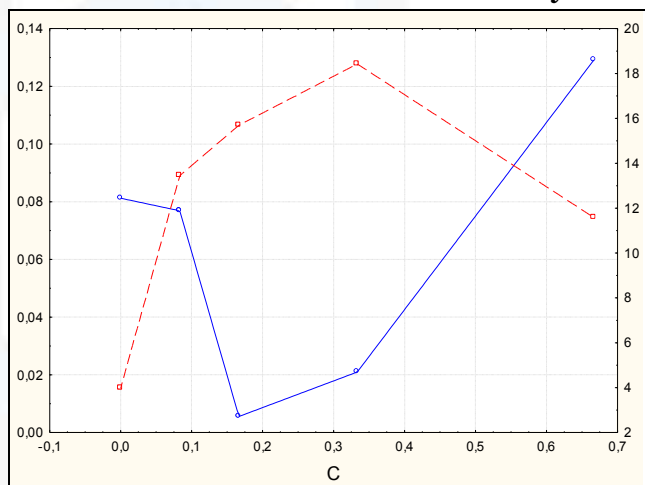


The ontogenetic strategy can generally be assessed as stress-protective. At a minimum dose of herbicides (0.08 ml / l) the morphological integration of plants increases, but further increase in chemical stress leads to the end of the protective potential directed to the coordination of traits in the development of the constituents of plant morphological structure. Further increase in herbicide stress leads to increased morphological integration of plants.

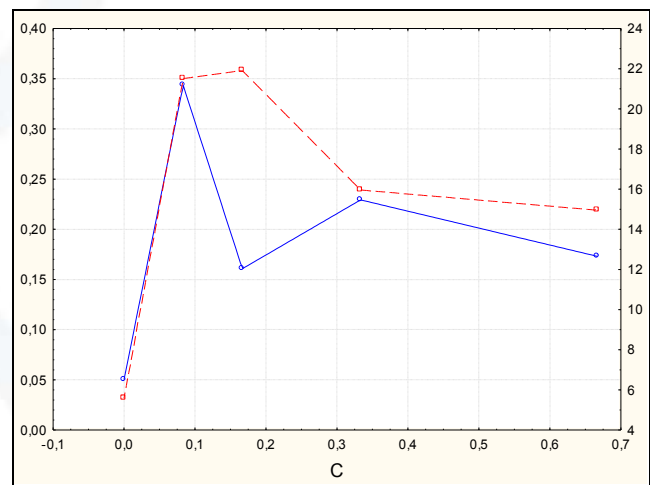
The ontogenetic strategy of formation of the “weight of one fruit seed” sign repeats the general strategy of the whole morphological structure of the plant to the last detail (Fig. 5, G). This is the result that the weight of one fruit seed is most integrated with the other characters studied (Table 2). The weight of a single fruit seed also has a high degree of determination. This includes strategies to support population and genetic sequencing by increasing the sustainability of seed reproduction.

The ontogenetic tactics of cultural pea traits (legitimate changes in the level of trait variability) are mainly divergent-convergent in nature. This ontogenetic tactic is clearly expressed in the symbols “plant height” and “weight of one plant seed” (Fig. 5, A i V). The number of fruits is characterized by the appearance of divergent-convergent ontogenetic tactics (Fig. 5, B).

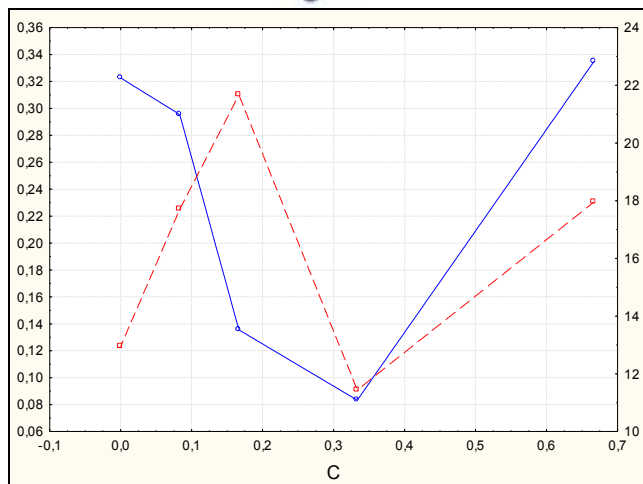
According to the ratios in the directions of development and determination of general variability, the characters can be differentiated according to their role in the implementation of individual and population strategies of plant survival at different levels of herbicide stress. At low and medium values of such herbicide concentrate for plant height there is a decrease in the morphological integration of the label (degree of determination) and an increase in the degree of variability - the manifestation of stress-inducing effect of the drug and the absence of protective morphogenetic reaction. Strong herbicide stress then results in increased morphological integration and decreased character variability.



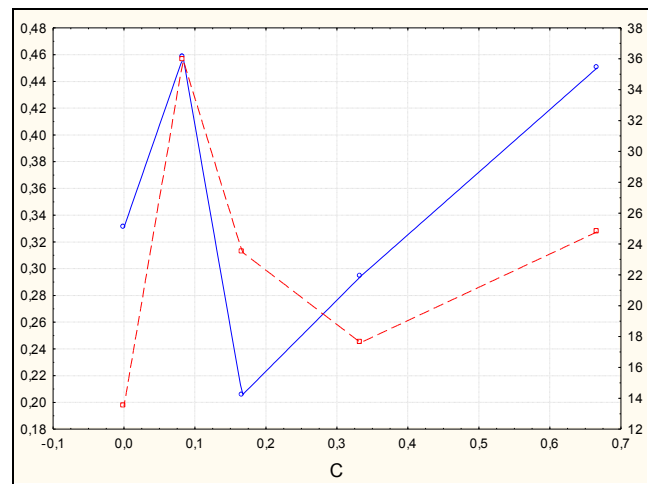
A



B



V



G

Figure 5. The degree of morphological integration of stellar cultural pea characters ( $r^2_{ch}$ ; solid line, left axis) and the dynamics of character variability (variability) (CV,%; ring line, right axis).

Note: A is the plant height, B is the number of fruits, V is the weight of one plant seed, and G is the weight of one fruit seed.

Table 2. The degree of determination of the individual features of the morphological structure ( $r^2_{ch}$ )

Herbicide concentrate, ml / l	Characters			
	Plant height	Number of fruits	Weight of a plant seed	The weight of one fruit seed
0	0,08	0,05	0,32	0,33
0,08	0,08	0,34	0,30	0,46
0,17	0,01	0,16	0,14	0,21
0,33	0,02	0,23	0,08	0,29
0,67	0,13	0,17	0,33	0,45
Average index of determination	0,06	0,19	0,23	0,35

## Conclusion

It is difficult to imagine the development of botany without the use of highly effective and affordable chemical preservatives that ensure reliable protection of plants from weeds at all stages of its development [5]. As herbicide stress increases, the genetic determination of “plant height” and “number of fruits per plant” in the star variety weakens. This reflects the protective strategy in the formation of traits during morphogenesis - the overall reduction of the herbicide stabilizes plant size (height) and increases the degree of interaction with other morphological structural traits.

In combination with the increase in the weight of seeds in individual fruits (in their decrease in number), this survival strategy forms a population mechanism, which



contributes to the integration of plant morphological strategy and individual fruit seed weight into more vegetative growth of smaller seeds and can be illuminated as a compromise distribution of energy under extremely stressful conditions, undermining the increase in number.

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## UZBEK MUSICAL FOLKLORE: STYLES, CONTINUITY

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### Annotation

Every nation has its own folklore. Folklore reflects the history, life, and traditions of the people. With just one folk song, we understand the feelings of our grandparents at that time, understand their troubles. Therefore, folk songs are interesting and valuable at all times. Studying them, as a result of scientific research, we get a lot of answers to our questions. And the transfer of folk songs to the future generation is now considered one of our main tasks. This article provides information about Uzbek musical folklore.

**Keywords:** folklore, yalla, lapar, folk songs, folklore and ethnographic ensemble, folk art

### Аннотация

У каждого народа есть свой фольклор. Фольклор отражает историю, быт, традиции народа. С помощью только одной народной песни мы понимаем чувства наших бабушек, дедушек в то время, понимаем их беды. Поэтому народные песни интересны и ценны во все времена. Изучая их, в результате научных исследований мы получаем множество ответов на наши вопросы. И передача народных песен будущему поколению сегодня считается одной из наших главных задач. В данной статье приводятся сведения об узбекском музыкальном фольклоре.

**Ключевые слова:** фольклор, ялла, лапар, народные песни, фольклорно – этнографический ансамбль, народное искусство

### Introduction

The oral creativity of each people is an immortal reflection that shows the values and traditions of this people as well as its nature. Through this reflection we see the past, present, dreams and feelings of every nation about noble intentions, virtues of humanity, hatred of evil and cruelty.

At wedding ceremonies, songs are considered a necessary means of events and artistic expression. They are often performed by the bride and her friends during a trip to the groom's house accompanied by a doir and without other musical instruments.





It is known that the four main local styles in Uzbekistan are the leading principles of convergence of the Fergana-Tashkent, Bukhara-Samarkand, Surkhandarya - Kashkadarya and Khorezm musical traditions. This can be explained by factors such as the activity of regional axis migrations, the mutual convergence of peoples' lifestyles, as well as the rapid exchange of cultural values through the media, especially radio, television and other sound-forming technologies.

One of such musical and folklore performing schools, we will partially touch on the Khorezm folk performance. Here female performers are called "halfa", and male performers are called "bakhshi". Each of them has its own unique style of performance, which has been preserved to this day. The Halfs participated in weddings and ceremonies for women, performed various folk songs, excerpts from epics or spoke on religious topics. And the Khorezm bakhshi performed dastans with very complex skill. All these methods of execution have been achieved to this day thanks to the tradition of mentoring.

At the same time, the folk music of the Jizzakh region also attracts attention, reflecting some of the features of the above-mentioned local musical styles. After all, this region is located in different regions of the Republic (Samarkand, Tashkent, Ferghana, Khorezm, etc.) Peasant families, migrating to develop new lands, brought with them local musical traditions, as a result of which the processes of their life together and interaction began. There are many such examples.

But here the role of folk folklore and ethnographic ensembles in the existence of this musical genre among the people is very great. First of all, it should be noted that over the past decade, the activity of the folklore and ethnographic creative community has risen to a new, higher level. After all, the Navruz holiday, which was celebrated for the first time in our independent Uzbekistan, as well as performances of folklore and ethnographic ensembles on the fields of the big stage, have become a tradition since the independence holidays. At the same time, traditional republican competitions of solo, lapar, yalla and singing performers, as well as family ensembles, as well as folklore groups, which are held with special attention, remain one of the main motivating factors.

Now in our republic you can meet a large number of music and dance groups, consisting of representatives of different generations. In particular, today it is noted that the total number of folklore and ethnographic ensembles has increased to 300. It is important to note that such ensembles skillfully perform local singing in their repertoires, seasonal ritual songs, songs of wedding ceremonies, as well as lapar, yally, comic songs in stage performances. "Besh karsak", "Boysun", "Gulyar", "Omoner", "Gulchekhra", "Doston", "Besperde", "Orzu", "Yor-yor", "Chavki", "Mohi Sitora"[1]





and many other ensembles have studied and mastered the national and artistic heritage, traditions that are forgotten and then presented to the audience.

It is known that the most numerous examples of seasonal ritual songs are the beautiful spring seasons and are associated with the celebration of Navruz, which has valuable socio-cultural significance. The folklore and ethnographic ensemble "Boysun" belongs to this category, and now plays in popular festivals such as "Navruz Saili", "Lola Sayli", "Sust Khotin", "Shoh Moylar", "Argumchok" what causes historical and artistic interest.

It has become a tradition that important dates and events related to a person's lifestyle are celebrated in each nation in a special way by traditions or rituals. These include mass events held in a family setting. In particular, in Uzbekistan there are such types of family ceremonies as the cradle ceremony, muchal, circumcision, wedding, mourning. Although these rituals are called "family", as a rule, with the participation of relatives, neighbors and friends, they get a mass shade. These rituals also have their own special folk songs.[2]

Samples belonging to the folk music group outside of rituals, such as folk, song, lapar, yalla and songs, are widely supported by the media, and holding various festivals and competitions remains a unique tradition. It is also worth noting that the activities of the "yallachi" of the Fergana Valley, the Khorezm "khalfa", the Bukhara collectives "sozanda", manifested in the circle of women of the same direction, continued in modern forms, that is, to continue this tradition, they began to teach in music educational institutions.

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## THE ROLE OF KHOREZM HALFA ART IN UZBEK FOLK L PERFORMANCE

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### Summary

Folklore reflects the history, life, and traditions of the people. With just one folk song, we understand the feelings of our grandparents at that time, understand their troubles. The art of Uzbek singing covers many genres. This article provides valuable information about the art of Xalfa, one of the musical genres of the Khorezm oasis, and its peculiarities.

**Keywords:** Xalfa, folklore, population, execution, singing.

### Introduction

Our nation has a rich history covering almost all spheres of social life. Today the international community knows is very much aware and appreciates well the contribution made by our great ancestors to the world scientific progress and cultural development. Uzbek folk arts are like a hot spring. Throughout the centuries the precious thoughts sourced from its pristine spring have provided our nation with a large spiritual and moral support. In this regard, the Republican scientific-methodological Center for folk arts under the Ministry of Culture and Sports of Uzbekistan is performing an extremely important work in order to further develop and improve traditional folk arts, wider adaptation of neglected national values, expand world outlook of the youth through making younger generation more familiar with ancestor's spiritual heritage. Every region and valley has its own specific ways of singing, custom, national costumes, national dances, handcraftsmanship, history and lifestyle. It is well-known how Uzbeks people love music, song, ashula (long song), lapar (dialogue-song), qo'shiq (household song with a small diapason melody) and dancing. Folk arts glorify people's lifestyle, morals and manners, traditions, some aspects of religious belief, dreams, love to the motherland, fulfilling promise, liberty and courage during the struggle for freedom. Traditional folk songs, music and popular shows have always a large value in satisfying spiritual needs of the people. Since long Khorezm region is famous for its songs and vocal. Khorezm songs consist of a variety of genres. There are all kind of songs related to rituals, traditions and customs that are practiced from the birth till the last days of man. Through the songs





people express its views easier, clearer, more attractive and resonant, original, sincere, shorter and laconically, elegant and impressive. So the halfaart is considered as one of such genres. Halfaperformers's multifarious melodies and songs are regarded as the brightest pages of ancient Uzbek music culture. Khorezmhalfa art occupies an incomparable place in Uzbek folk performance. The word "halfa" had different connotations depending on different historical periods. For instance, according to Zoroastrianism, person who conducted the religious ceremony and traditions are called in ancient Pahlavi language as "qarpa", in Sanskrit and Khorezm languages as "qalpa". In fact, its semantic meaning was a "singer". The word "qalpa" with a semantic meaning of "singer" was widespread in forms of "halpa" and "halfa" in a dialect of Turkic people living in Khorezm valley.

Prior to the coming of Islam in Central Asia, the halfaart was intertwined with the promotion of different religious ceremonies and traditions. Before the Islamic period, halfaperformers, known as "Bibihalfa", were in charge with reading religious books as they were the most active participants in everyday family rituals. In reality, there is a specific linkage between the semantic meaning and the activity of abovementioned halfa performers. It is simply because once women who read the "Avesta" book and promoted its ideals in women's circles were also called as "qalpa" or "halfa". However, these educated women were not only confined to promoting religious books. They had also read the writings of our great and famous poets Alisher Navoiy and Mukhammad Fuzuliy as well as popular epics and with their musical compositions they had entertained women during hen parties. The halfa art is a kind of magic and attractive art. The halfa art was born as a result of a long creative period, passing from mouth to mouth, transmitted from generation to generation, from master to student. In course of time the new performers, singers, bakhshi performers and halfa performers with their brilliant talents have appeared. These gifted persons had also performed musical composition that had been transmitted from generation to generation, from master to student while making their own contribution to this process and demonstrating their own skills.

According to some sources, the word "halfa" means "manager", "master", "educated" and it was mainly used in regard to women's party presenters. The halfa performer's creative work can be divided into three groups. 1). Creative and poet halfa performers; 2). Single halfa performers, known as book performers; 3). Melody halfa performers. Creative and poet halfa performers include such famous women as Khonimsuvchi Said Akhmadqizi, Bibijon Qosimqizi, Onabibi Sobirova, Onabibi Otajonova, Nazira Sobirova, Rohatoy Khojaniyozova, Rano Alloberganovawho knew folk epics by heart, created beautiful poetry and performed their own musical compositions.







Single halfa performers, known as book performers, are those who knew books by heart or performed songs and compositions without using any kind of instruments. They knew the books by heart or read the manuscript with a pleasant voice. They are also beautifully singing “Yor-Yor” (wedding song), “Kelin salom” (Bride greeting ceremony) and other wedding songs. From this point of view, the halfa performers served as women who spread religious ideas. The halfa performers like Roziya Matniyozqizi, Poshsha Saidmamatqizi, Parda halfa, Oyisha halfa, Niyozjon Musaeva, Guljonposhsha Yusupova, Anorjon Razzoqova, Salima halfa and others enjoyed a great reputation among population. They took part not only in wedding ceremonies, but also funeral ones. During such ceremonies they performed passages from the epics of “Ibrohim Adham”, “Bobo Ravshan” and others.

Melody halfa performers are also serving in wedding ceremonies and festive events. Generally, they perform the works of other authors. Representatives of this group sang the folk epics, their previous passages, wedding songs, lapar (dialogue-song) and yalla songs. The ensemble was formed by three persons: halfa performer plays the accordion and sings, doira (frame drum, percussion instrument) player accompanies and dancer dances along with singing lapar and yalla songs. Among them are the following halfa performers: Sorahon Ollaberganova, Robiya Otajonova, Sultonposhsha Rahimova, Ogiljon Masharipova, Poshshajon Matkarimova, Zumrad Madrahimova and others. Today representatives of this area make up the majority.

At the end of XIX century and the beginning of XX century the art community of Khorezm has discovered the arrival of “accordion”. Local population in Khorezm calls the accordion as “soz” (instrument). After this instrument came to Khorezm music school, halfa performers have well mastered this instrument and started to use it their artistic performance. For instance, Bibijon Qosim Devon qizi, Honim halfa, Onajon Sobirova (lame Anash), Onabibi Otajonova (Ojiza), Yoqut halfa, Nazira halfa Sobirova, Ogiljon halfa, Sora halfa, Rohat halfa Hojaniyozova and others halfa performers played accordion instrument for their own yalla and lapar songs. So the implementation of accordion has allowed developing the Khorezm halfa performance. The researcher I. Jalolov gave the following assessment of halfa performer’s activity: “halfa performers are the delight of events, the queens of hen parties and women gatherings. They participate in wedding celebrations and funeral days, festive events, parties and holidays as they bring joys and happiness. Their songs, tender dances, lovely music, yalla and lapar are inspiring”.

Halfa performers were not only confined to their own songs and melodies. Their repertoire included such epics as “Oshiq Garib and Shohsanam”, “Oshiq Oydin”, “Oshiq Alband”, “Aslhon”, “Hirliqo and Hamro”, “Tohir and Zuhra”, “Gurogli”,





“Gulqand”, “Sayod and Hamro”, “Hirmondali”, “Gulruhpari”, “Bozirgon” and others. At the same time, they performed the poems of Mahtumquli, Ogahiy, Navoiy, Fuzuliy and specific art works of other authors devoted to particular rituals. It should be noted that halfa performers touched on other more critical poems and topics. Since the late XIX century to the present days there were the following halfa performers who enjoyed a great reputation among population: Honim halfa (1858-1926), Shukurjon halfa (1859-1932), Bibijon halfa Qosimova (1876-1920), Onajon Sobirova (1885-1956), Onabibi Otajonova (Ojiza, 1889-1951), Sharifa halfa Otasheva (1900-1972), Guljon alfa Yusupova (1906-1990), Pardagul halfa (1907-1988), Sorahon Ollaberganova (1911-1973), Oyisha halfa Erkayeva (1914-1985), Nazira halfa Sobirova (1922-2011), Nazira Boyjonova (1931-2011), Rohatoy Hojaniyozova (1955-2010) and others. The valuable contributions made by these fine artists helped to develop Khorezm halfa art and safeguard this art to our present days. Most of these women were book halfas as they engaged enlightenment among the population.

The original appearance of halfa performance was determined by the interpretation of specific love epics. In addition, it includes lapar, yalla, song and combined genres. The combination of song, melody, music and poem creates a musical text with a relatively small diapason and they become an excellent art work by halfa performers. For example, these works include “Targuncha”, “Khiva dutori”, “Goring tuynitomosini”, “Tuninay”, “Hurshidi jahon galdi”, “Arka qizlar”, “Par devol”, “Ulguncha sizni deyman”, “Qaydadir bilmam dildorim”. These art works have been improved over the centuries, passed from mouth to mouth and safeguarded to present days. Today “halfa school”, founded by previous masters and generations, still continues to function in Khorezm. Currently this art direction has the following halfa performers: Rano halfa Allaberganova, Zumrad halfa Boltaeva, Poshshajon Ibragimova, Shirin halfa Jumaniyozova, Feruza Fayzullaeva, Nodira Bogibekova, Hurshida Eshniyozova, Manzura Orazboeva and others. These women make halfa art more popular at international level through developing it in Uzbekistan and participating in various cultural events hold abroad. As we know, Uzbek folk performance plays a significant role in educating young generation in the spirit of national values, custom and traditions.

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## **PATHOPHYSIOLOGICAL MECHANISM OF GROWTH HORMONE CONTROL IN THE TREATMENT OF HEREDITARY DISEASES IN CHILDREN**

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### **Abstract**

Growth hormone (GH) deficiency is the most common pituitary hormone deficiency in children and can occur in isolation or in combination with other pituitary hormone deficiencies. In typical cases, growth hormone deficiency in children is characterized by an abnormally low growth rate and short stature while maintaining normal body proportions. Diagnostics include measuring pituitary hormone levels and CT or MRI to detect structural abnormalities of the pituitary gland or brain tumors. Treatment usually includes hormone replacement therapy and removal of the tumor if it is causing the disorder.

**Keywords:** Growth hormone, panhypopituitarism, GH-releasing hormone receptor, hereditary genetic causes.

### **Introduction**

There is both an isolated deficiency of growth hormone, and associated with panhypopituitarism. In either case, GH deficiency can be acquired or congenital (including due to hereditary genetic causes). In rare cases, there is an abnormality of the GH receptors, which causes insensitivity to the hormone at normal levels in the blood.

Isolated GH deficiency occurs with a frequency of 1/4000 to 1/10000. As a rule, it is idiopathic, but about 25% of cases have an established etiology. Congenital causes include abnormalities of the GH-releasing hormone receptor and GH1 genes, as well as some malformations of the central nervous system. Acquired causes include therapeutic radiation to the central nervous system (high doses of radiation can cause panhypopituitarism), meningitis, histiocytosis, and traumatic brain injury. Preventive or therapeutic irradiation of the spine further reduces the growth potential of the vertebrae and threatens to further reduce the final growth.

Panhypopituitarism can have genetic causes, such as hereditary or sporadic mutations that affect cells in the pituitary gland. In such cases, pathologies of other organs and systems are also encountered, in particular, midline facial defects such





as cleft palate or septooptic dysplasia (which includes septum atresia, optic atrophy and hypopituitarism). Panhypopituitarism can also result from a variety of lesions that affect the hypothalamus (disrupting the secretion of releasing hormones) or the pituitary gland, examples include tumors (eg, most commonly craniopharyngioma), infections (eg, tuberculosis, toxoplasmosis, meningitis), and infiltrative processes. The combination of lytic damage to the bones of the skeleton or skull with diabetes insipidus indicates Langerhans cell histiocytosis.

About 3% of children have severe growth retardation. At the same time, growth hormone deficiency as a cause of short stature is detected in no more than 8.5% of them. In other children, the most often revealed constitutional features of growth and development, less often - a deficiency of other anabolic hormones, severe somatic diseases, genetic and chromosomal diseases.

Stunting can be caused by two fundamentally different problems. The first is when the child is stunted due to an existing disease. Then treatment is needed, which, quite possibly, will really allow him to grow up and maintain health. Which of these factors affect growth? Infectious diseases, heart defects, chronic bone diseases, etc. cause various disorders in the body and retard its growth.

Diseases of the endocrine glands, such as the pituitary gland, the thyroid gland, and the adrenal glands, have a particularly great influence. That is why growth retardation should be the reason for contacting an endocrinologist. The most severe disorders of growth processes are observed in pathology of the endocrine system. It is known that almost all hormones are directly or permissively involved in growth processes.

Human growth is genetically programmed. It is carried out by somatotropin. It is called growth hormone because in children and adolescents, as well as young people with not yet closed growth zones in the bones, it causes a pronounced acceleration of linear (in length) growth, mainly due to the growth of long tubular bones of the extremities. Growth hormone secretion gradually decreases with age. It is minimal in the elderly and the elderly, maximum in adolescents during the period of intense linear growth and puberty. In adults, a pathological increase in the level of growth hormone or prolonged administration of exogenous growth hormone at doses characteristic of a growing organism leads to thickening of the bones and coarsening of facial features. If the secretion of this hormone stops prematurely, then growth stops. This can be for various reasons: injury. diseases, etc. Growth retardation (nanism) caused by a deficiency of growth hormone is one of the urgent problems of the whole society. The disease manifests itself in a significant slowdown in physical development, as a result, children who do not receive appropriate treatment cannot





reach the usual average height of an adult over the years and are doomed to remain small throughout their lives, in fact - disabled.

In most cases, growth retardation is due to hereditary factors. Children of short parents with the so-called family delayed maturation (puberty begins later than usual) grow poorly. Usually, this requires only the supervision of a doctor, but sometimes in these cases the help of an endocrinologist may be required: with age, such children, due to slower growth or late onset of puberty, may not reach their maximum possible growth potential inherent in the genes. Currently, with a timely visit to a doctor, this can be avoided and even slightly improved growth rates. In some families, there is a low growth in both parents, then the growth retardation in a child in the absence of signs of any pathology is just a constitutional feature. With such a short stature, no special treatment is required, however, general strengthening measures will help the body realize its existing potential. In the first years of life, growth retardation can occur due to malnutrition, impaired intestinal absorption. If the child is lagging behind in growth from peers, and the reason for the lag is unclear, be sure with the help of a doctor to exclude the latent course of celiac disease in the child - intolerance to gluten (gluten) - a protein found in wheat and some other cereals. Depending on the cause of growth retardation, they are divided: endocrine - associated with a disease of the endocrine glands (for example, underdevelopment or lack of development of the pituitary gland (area of the brain), hypothyroidism (decreased levels of thyroid hormones), etc.); non-endocrine - not associated with endocrine gland disease.

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## **TOURISM AND TOURISTIC POTENTIAL OF UZBEKISTAN**

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### **Annotation**

Uzbekistan has challenges for the adventurous travelers who seek unique scenery and wildlife and prefer extreme outdoor activities as well as for the intellectual travelers who are specialized in ancient history and want to explore cultural values.

**Keywords:** Tourism, economic activity, nature, tourist destinations, civilization, monuments

### **Introduction**

Tourism and Travel are relatively new industries that have developed in our country for the last 18 years, after Uzbekistan gained independence from former Soviet Union and became a sovereign nation. For more than 70 years the country was closed for the world with “an iron curtain”. Quite interferer standard of tourist sector for all those years made the nation weaker. Staying away doesn’t do the country any good while going into the country makes a difference. By depriving the area of tourism it’s the locals who suffered greatly. It’s undeniable that tourism brings substantial economic gain to developing countries in fluxing foreign currency and providing jobs.

Tourism is the world’s second largest industry, employing more people than the oil industry and the world’s most popular economic activity. Billions of the world’s travel dollars go to the tourist’s sector from industrialized nations which provide the most percentage of tourists. Obviously, Uzbekistan has got long-term benefits for creating and developing tourism: historical heritage, indigenous culture, specific traditions and customs, unusual from Europe wildlife and nature. Creating and developing tourism in the area it’s essential that we offer options for alternatives to the usual tourist’s hotspots and focus on active outdoor activities and wilderness experiences – trekking and backpacking, mountaineering and climbing horseback hunting and camelback journeys across the deserts. Uzbekistan’s deserts and mountains offer a challenge for the adventurous traveler who seeks unique scenery and wildlife – many species of reptiles, lizards.

Uzbekistan is becoming one of the interesting tourist destinations. According to many tourist agencies the number of tourists willing to visit Central Asia and other eastern countries has significantly increased in recent years. Central Asian states linked with the so-called Great Tourist Road including at least 20 countries between Japan up to







Europe. The Republic of Uzbekistan is an important link on this Road as it was once one of the main points of the ancient Silk Road.

Many centuries ago, the civilization that existed here gave life to many famous scientists, philosophers, poets and doctors, many of whose output is still used by many intellectuals around the world. As we celebrate the 10th anniversary of this newly independent country with its renovated monuments of history, culture and architecture, a high level of interest is made available to the international tourist market.

One can travel to Uzbekistan using many different airlines but we recommend you use Uzbekistan Airways, where you can feel the spirit of the East once you board the airplane. Equipped by modern long-distance liners produced by well-known aircraft production companies such as Boeing and Airbus Industry, Uzbekistan Airways provides passengers with the world class service on international flights from Europe, North America, Asia, and Middle East. Domestic flights to the tourist centers of Samarkand, Bukhara and Khiva are provided on board of the middle-distance British-French RJ-85. In anticipation to meet with past centuries, tourists need just a short time to pass through the procedures of the modern airports, the gateway to the country of turquoise domes.

Samarkand is one of the oldest cities in the world, established during the middle of the first century BC under the name Marakanda, later it was Afrosiab. The city was conquered by the troops of Alexander the Great, the Arab Caliphate and Genghis Khan. It was the capital of the powerful state of Sogd, the center of Amir Temur's great empire. Temur was the one who cared about the beauty of the city and its strength as a major capital city in the region. The numerous monuments of Samarkand and its suburbs impress tourists with their beauty and splendor. The refined architectural shapes, intricate ornamentation, mosaics, blue-tile domes and facades are interesting for all who visit these beautiful buildings. Blue is important in decorating buildings, it blends in with the blue sky.

The majestic Registan square consists of three madrasahs namely the Ulugbek, Sher-Dor and Tiilyakari Madrasahs. Other places of interest are the Shakhi-Zinda necropolis - most remarkable monument in Samarkand and the Gur-Emir mausoleum-the grave of Temur, his sons and grandsons, The history of the city boasts the names of outstanding writers, scientists and artists from the East including astronomers Kazyzade and Rumi and poets Djami and Navoi.

Our excursion continues to noble BUKHARA, as it was known in the Muslim East since ancient times. More than 140 architectural monuments can be found here, and of the major blue-domed minarets one would have to start with the Kalyan Minaret





constructed in 1127. This unique construction rises into the sky for 47 meters. The most striking feature of the minaret is its intricate ornamentation. The world-famous architectural ensemble Lyabi-Hauz, which includes the Kukeldash madrassa, the Khanaka and the Nadira Divan-begi Madrassa is listed in the world catalogue of significant historical buildings. The most unique one, however, is the mausoleum of the Samanids for their ruler Ismail, his father and his grandchild. Baked bricks were used to create a lattice design. The trading domes are equally important as monument, still operating in Bukhara today. Of course, every tourist is recommended to visit the beautiful palace of the last Emir of Bukhara.



Khiva, the city museum in the open sky, is unique in its beauty known as "The Pearl of the Khorezm Oases". Important spiritual and cultural values came from the large scientific centers of astronomy, mathematics and medicine that operated in this area centuries ago. A valuable heritage of knowledge was left here by internationally famous scholars such as Beruni, Agakhi and Nadjmiddin. One can stroll through the narrow streets of Khiva, peeking into the small courtyards through the wooden carved doors. The life inside the gardens assures the visitor that it is not just a museum, but also a living city.

The leader of a tourist group from Japan, Yokheo Saban, after a visit to this country said with delight: "In Japan we have read much about the Great Silk Road and its major cities - Samarkand, Bukhara and Khiva. I was shocked to actually see these ancient cities, monuments, and the blue sky - it is so remarkable.

Many tourists, some of who have only once visited Uzbekistan are of the same opinion. We can sing the praises of these unique cities infinitely.





Even though many books and brochures have been written about these cities, it is still better to visit this unique land with Uzbekistan Airways and see everything with your own eyes.

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## FEATURES OF NEUROSENSORY DISORDERS IN PATIENTS WITH DIABETIC POLYNEUROPATHY AND THE POSSIBILITY OF NON-DRUG CORRECTION

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### Abstract

The article presents the results of the rehabilitation of patients with diabetic polyneuropathy based on the complex use of electrical stimulation and vacuum exposure. The results of the study showed that the use of the developed rehabilitation technology improves the clinical effectiveness of the treatment of patients with diabetic polyneuropathy.

**Keywords:** diabetes mellitus, diabetic polyneuropathy, electrical stimulation, vacuum exposure.

### Introduction

The social and economic significance of the problem of diabetic neuropathy can hardly be overestimated, since diabetes mellitus is one of the most common diseases of our time. The WHO estimates that more than 180 million people worldwide have diabetes and that number could more than double by 2030. Metabolic disorders in diabetes leads, one way or another, to the defeat of all organs and systems of the body. Most often, disability and reduced life expectancy in patients with diabetes are the result of late vascular complications, such as myocardial infarction, stroke, peripheral vascular disease (macroangiopathy), as well as retinopathy, nephropathy, neuropathy (microangiopathy). Diabetic neuropathy (the most common form of diabetic neuropathy is polyneuropathy) affects more than 50% of diabetic patients [1]. Polyneuropathies are characterized by diffuse damage to the nerve fibers that make up various nerves, and occupy a leading place among the neurological complications of somatic diseases. As a rule, clinical symptoms develop 5–10 years after the onset of the underlying disease; it is believed that at least 10% of patients have diabetes mellitus and are verified only after the manifestation of neuropathy [2]. Diabetic neuropathy usually presents with tingling, pain, numbness, or weakness in the arms and legs. Risk factors for the development of polyneuropathy in diabetic patients





include the duration of the disease itself, the level and significant fluctuations of HbA1c (glycosylated hemoglobin is an indicator of compensation for carbohydrate metabolism over the past 60-90 days) in the blood, dyslipidemia, high body mass index, albuminuria, hypertension and smoking [1].

Today, achieving stable normoglycemia is the first step in the treatment of diabetic neuropathy, which, nevertheless, is of great importance, as evidenced by the comparability of the incidence of neuropathy in patients with type 1 and type 2 diabetes. Thus, in the DCCT study (The Diabetes Control and Complications Trial Research Group, 2013), it was shown that adequate glycemic control led to a decrease in the incidence of new cases of polyneuropathy, and in patients with newly diagnosed polyneuropathy, against the background of stable glycemic control, regression was noted. clinical symptoms [1]. The subsequent study [2], which included the majority of DCCT participants, showed that previous long-term adequate glycemic control significantly improved the long-term prognosis, reducing the likelihood of developing polyneuropathy and other late complications of diabetes. However, in routine clinical practice, optimal and long-term carbohydrate metabolism compensation is achieved in a relatively small number of patients. Given the progressive nature of the disease, the possibility of using drugs that affect various parts of the pathogenesis of diabetic neuropathy is very relevant. In case of disorders leading to a decrease in the patient's quality of life, along with basic antidiabetic drugs, it is also recommended to use specific treatment of affected nerve fibers and microvessels. A typical lesion of peripheral nerves in diabetes is distal polyneuropathy. Metabolic changes predominantly affect sensory nerve fibers, resulting in paresthesia and pain. Patients are concerned about tingling, numbness, chilliness of the feet or a burning sensation, pain in the limbs. For several years, the painful symptoms appear mainly at rest, and then become more and more constant and intense. Usually, from the very beginning of the disease, it is possible to detect disturbances in pain, temperature and / or vibration sensitivity, decreased reflexes and movement disorders [3]. In addition to the fight against hyperglycemia, many authors associate certain prospects in the treatment of diabetic neuropathy with preventive therapy aimed at improving the metabolism of the nervous tissue. Actually metabolic therapy involves the use of drugs containing substances that are characteristic of the internal environment of the body and have a primary metabolic effect, i.e. affecting homeostasis, directly involved in biochemical processes as substrates, coenzymes, cofactors or other participants in metabolism, and not through regulatory mechanisms, like the vast majority of drugs. Usually, metabolic drugs are of auxiliary importance, but in neuropathies their role increases, since metabolic disorders are, in this case, an important link in





pathogenesis [4]. Pathogenetically substantiated in the treatment of diabetic neuropathy is, therefore, the use of B vitamins, due to their specific neurotropic effect [2]. B vitamins are widely prescribed as a metabolic therapy to improve the function of peripheral autonomic nerve fibers, slow down the progression of complications and reduce the intensity of pain [1].

The following B vitamins are traditionally considered neurotropic - thiamine (B1), pyridoxine (B6) and cyanocobalamin (B12). These vitamins have a variety of metabolic and clinical effects, but they are united by a high significance for the normal functioning of the nervous tissue (Table 1).

Table. The main functions of thiamine (B1), pyridoxine (B6) and cyanocobalamin (B12) [4 each with changes]

metabolic processes	Neurotropic action	Other effects
<b>Thiamine (B1)</b>		
Participation in dehydrogenase complexes of the Krebs cycle. Dehydrogenation of branched-chain keto acids. Regulation of the activity of the pentose phosphate cycle.	Participation in the conduction of a nerve impulse. Security axonal transport, which determines the regeneration of nervous tissue. Modulation of neuromuscular transmission in n-cholinergic receptors. Regulation of "painful" activity of the nerve.	Antioxidant. Blockade glycation proteins. Immunomodulation due to lymphoprotective activity.
<b>Pyridoxine (B6)</b>		
Dez- and transamination amino acids. Decarboxylation amino acids. Phosphorylation glycogen. Participation in the metabolism of folic acid.	Ensuring synaptic transmission (participation in the synthesis of catecholamines, histamine). Ensuring the processes of inhibition in the central nervous system (participation in the synthesis of GABA).	Antiplatelet. Improving the absorption of magnesium from the gastrointestinal tract and its accumulation in the cell. Maintenance of hematopoietic processes.
<b>Cyanocobalamin (B12)</b>		
Stimulation of nucleic metabolism through the activation of folic acid. Participation in protein, carbohydrate and fat metabolism (indirectly). Hematopoiesis.	Participation in the synthesis of the myelin sheath. Reduction of pain associated with damage to the peripheral nervous system.	Activation clotting systems. Regulation of the function of the gastrointestinal tract.



When creating high concentrations of thiamine in the blood, its neurotropic effect is manifested by a decrease in pain associated with pathological processes in nerve fibers. Of particular importance in the treatment of complications of diabetes mellitus is the ability of high concentrations of thiamine to block protein glycation.

Vitamin B6 - pyridoxine - is a cofactor for more than 100 enzymes, affects the structure and function of the nervous tissue, primarily due to the ability to regulate the metabolism of amino acids, thus ensuring the normalization of protein metabolism and preventing the accumulation of excess amounts of neurotoxic ammonia. Optimization of the activity of the nervous system is additionally provided by the participation of pyridoxine in the synthesis of catecholamines, histamine and the inhibitory mediator of the central nervous system - gamma-aminobutyric acid (GABA). In addition, pyridoxine increases the intracellular reserves of magnesium, which plays an important role in metabolic processes and in the activity of the nervous system.

The number of patients with diabetes mellitus is progressively growing and in the Russian Federation is about 3 million [3, p.6]. One of the most common complications of diabetes is neuropathy and it is detected in 50% of patients. Almost all patients develop DPN at various times. The most common is chronic sensorimotor polyneuropathy, including 7-10% of patients with newly diagnosed type 2 diabetes [4, p.29]. The pathogenesis of DPN is multifactorial, one of the established factors is hyperglycemia, which has a damaging effect on the nervous tissue. Along with the metabolic theory, the vascular theory is also considered. Damage to the Vasa nervorum as a result of glycation of endothelial cells and impaired endoneurial circulation leads to a decrease in blood flow in the nerve, axonal atrophy, and degeneration of nerve fibers. Changes in the peripheral nerve are formed as a result of nerve ischemia, which develops in violation of the production of vasoactive relaxing agents (NO), endoneurial hypoxia.

According to the WHO definition, DPN is a disease characterized by progressive death of nerve fibers, leading to loss of sensation and development of a foot ulcer [5, p. 98]. The main direction in the prevention and treatment of DPN is to achieve normoglycemia and maintain it for a long time. But this does not contribute to the rapid elimination of manifestations of DPN, and in order to improve the quality of life of patients, it is necessary to use complex rehabilitation, with the inclusion of non-drug methods of treatment. Physiotherapeutic factors are widely used, including electrotherapy. [1, p.244] Stimulation by low-frequency currents accelerates the regeneration of peripheral nerves and improves the functional properties of the





neuromuscular apparatus. A peculiar massaging effect of vacuum exposure promotes the release of toxic products from the intercellular space and reduces cellular hypoxia. Evaluation of the clinical effectiveness of including the technique of combined use of vacuum exposure and electrotherapy in the program of complex rehabilitation of patients with diabetic polyneuropathy was the purpose of this study.

For the correction of metabolic disorders that occur in diabetes mellitus, an anabolic function of the third neurotropic vitamin - cyanocobalamin (B12) plays an important role. In the treatment of diabetic neuropathy, the ability of vitamin B12 to restore the structure of the myelin sheath and reduce neurogenic pain is most significant. In the treatment of polyneuropathies, it is possible to use both each of the neurotropic vitamins individually and their complexes.

Vitamin B1 (thiamine). Like other water-soluble vitamins when taken orally, thiamine has low bioavailability [7], which cannot be compensated by increasing the dose, since the unique lipophilic substance with thiamine-like activity, benfotiamine, has the full effect of "saturation" [9, 10]. Benfotiamine, due to its lipid solubility, penetrates well through the blood-brain barrier, as well as through the lipophilic membrane of nerve cells. Inside cells, benfotiamine is rapidly converted to thiamine diphosphate, which promotes optimal glucose utilization. Thus, lipophilic benfotiamine has better pharmacokinetics, which determines its use with greater efficiency.

Vitamin B6 (pyridoxine). Pyridoxine is absorbed in the jejunum using a passive diffusion mechanism that does not have a saturation effect, and therefore the flow of pyridoxine into the blood depends on its concentration in the intestinal lumen.

Vitamin B12 (cyanocobalamin). For absorption in the intestines of doses of cyanocobalamin corresponding to the daily requirement, synthesized by the intestinal microflora and supplied with food, the internal anti-anemic factor of Castle is used. When higher than physiological concentrations of cyanocobalamin are created in the intestine, absorption is possible even without the participation of the Castle factor due to passive transport and pinocytosis. The long-term preservation of cyanocobalamin in the body is due, in particular, to the effect of the hepato-intestinal circulation.

Sensitivity indicators improved statistically significantly in the main group, which resulted in a change in temperature (from  $2.0 \pm 0.3$  to  $0.7 \pm 0.2$  points), pain (from  $1.6 \pm 0.3$  up to  $0.6 \pm 0.2$  points) and tactile sensitivity (from  $0.7 \pm 0.3$  to  $0.14 \pm 0.1$  points). In patients of the control group, there was a tendency to improve the index of temperature (from  $1.2 \pm 0.3$  to  $0.4 \pm 0.1$  points) and pain sensitivity (from  $1.6 \pm 0.4$  to  $0.6 \pm 0.2$  points) (Table 2).







Table 2 Dynamics of indicators on the scale of the Neuropathic symptomatic score in patients with diabetic polyneuropathy (points)

Symptom	Main group n=21		Control group n=15	
	before	after	before	after
tingling	3,0 ± 0,34	0	6,0 ± 0,32	6,0 ± 0,31
burning	4,0 ± 0,33	0	6,0 ± 0,35	3,0 ± 0,33
numbness	21,0 ± 0,18	12,0 ± 0,23**	3,0 ± 0,15	0
pain	21,0 ± 0,2	3,0±0,18**	12,0 ± 0,18	9,0 ± 0,14
convulsions	18,0 ± 0,17	3,0 ± 0,33**	15,0 ± 0,67	6,0 ± 0,62**
DRR	3,2 ± 0,24	0,9 ± 0,21*	2,8 ± 0,22	1,6± 0,35

\* -  $p < 0.05$ ; \*\* -  $p < 0.01$ ; DRR - average total score.

With intramuscular administration of thiamine, pyridoxine and cyanocobalamin, their bioavailability is about 20%.

Wörwag Pharma presents on the market two highly effective neurotropic drugs that form a single course of treatment:

- Milgamma - an injectable preparation containing 2 ml (1 ampoule) 100 mg of thiamine and pyridoxine, as well as 1000 mcg of cyanocobalamin. The presence of 20 mg of lidocaine in the preparation and the small volume of the ampoule make injections practically painless, and the treatment is comfortable for the patient;
- Milgamma compositum is a combined preparation containing 100 mg of benfotiamine and 100 mg of pyridoxine in 1 tablet.

The course of treatment consists of 10 intramuscular injections of Milgamma and 6 weeks of oral administration of Milgamma compositum, 1 tablet 3 times a day. Preventive courses of Milgamma compositum are recommended to be carried out 2 times a year.



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## **INFLUENCE OF ELECTROMAGNETIC FIELDS (EMF) ON CELLS AND HUMAN ORGANS AND METHODS OF PROTECTION AGAINST THEIR HARMFUL EFFECTS**

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### **Annotation**

Nature has presented mankind with clean, transparent air, reservoirs and a natural electromagnetic background emitted by both planets, stars, and flora and fauna.

**Keywords:** nature, transparent, planets, atmospheric.

### **Introduction**

The use of electromagnetic energy in a wide variety of areas of human activity has led to the addition of artificial electric and magnetic fields to the existing electric and magnetic fields of the Earth, atmospheric electricity and radio emissions from the Sun and the Galaxy.

Currently, more and more attention is paid to the problems of the negative impact of electromagnetic fields and radio emissions on humans. Electric and magnetic fields are a special form of the existence of matter, characterized by a combination of electrical and magnetic properties. Electromagnetic fields surround us everywhere, but we cannot feel them and generally notice them, therefore we do not see the radiation of the police radar and the fields induced by the antenna of the television tower or power lines, they use of electromagnetic energy in a wide variety of areas of human activity has led to the fact that the existing electric and magnetic fields of the Earth, atmospheric electricity and radio emissions from the Sun and the Galaxy were supplemented by electric and magnetic fields of artificial origin.





However, with the development of civilization, the natural electromagnetic background was enhanced by man-made impacts. With the help of electrical, radio-technical and radio-electronic devices, man has created an invisible electromagnetic web, in which we all find ourselves. Powerful high and ultra-high voltage power lines, generators of electromagnetic radiation, cellular communications, ambulance radios, air traffic and police, numerous radio and TV transmitting stations, satellite communication space stations and others cause electromagnetic pollution of the human environment. Exposure to EMF occurs at home, at work, and even during outdoor recreation. Household appliances designed to make our life easier, the walls of houses and apartments, pierced with electric wires, spread EMFs that are not harmless to human health (1, 2).

### **The Biological Effect of EMF**

The data of both domestic and foreign researchers indicate a high biological activity of EMF in all frequency ranges. High frequency EMFs lead to heating of body tissues. Numerous studies in the field of the biological effect of EMF have identified the most sensitive systems of the body: nervous, immune, endocrine and reproductive. The biological effect of EMF under conditions of long-term exposure accumulates, as a result of which the development of long-term consequences of degenerative processes in the central nervous system, neoplasms, and hormonal diseases is possible. Children, pregnant women, people with disorders in the cardiovascular, hormonal, nervous and immune systems are especially sensitive to electromagnetic fields.

a) Influence on the nervous system - the transmission of nerve impulses is disrupted. As a result, autonomic dysfunctions appear (neurasthenic and asthenic syndrome), complaints of weakness, irritability, rapid fatigue, sleep disturbance, disturbed higher nervous activity - weakening of memory, a tendency to develop stress reactions.

b) Influence on the cardiovascular system - disturbances in the activity of this system are manifested, as a rule, by lability of the pulse and blood pressure, a tendency to hypotension, pain in the region of the heart. In the blood, there is a moderate decrease in the number of leukocytes and erythrocytes.

c) Influence on the immune and endocrine systems - it was found that when exposed to EMF, immunogenesis is impaired, more often in the direction of oppression. In animal organisms irradiated with EMF, the course of the infectious process is aggravated. The influence of high-intensity electromagnetic fields is manifested in a depressing effect on the T-system of cellular immunity. Under the influence of EMF,





the production of adrenaline increases, blood clotting is activated, and the activity of the pituitary gland decreases.

d) Influence on the reproductive system - many scientists attribute electromagnetic fields to teratogenic factors. The most vulnerable periods are usually the early stages of embryo development. The presence of a woman's contact with electromagnetic radiation can lead to premature birth, affect the development of the fetus and, finally, increase the risk of congenital malformations.

### **The Main Sources of EMF and Methods of Protection Against Their Impact**

Sources of electromagnetic fields are atmospheric electricity, geomagnetic fields, industrial installations, radar, radio navigation, television and radio broadcasting, household appliances, and internal electrical networks in homes. The field emitted by them differs depending on specific models - the higher the power of the device, the greater the electromagnetic field it creates.

The issue of cellular biological safety is quite relevant. Scientists have not yet given an unambiguous answer to it. Only one thing can be noted: for the entire existence of cellular communication, not a single person has received obvious damage to health due to its use. Based on the technological requirements for building a cellular communication system, the main radiation energy (more than 90%) is concentrated in a rather narrow beam, which is always directed towards and above the adjacent buildings. In talk mode, the radiation of a cell phone is much higher than in standby mode. The field that appears around his antenna is amplified in the subway, during a conversation in the car, and the metal frame of the glasses amplifies its effect.

Personal computers (PCs) have long become one of the most important things in the home of the average resident of any of the developed countries of the world. Very often you have to use a computer at work. According to statistics, about 30% of the population spend most of their working time at a computer, in addition, a significant part of users has contact with a PC at home. In this regard, many people have a question about the harmful factors affecting a person when working on a computer and how to protect against them. It is believed that the most dangerous is radiation from a monitor, which is a source of electromagnetic, X-ray, infrared and visible ultraviolet radiation. However, only fairly old monitors released 5-7 years ago can be dangerous in this regard. They are very low frequency EMP sources, but no more than other electrical appliances. The X-ray radiation level of the monitor is much lower than the natural background radiation. And the levels of infrared and ultraviolet radiation from a monitor are negligible compared to electric lamps. Even so, you can





purchase a screen protector separately. Modern liquid crystal (flat) screens and laptop computers do not emit at all - they have a different principle of operation.

To exclude or reduce the levels of exposure to EMF on the human body, it is important to follow a number of simple recommendations:

- exclusion of a long stay in places with an increased level of the electromagnetic field of industrial frequency

- competent arrangement of furniture for rest, providing a distance of 2-3 meters to electrical distribution boards, power cables and electrical appliances

- when purchasing household appliances, pay attention to the information on the compliance of the device with the requirements of sanitary standards

- use of devices of lower power

- do not use a cell phone unnecessarily, do not talk continuously for more than 3-4 minutes

- use a hands-free kit in the car, placing its antenna in the geometric center of the roof.

People can no longer give up power plants, railways, airplanes, cars, and other conquests of civilization, even when it comes to their own health. The task is to minimize harmful technogenic impacts on the environment and to familiarize society with specific environmental hazards and develop a protection mechanism.

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## MECHANISMS TO IMPROVE THE QUALITY OF EDUCATION IN THE PRIMARY SCHOOL OF NON-STATE EDUCATIONAL INSTITUTIONS

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### Abstract

This article describes in detail the mechanisms for improving the quality of education in primary school of non-state educational institutions, the reliability of the research results is explained by practical approaches and methods in which theoretical data are obtained from specific sources, using analytical and mathematical statistics methods. In the case of experimental work, conclusions, suggestions and recommendations on the implementation of recommendations, feedback on the implementation of recommendations in practice.

**Keywords:** innovation, education, method, generalizations, observation, questioning, pedagogical experience, mathematical and statistical analysis.

### Introduction

The relevance and necessity of non-state educational institutions. As the main factors in the development of the global education system, special attention is paid to creating a healthy competitive environment by expanding the network of non-state educational services. The plans of international programs of such organizations as UNESCO, UNICEF, ERASMUS+, TEMPUS, Erasmus MUNDUS, ALFA, EDULINK on reforms in the field of education are aimed at improving the quality of education in non-state educational institutions, the use of innovative educational technologies, the development of professional creativity and competence of teachers. At the international level, a number of scientific studies are being carried out aimed at improving the management and financing of non-state educational institutions, expanding innovation processes, diversifying educational services, modeling and designing individual activities based on professional needs, developing succession mechanisms and encouraging multi-component approaches. In addition, it is necessary to study the best practices of developed countries, such as the USA, Great Britain, Japan, Germany, South Korea, in improving the quality of education in non-state educational institutions, to create a national pedagogical base based on the international educational concept created by UNESCO until 2030.







The main directions for the further development of non-state educational services in Uzbekistan are "creating favorable conditions for quality education, increasing the efficiency and effectiveness of education through the use of innovative pedagogical forms, methods and modern technologies, taking into account international best practices." This determines the need to conduct research to improve the quality of education in non-state educational institutions, clarify the content of education, methods, methods, techniques and tools, develop modular work.

Decrees of the President of the Republic of Uzbekistan dated February 7, 2017 No. UP-4947 "On the strategy of action for the further development of the Republic of Uzbekistan", dated April 29, 2019 No. UP-5712 "On the Concept for the development of the public education system of the Republic of Uzbekistan until 2030", dated September 15 2017 No. UP-3276 "On measures to further develop activities for the provision of non-state educational services", to a certain extent, the dissertation research will serve to implement the tasks set in the resolution of the Cabinet of Ministers "On measures to improve the activities of non-state educational organizations" dated December 24, 2019 No. 1028 and other regulatory legal acts relating to this area, to ensure and assess the quality of education.

The purpose of this task is to create mechanisms for improving the quality of education in the primary grades of non-state educational institutions and the development of scientific and methodological recommendations aimed at improving the quality of education in the primary grades of non-state educational institutions.

To obtain high-quality results, specific tasks need to be defined:

- to substantiate the pedagogical need to develop mechanisms for improving the quality of education in non-state educational institutions;
- analysis of foreign experience in improving the quality of education in non-state educational institutions, as well as the practical state of modernization of the education system in non-state educational institutions;
- determination of the content, methods, methods, techniques and tools for improving the quality of education in non-state educational institutions;
- development of modular works aimed at improving the quality of education in non-state educational institutions;

to study the effectiveness of experimental work aimed at improving the quality of education in non-state educational institutions, based on mathematical and statistical analysis.

The object of the study is non-state educational institutions. As a result, the process of improving the quality of primary education in non-state educational institutions





was determined, 710 teachers and students of non-state secondary schools in the cities of Karshi, Samarkand and Bukhara were involved in experimental work.

The subject of our study. Content, factors, means, methods of the process of improving the quality of primary education in non-state educational institutions.

Selected effective methods of this study. In the course of the study, methods of comparative analysis, generalization, observation, questioning, pedagogical experience, and mathematical and statistical analysis were used.

The scientific novelty of bottom research lies in the fact that:

- the essence of the concept of the quality of education in non-state educational institutions of priority, improvement, compatibility, efficiency, transformation is motivated by identifying the content of such features as professional skills, abilities, pedagogical techniques, level of knowledge, experience, creativity, which determine the quality and effectiveness of the teacher's work;

- criteria for assessing the level of interaction in educational institutions are being improved on the basis of clarifying indicators of managerial inclination, activity of subjects, openness of information, freedom, division of labor, stimulation, decision-making in managing the activities of primary school teachers;

- the content of educational standards of educational and methodological modular development in institutions, such as software, the principles of evaluation of the pedagogical approach are determined on the basis of integrity, validity, understanding of culture, research, determination of general, didactic, methodological, technical requirements that correspond to modernity;

- the structure of improving the quality of education in non-state educational institutions is developed on the basis of the priority of the ratio of conceptual, target, content blocks and pedagogical components between strategic, technological, methodological, didactic, indicator.

Practical significance of the results of this study:

- in order to improve the quality of education in non-state educational institutions, educational programs were improved using advanced foreign technologies;

- developed conceptual, targeted, significant blocks in non-state educational institutions and mechanisms for improving the quality of education by substantiating the pedagogical components of the organization of the educational process;

- non-state educational institutions used OAM (modular developments) aimed at improving the quality of education based on pedagogical and information technologies in the practice of primary education;





- in order to improve the quality of education in non-state educational institutions, pedagogical recommendations have been developed and tested in practice for organizing lectures, training seminars, participation in conferences;

- in order to improve the quality of education in non-state educational institutions for primary school teachers, a “program for diagnosing the professional activity of primary school teachers in non-state educational institutions” has been developed and applied in educational practice.

The reliability of the research results is explained by the applied approach and methods, in which the theoretical data obtained are obtained from specific sources, the validity of the presented analyzes and experimental work using the methods of mathematical statistics, the implementation of conclusions, suggestions and recommendations into practice, the results obtained are confirmed by responsible organizations.

Scientific and practical significance of the research results. The scientific significance of the research results is explained by the use of the proposed mechanisms, criteria that determine the quality of education, the dynamics of the quality of education of primary school students in non-state educational institutions, the improvement of non-state educational institutions created for primary classes, curricula and programs based on foreign best practices and a competency-based approach, automation monitoring the quality of education.

The practical significance of the results of the study lies in the fact that in order to improve the quality of education in non-state educational institutions for primary school teachers, “programs for diagnosing the professional activity of primary school teachers of non-state educational institutions” and modular developments used in educational practice, as well as improving quality monitoring teaching primary school students in non-state educational institutions.

### **Methods and Materials**

Based on the obtained scientific results on the formation of programs to improve the quality of education in non-state educational institutions.

The non-state educational standard was used in the development of the state educational standard based on the competency-based approach of primary education from proposals on the content of the concept of the quality of education in educational institutions (priority, improvement, compatibility, efficiency, transformation), signs that determine the quality and effectiveness of the training of teaching staff (such as professionalism, abilities, pedagogical techniques, level of knowledge, experience, creativity). B (Decree of the Republican Education Center under the Ministry of Public





Education dated October 3, 2019 No. 201), it should be noted that in 01/11-01/10-2201-certificate number: 1210. As a result, the effectiveness of primary education and the improvement of the quality of education in non-state educational institutions.

From the proposals and recommendations regarding the criteria for assessing the level of interaction in educational institutions, indicators of managing the activities of primary school teachers (management inclinations, activity of subjects, openness of information, freedom, division of labor, incentives, decision-making), it follows that in 2015-2017. -1-23-digit " was used in the implementation of a practical project for primary school teachers "creation of a complex of multimedia educational developments in mathematics" (reference book of the Ministry of Higher and Secondary Specialized Education dated October 6, 2020 No. 89-03-3722). Methodological approaches, developed within the framework of this project, served as a systematic monitoring of the activities and activities of the teacher in the process of primary education.

The structure of improving the quality of education in non-state educational institutions, the mutual integration of conceptual, target, content blocks and pedagogical components (the relationship of innovation), educational and methodological modular development and practical recommendations for its general, didactic, methodological, technical requirements are implemented in the development of the textbook "Mathematics" (ISBN 978-9943-26-911-8) for grade 3 public schools. (Certificate of the Ministry of Higher and Secondary Specialized Education dated October 6, 2020 No. 89-03-3722). As a result, non-state educational institutions have the opportunity to optimize the educational process, improve the quality of educational complexes.

### **Result and Discussion**

Based on the analysis and results of scientific and pedagogical research, the following conclusions were drawn.

In modern conditions, when education in Uzbekistan is assessed as the most unique capital based on large-scale reforms carried out in the field of education, it is important to create opportunities for people to receive quality education throughout their lives by increasing the effectiveness of assessing the results of education at all its stages. It also determines the need to implement a number of tasks, such as drawing special attention to the effectiveness of the quality of education in non-state educational institutions, organizing the process of first-class education on a scientific basis, creating the necessary conditions for participants in the educational process, the correct organization of their activities, control, analysis and monitoring estimates.





When improving the mechanisms for improving the quality of education in non-state educational institutions, the methodological basis is the content and essence of legal documents, fundamental scientific and theoretical ideas put forward in the field of pedagogy, methodology, psychology:

1. Of great pedagogical importance is the fact that non-state educational institutions have developed mechanisms for improving the quality of education (conceptual, targeted, significant blocks), as well as the rationale for the pedagogical components of the organization of the educational process in non-state educational institutions.
2. The best foreign practices for improving the quality of education in non-state educational institutions (the program of cooperation TEMPUS, ERASMUS MUNDUS, ALFA, EDULINK with developed countries) were studied, the integration of the principles of honesty, integrity, and self-development is the basis for achieving effective learning.
3. Improving the quality of education in non-state educational institutions based on the criteria of a socio-pedagogical (leadership, sociability), intellectual (social, verbal, non-verbal) process approach (presentation, exclusivity, progressiveness, motivation, optimality, efficiency, adaptability) is a high level teacher competence.
4. Modular developments aimed at improving the quality of education in non-state educational institutions modern foreign experience, (ERASMUS + Program) new pedagogical and information technologies are developed in accordance with the features and capabilities of pedagogical sciences, a period of effective use of innovative pedagogical technologies, interactive methods and information communication technologies in the educational process.
5. The model of improving the mechanisms for improving the quality of education in non-state educational institutions “improving the content, quality and effectiveness of education in non-state educational institutions on the basis of harmonization with innovation, providing intensive feedback” is of great pedagogical importance.
6. The content of improving the quality of education in non-state educational institutions has been improved at the level of modern professional requirements and proposals for a pedagogical person. Didactic opportunities for improving the professional competence of management and teaching staff in improving the quality of education are identified as factors that ensure the effectiveness of the process.
7. The results of the experiment confirmed that the need for an innovative approach to improving the quality of education in non-state educational institutions and the





presence in them of the created pedagogical and psychological conditions effectively affect academic performance.

8. It has been proven that the creation of educational and methodological complexes of new content, the introduction of innovative forms and methods of teaching in the educational process and the establishment of system monitoring are important for improving the quality of education in non-state educational institutions.
9. The effectiveness of improving the quality of education in non-state educational institutions is assessed by studying, analyzing, summarizing the results of experimental work, developing conclusions and recommendations. A clear definition of the methodology of experimental work, the targeted use of effective research methods in determining the result, the viability and modernity of the formed indicators are a guarantee of the reliability and validity of the research results.

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## **DROPS OF DRIP IRRIGATION SYSTEM TECHNICAL CHARACTERISTICS**

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### **ABSTRACT**

The drips of the drip irrigation system serve to reduce the water pressure in the system pipes and remove the water from the hose in the form of drops. Droppers are a key element of a drip irrigation system and are selected depending on the type of crop being irrigated

**Keywords:** drip irrigation, drip, hose, plate, spiral channel, pipe, foam, filter, membrane.

### **INTRODUCTION**

Modern drip irrigation systems use drip-type drips, which are installed in the form of a plate, which is inserted along the wall of the hose.

As a result of simplification of the design of the existing drip irrigation system, it is necessary to increase their reliability for the use of new technical solutions for pressure reduction spiral polyethylene droppers, stamped capillary tubes.

Drip irrigation systems vary by type of drip. They had a labyrinthine and spiral channel of pressure relief; has a foam consumption regulator; the network will have a membrane compensator that provides a constant pressure flow of 0.05 to 0.4 MPa

Drops with a membrane pressure compensator used in areas with high slopes are common. Foam drips are mainly used when using turbid water. A small-flow system has been developed that dissolves due to the constant pressure in special hanging vessels with holes that ensure uniformity of water supply along the length of the local micro-irrigation irrigation pipe.

Drainage holes have a diameter that can reduce the demand for water treatment. It also works stably in the location of irrigation pipes with a large slope.

In light soils, micron nozzles prepared for fine-dispersed irrigation with a radius of action of 1 ... 4 m are widely used.

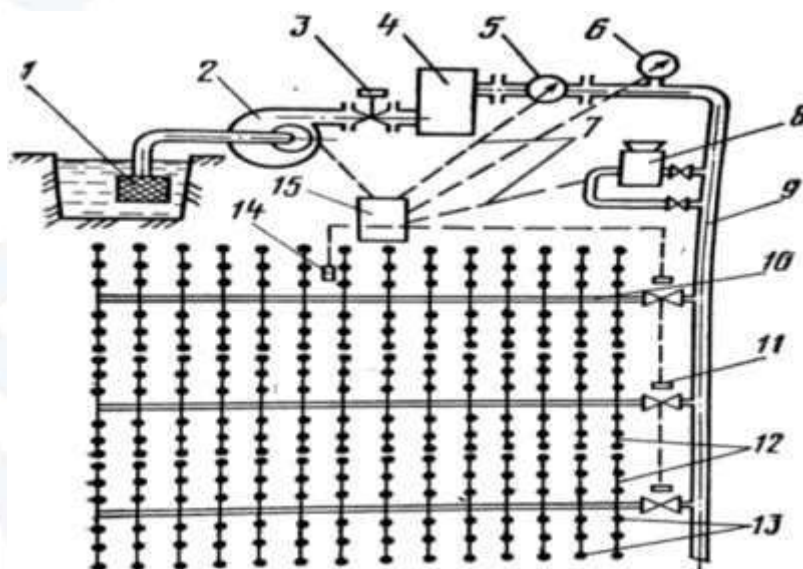




### Technical characteristics of drips

Droppers of to be called	Pressure relief and flow stabilization are technical solutions	Leakage mode		Labor costs	Working pressure	Droppers materials	weight
		Worker	Washable				
"Moldova" - 1A	Throttle with spiral channel and membrane regulator	Drip	Streaming	4...8	0,1...0,4	Thermoplastic polymer, rubber	15
"Vodopolymer" - 3	Calibrated dosing with membrane regulator		Streaming	5	0,1...0,3	That's it	15
"Tavriya" - 1	Foam regulator throttle	Streaming		7...10	0,04...0,08	The lighting is stabilized	40
"Gornaya"	Radial channel diaphragm regulator	Drip	Streaming	1,5...2,5	0,1...1	Light Stabilized polyethylene	10
KU-1 (Ukrigiprovodkhoz)	Rezana diaphragm for flow control	Drip	Streaming	4	0,1...0,6	Thermoplastic polymer	25
K-383	Freely oriented membrane regulator	Drip	Streaming	5,5	0,1...0,6	That's it	10

To improve the completeness, drip irrigation systems are divided into 9 .... 12 modular areas, which consist of one to three hectares of simultaneously irrigated areas. Water supply to the site is controlled remotely using a valve installed at the head of the site pipeline.



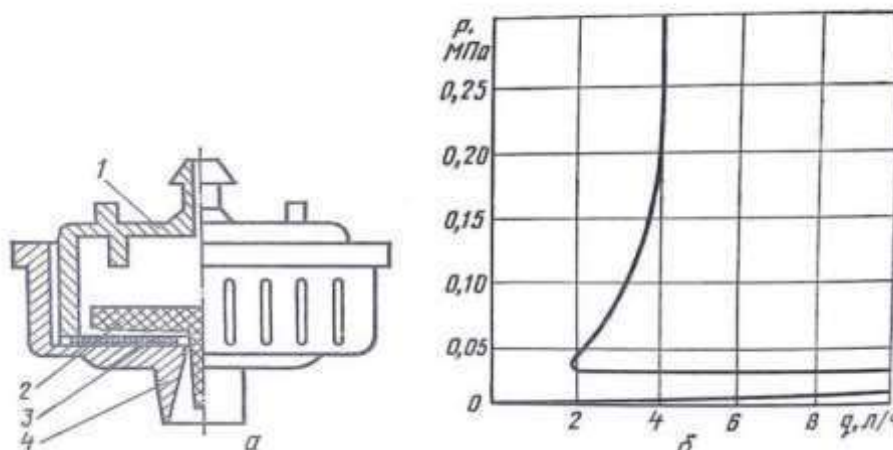
#### Scheme of Drip Irrigation System:

1-water source; 2-pressure generating section; 3-main water trap; 4-filter; 5-water meter; 6-manometer; 7-communication channels; 8-feeder; 9-trunk pipe; 10-distribution pipe; 11-remote-controlled water valve; 12-irrigation pipes; 13-micro-water extractors (drips); 14-Irrigation sensor; 15-control unit

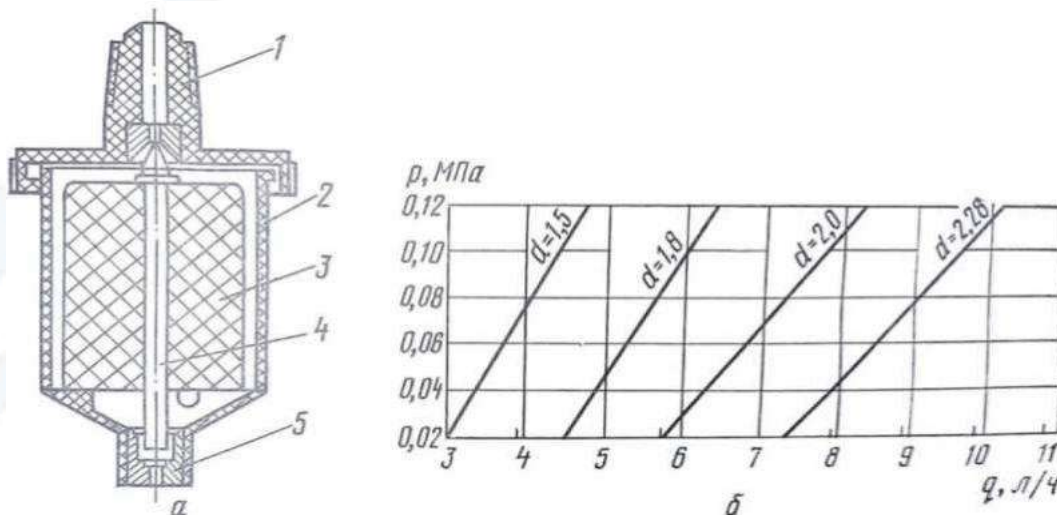




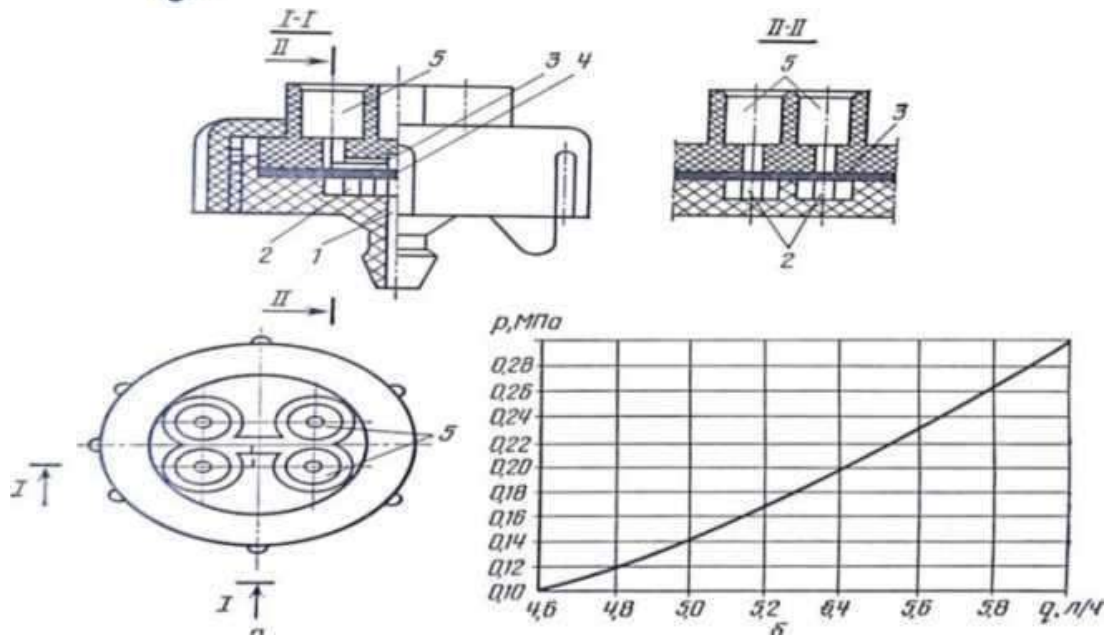
The water distribution scheme allows localization of individual affected sections of the system without interrupting the irrigation of other parts of it. To do this, use an electric wire sliding valve or electric hydraulic valves. A special cable is used to transmit control commands and connect the electric hydraulic valves to the supply. Automatic control of drip irrigation systems was carried out using a software device that provides a given sequence of irrigation of modular plots, depending on the agro-technical needs of the crop and soil moisture.



"Moldova" -1 (a) micro water pump, Corps 1; 2-throttle; 3- washer-gasket; Cover 4. (b) micro water discharge and its flow-pressure characteristic

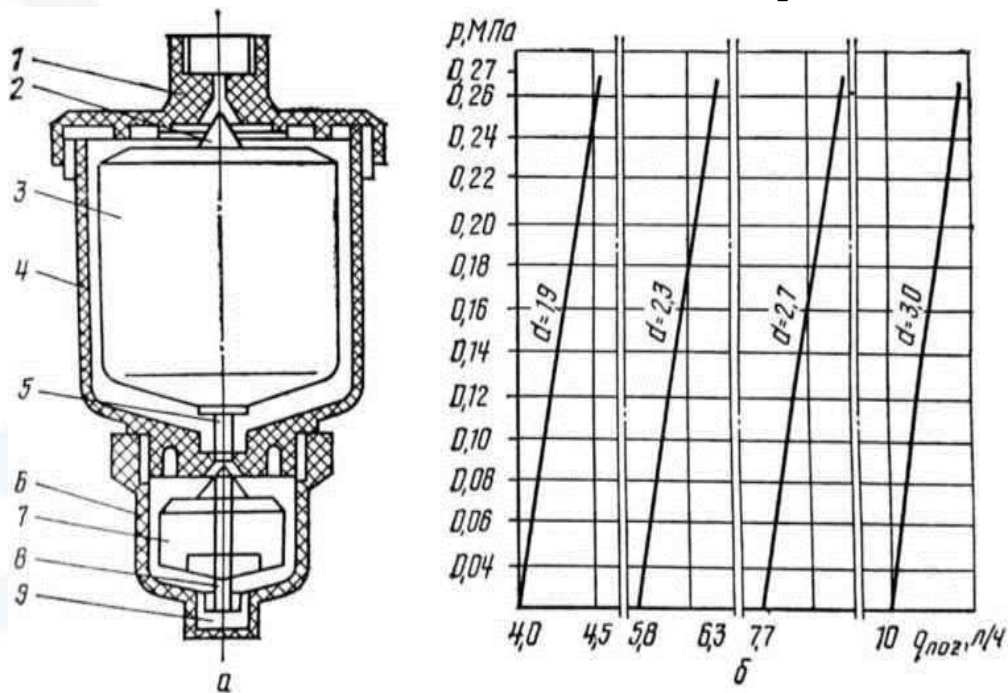


"Tavriya" -1 (a) micro water pump: 1-kopkok; 2-corpus; 3 foam; 4-igna; 5 outlet hole; d-outlet hole diameter, mm, (b) micro water outlet and its flow-pressure characteristic.



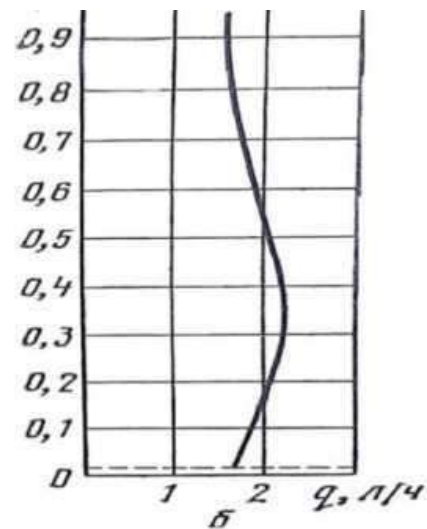
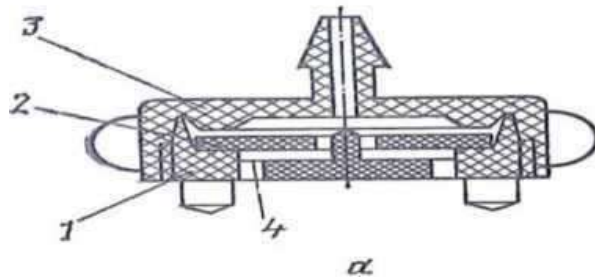
“Vodpolymer-3” micro water extractor (a):

1 connecting nozzle; 2 pressure chambers; 3 dosing channels; 4-membrane-gasket; 5 water extractor. (b): micro water extractor and its flow-pressure characteristic



“Uzgirovodkhoz” (Uzbek State Institute for the Design of Water Facilities Construction Education and Science) -2 (a):

1 top cover; 2, 5, 8-needle; 3 foam-pressure extinguisher; 4 upper camera body; 6 lower camera body; 7 foam consumption stabilizer; 9 nipples and outlet;  $d$ -nipple hole diameter, mm. (b) micro water discharge and its flow-pressure characteristic



“Gornaya” micro-drip (a):

1-corpus; 2 - membrane; 3 - cover; 4 - radial burtik. b) micro-water-drip and its flow-pressure characteristic

In the case of drip irrigation of the garden, the order of irrigation of gardens is determined to ensure a shortage of water consumption during the growing season. The order of irrigation parameters is as follows:

- Irrigation and irrigation standards;
- Timing and duration of irrigation;
- Number of irrigations.

The norm of irrigation of the garden is determined on the recommendation of AN Kostyakov

$$M = E_v - (W_H + O + G) + W_k \quad (1)$$

where:

M - irrigation norms of agricultural crops, m<sup>3</sup> / ha;

E<sub>v</sub> - Total water consumption of agricultural crops, m<sup>3</sup> / ha;

W<sub>H</sub> - soil water reserve at the time of planting, m / ha;

O - the amount of precipitation during the growing season, m<sup>3</sup> / ha;

± G - amount of groundwater entering the account layer, m / ha;

W<sub>k</sub> is the water in the soil during the harvest of agricultural crops reserve, m / ha.

Irrigation water is determined according to the following formula

$$M_o = EX_o$$



where:

$M_o$  is the norm of drip irrigation, m / ha.

In drip irrigation, this norm is much lower than in surface irrigation. Taking into account these coefficients, the total water consumption (mm) is determined by the following relationship:

$$ET = k_b k_o ET_o$$

where:

$k_b$  is the biological coefficient characterizing the location of the plants;

$k_o$  - microclimate coefficient;

$ET_o$  - evaporation (potential evapotranspiration), mm

Today in the Republic there are the following local enterprises that produce and view the components of the drip irrigation system: "Saving Irrigation Technologies" ITCM, Shortangazkimyo LLC, "Pipe technologies" LLC, "Ext Plast" LLC, "EcoDrip Lux" LLC, mAgro-Dripm LLC, Santexplast LLC, Agroplastmontajservis, PK Debut and others.

An analysis of the results of the above scientific research shows that the number of studies conducted using the drip irrigation method is insufficient, the main research has been conducted in recent years on brown soils. Much of the research has proven to be effective in using a differentiated method of drip irrigation in various vegetable, melon, corn, and cotton crops. Research in almond orchards in our region has shown that insufficient research has been conducted, and analysis of the current development of drip irrigation systems shows that the difference in water intake heights is large and, consequently, the water pressure is uneven along the length of the pipes. Research is needed today to ensure that the curved relief of irrigated areas and to ensure uniform pressure along the lengths of irrigated areas.

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## APPLICATION OF DIGITAL EDUCATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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### ANNOTATION

This article describes the different digital learning technologies and their potential in the educational process. When a lesson is organized using digital learning technologies and computer support, it can be planned to be the most effective, relevant, and fun for students and teachers. The most common forms of organizing learning activities using digital learning technologies can be used simultaneously in both individual and frontal forms of learning.

**Keywords:** digital educational technologies, computer, information technologies, e-learning technologies, multimedia, information, software, distance learning.

### INTRODUCTION

The use of digital learning technologies at different stages of the learning process is a modern requirement.

In this regard, the Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On measures to further develop the field of pedagogical education" dated February 27, 2020 No PP-4623, the introduction of digital technologies in higher pedagogical education, Ensuring the strong integration of modern information and communication and educational technologies, the continuous development of professional skills of teachers, methods of education and training, information and communication technologies and modern pedagogical technologies in the educational process. Training of professional pedagogical staff with skills and improvement of curricula and programs in the field of pedagogical education in the field of education and specialties on the basis of advanced foreign experience, innovative educational and regulatory and The creation and implementation of educational technologies is a priority. Therefore, it is important to introduce new approaches to the application of digital learning technologies in the system of continuing education.

From the point of view of many users, the Internet is a digital means of information exchange. Foreign experience in the use of digital learning technologies in computer science education is of great importance.





Modern socio-economic conditions and information and communication technologies place new demands on the conditions that determine the need for a new generation of qualified teachers and their methodologies.

One of the priorities of the national project "Education" is the development of modern methods of teaching and education based on IT, providing the necessary electronic educational resources, increasing the information capacity of teachers.

However, researchers in this field have not been able to come to a consensus on the conditional direction of the practical and psychological impact of digital education technologies and Internet technologies on young people.

In this regard, according to N. S. Kozlova, we know that the virtual world can not automatically have a positive impact on young people. In fact, the Internet does not have any negative effects on the individual. However, the consequences of using the Internet and social networks depend on the socio-psychological characteristics of the people involved in the network, their upbringing in the family and the environment.

M. I. Bocharov and I.V.Simonova said the opposite. According to them, "There is an aggressive information environment in the process of using digital educational technologies and the Internet, and immoral images, advertisements and some information in it have a negative impact on the spirituality, culture and upbringing of young people. leads to a breach of moral depravity and personal involvement".

However, many researchers point out that digital education technologies and Internet technologies have both pros and cons. The advantages of digital education technologies include affordable and convenient distance learning, access to a variety of services, alternative income, and free communication. Disadvantages include problems with IT (information technology) addiction and the growing number of young people being deceived.

In this regard, the research of domestic scientists shows that the use of digital educational technologies in independent learning activities is desirable for the development of information competence of students.

During his research, R.U.Madaminov expressed the following views: "The use of multimedia technologies in the organization of the educational process on the basis of e-learning technologies increases the interest of students in learning, based on the interactive nature of education develops and increases the effectiveness of learning materials".

According to X.X.Muratov: "E-learning resources (ELR) – are defined in the state educational standard and science program, which provides for the formation of knowledge, skills, qualifications and competences, obtaining guaranteed results of the design of the educational process with the help of electronic means, obtaining and





controlling independent knowledge, developing creative abilities - these include methodological resources, didactic tools and materials, multimedia e-learning resources”

The topic of digital educational technology used in the educational process is being discussed very sharply. As these technologies interact with young people and facilitate the educational process, they demonstrate the simplicity of interaction in the sphere familiar to young people. This, in turn, opens up new opportunities for in-depth study of various materials, participation in online projects, the educational process is facilitated by the possibility of checking the level of their knowledge and studying different spheres of people and professions.

Today, almost all educational institutions have a set of computers and e-learning technologies. After computers, digital learning technologies have emerged to improve the learning process.

The introduction of digital learning technologies in the educational process will lead to the use of new methods of educational process, improving the pedagogical skills of teachers.

RTT – means "digital learning technology" and is a separate object that is presented in the form of digital, electronic, "computer", designed for educational purposes.

A digital data set used for DET learning. The learning materials used to demonstrate and use electronic devices are called e-learning technologies (ELT). In the most general case, ELT training videos and recordings include a home recorder or CD player sufficient to play them. The most modern and effective ELT for education is displayed on a computer. Sometimes, to describe this small set of ELTs, they are called digital learning technologies (DET), which means that the computer uses digital recording methods.

With the rapidly evolving information technology, many teachers are effectively complementing the traditional tools for the educational process as they become more and more ready for their methodological system. The use of digital learning technologies offers new opportunities to increase the effectiveness of the learning process. DET is a tool for speed in the learning process, helping to develop students' practical skills, organizing and conducting surveys and controls, as well as monitoring and evaluating homework, working with drawings, tables, and graphs. A distinctive feature of programmed learning is the step-by-step nature of students' independent activity, which helps to activate the learning process, as well as the availability of quick feedback that can personalize and differentiate learning.

When basic learning effects and control are transferred to a computer, the teacher demonstrates the qualities of students in teaching, such as understanding the purpose







of the search, actively replicating previously learned knowledge, interest in filling in missing knowledge from ready sources, independent search will have opportunities. This allows the teacher to design their own management activities and gradually develop students' creative attitudes towards learning. Provide standards for reviewing learning sessions (through study assignments or computer programs), self-monitoring, and learning activities that should be used in each lesson to help students analyze the causes of errors. 'riff activity allows for gradual mastery for self-education. Digital Learning Technologies (DET) is a source of information that includes graphics, text, digital, speech, music, video, photography and other information aimed at achieving the goals and objectives of modern education. In single-digit learning technologies, information (or data) sources, information creation and processing tools, and controls can be separated. DET is necessary for students to work independently. Because they are:

- Makes it easier to understand the material being studied, as opposed to printed textbooks, delivery methods: it affects auditory and emotional memory, and others;
- Allows to adapt to the needs of the student, the level of preparation, intellectual abilities and ambitions;
- Get rid of awkward calculations and transformations, focus on the essence of the topic, consider more examples and solve more problems;
- Provides ample opportunities for self-testing at all stages of the work;
- Allows you to effectively organize the lesson and submit it to the teacher in the form of a file or in print;
- Serves as an infinitely patient coach, giving an almost unlimited amount of explanations, repetitions, tips and more.

digital learning technologies are useful for hands-on activities in private classrooms because they:

- Save time to solve more problems and allow the computer to help, analyze the solutions obtained and analyze their graphical interpretation;
- Allows the teacher to teach on a computer in the form of independent work, which acts as a leader and consultant;
- Allows the teacher to quickly and effectively monitor students' knowledge using a computer, to determine the content and level of difficulty of the control activity.

The following main pedagogical objectives of the use of det can be identified:

- Accelerate all levels of the educational process through the use of modern information technology tools (increase the efficiency and quality of the educational





process, deepen the interaction, search for the necessary information, increase the volume, optimization and activity of educational activities);

- Development of the student's personality, preparation of the individual for a modern, informed life in the information society (development of different thinking, communication skills, aesthetic education through the use of computer graphics, multimedia technology, the formation of information culture, information processing skills).

The quality indicators that distinguish digital learning technologies from other educational tools can be divided into two parts: multimedia and interactivity.

Multimedia-Providing different information formats on the same media source. These formats can be text, audio, photos, and video.

Interactivity is the principle of organizing a system achieved through the exchange of information of the elements of this system.

The different types of digital learning technologies and the materials needed to develop them can be grouped into four main groups depending on the level of demand in education:

- The first group includes sources of information of a declarative type - electronic copies of printed publications, audio and video recordings. Such resources usually include theoretical material on the topic in the form of textbooks and graphic illustrations, recommendations for teachers and students, and sets of tasks. Lecture notes are provided using digital audio and video graphics. The need for such sources of information may arise during the initial acquaintance with the learning materials and its perceptions;
- The second group of information sources also applies to declarative-type educational tools. The second group includes e-textbooks, virtual classrooms, monitoring and evaluation systems. They occur when necessary to understand, reinforce, and control the knowledge required;
- The third group of information sources includes virtual trainers, virtual training labs, remote access labs, and so on.

A distinctive feature of digital learning technologies is the use of mathematical models of the objects or processes being studied and a special interface that supports students in solving learning problems in a controlled learning mode.

The third group of digital learning technologies is used to study the characteristics of the objects or processes being studied, if necessary, and to shape and develop the unexplored part of knowledge, skills, and competencies;

- The fourth group of information resources is the automation of professional activities in the form of information computer systems or their educational





analogues in the form of software packages. Such digital learning technologies are required by students to solve a variety of tasks on a topic being studied in the process of designing a course or diploma in elementary vocational education.

When this group uses digital learning technologies, the learning process is conducted in a free research mode and is considered close to the professional activity of the specialist.

The following types of digital learning technologies are available:

- Textbooks needed to organize the learning process. These include a set of digital learning technologies that expand digitally presented photographs, videos, static and dynamic models, virtual reality and interactive modeling objects, cartographic materials, records, symbols and business graphics, text documents, and other learning materials;
- Sources of information of a complex structure - digital materials (texts, video images, audio recordings) created with the help of appropriate teaching methods that support students and teachers to work in one or more subjects (sections) of the field of science, photographic images, interactive models, etc.) or provide one or more educational activities in a specific field of science;
- Innovative educational-methodical complexes - a complete set of educational tools necessary for the organization and conduct of the educational process, which is achieved through the active use of modern pedagogical and information and communication technologies. ensure that students achieve the learning outcomes necessary to prepare them for life in the information society:
  - Validity of general secondary education;
  - Ability to learn;
  - Ability to communicate and work in a team;
  - Ability to think and act independently;
  - Ability to solve non-traditional problems using the acquired topic, intellectual and general knowledge and skills;

Digital learning technology packages are designed to best adapt to the existing education system and minimal innovation requirements.

The programmed DET meets the requirements of the "stimulus-response" education system. These resources focus on the student's independent work, reveal the basics and methods of learning, and their attitudes toward professionalism. Specific features of such resources include: the use of mathematical models of the objects or processes being studied and a special interface that supports students in solving learning problems in a controlled research mode; process models; models of natural





phenomena; models of laboratory work; experimental models; interactive practical tasks.

Problem-based DET is used in the implementation of problem-based learning and is aimed at developing logical thinking in students, stimulating the creative component of knowledge perception.

The use of digital educational technologies provides high interactivity and multimedia of the educational process, the use of independent, group, individual and stratified types of work, the use of thematic sections without expanding the relevant sections of the textbook. The main purpose of education is to develop the personality of the student who is able and wants to acquire skills (speech, language, socio-cultural, educational and knowledge).

In addition, students who take online courses through digital learning technologies can access the school library (theses, presentations, self-study, homework preparation, etc.), the teacher (lessons and to prepare control work).

It can provide computer files large enough when you place multimedia information on the Internet. It can be difficult to fully utilize such information resources in the learning process due to the availability of interactive tools, the inability to connect audio and video graphics, high-resolution graphics, etc., and the reliability of available communication channels. The introduction of new information and communication technologies in the modern educational process will help to improve the quality of teaching students. That's why it's important for a teacher to create an DET. The active role of DET in education is that they not only serve as tools used to solve specific pedagogical tasks, but also encourage the development of didactics and techniques, help to create new forms of teaching and learning, which helps students. Significantly improves the quality of learning.

In addition, as mentioned above, separate objects, presented in the form of digital, electronic, "computer", designed for educational purposes - are called DET, and when they are used in the classroom, students often use a computer. corresponds to their use. When using a computer, students have the ability to memorize, imagine, work independently, and develop hand motor skills while using a mouse and keyboard, and students become more active and enthusiastic.

Especially in computer science and information technology classes, students have a great need to work with digital learning technologies, gaining knowledge, skills and abilities, and being able to work with them on an intuitive level.

Digital learning technologies are useful in working with students, have a number of advantages, and can be used in a variety of educational settings.





There are many digital educational resources available to students, and here are some of them.

kundalik.complatform. Advanced technology to automate the learning process, online learning tools and one of the most modern ways to communicate with parents. kundalik.com- the mission of the digital education platform is to make the educational process in Uzbekistan high quality and convenient. We are convinced that in 2020 there will be no barriers to education in Uzbekistan. Our students have proven that they can learn anything in any situation.

**kundalik.com** – automated educational information system "diary", which combines the possibilities of electronic document circulation for general secondary educational institutions and social networking tools among all participants of the educational process: it serves as an excellent and interesting School for teachers, parents and students.

Important areas of **kundalik.com** activities:

- Modernization of school education;
- Integration of information and communication technologies (ict) in the educational process;
- Develop interactive teacher-student-parent communication;
- Introduction of a single environment for information exchange;
- Creating and maintaining a school ecosystem;
- Creating opportunities for distance learning.

Through this educational platform, we can control the achievements and interests of our children, actively participate in the educational process together, easily find all the necessary tools for creative victories and self-expression for reading and extracurricular work.

Currently, all schoolchildren in Uzbekistan are included in the kundalik.comeducational platform. Parents have the opportunity to monitor their children's attendance and grades at school.

Another convenience for schoolchildren is the – **Edu Market** online education system. Through this system, it is possible to study many subjects, evaluate, monitor and analyze mass statistics in schools.

Advantages of **Edu Market**. Exercises developed by experts will increase the amount of skills acquired due to more complex issues. The child will be rewarded for each correct answer and effort, as well as the items needed to create their own virtual school for each lesson. **Edu Market** is an online learning system that allows you to gain new knowledge in the sciences.





### **Edu Market options:**

- Search by various books, magazines, textbooks, navigation aids and categories;
- Use of online education and science;
- Access to a large catalog of teaching materials on a variety of topics 24 hours a day, 7 days a week around the world;
- Virtual library;
- The pedagogical process, the educational institution in which students are taught through gadgets;
- Online statistics of a child's scientific activity;
- Have an idea about a virtual city, a virtual home;
- The world created by technical means is transmitted to man through his emotions;
- Online points - points that can be exchanged for coins (domestic currency) and various bonuses for successful completion of tasks;
- Access to teaching materials in various disciplines;
- Receive various bonuses for successful submission of tasks;
- Get points that can be exchanged for coin (domestic currency);
- Improved socialization (communication with other classes and schoolchildren);
- Play more useful games with gadgets;
- Motivate to read.

### **Edu Market Objectives:**

- Make learning and the learning process easier and more fun;
- Create a transparent system for parents and teachers to monitor the child's academic performance;
- Create the right education system for every age;
- Is a tool for kids to make the gadget not only fun but also a complete educational tool.

The STEAM generation is the most popular generation in the modern world. STEAM education is not just a way of learning, but also a way of thinking, assimilating materials, incorporating practical exercises into the learning process. By focusing on practical skills, students develop their willpower, creative potential, flexibility, and learn to collaborate with others.





### **Parenting options:**

- Working more closely with their children;
- Understand the child's interests and hobbies;
- Communicate directly with teachers;
- Real-time statistics.

In short, the use of digital learning technologies in the classroom is a requirement of the times. Today, when a lesson is organized using a computer, it can be planned to be the most effective, convenient, and fun for students and teachers.

Using such a set of teaching aids, the interaction with the student is carried out only through information channels (sight, hearing, etc.). This will increase the effectiveness of education. When using information and communication technologies in education, the problem of restoring the forms of organization of students' learning activities should be addressed in a new way. If the most common forms of organizing learning activities in a traditional educational setting are individual and frontal forms, then both can be used simultaneously using information and communication technologies.

The introduction of DET into the educational process will lead to a change in the role of the educator, which means that the educator will become more of a researcher, organizer, consultant and programmer than a teacher.

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## PSYCHOLOGY AND MENTAL CHARACTERISTICS OF PRESCHOOL CHILDREN

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### ANNOTATION

The importance of interest in the development of child psychology is that the child tries to know as deeply as possible what he is interested in. Consequently, he never gets bored of doing what he has been interested in for a long time. This, in turn, helps to develop and strengthen important mental processes such as the child's attention, will. An early interest in a field in children plays a role in preparing them for the future. This article reflects the mental processes and emotional states of the child, which continue in preschool age.

**Keywords:** child, kindergarten, psyche, psychology, age, emotional environment, restriction, punishment, reward, motivation, curiosity, fear, communication problems, attitude, play, neurological difficulties.

### Аннотация:

Значение интереса в развитии детской психологии заключается в том, что ребенок старается как можно глубже познать то, что ему интересно. Следовательно, ему никогда не надоедает заниматься тем, что ему давно интересно. Это, в свою очередь, способствует развитию и укреплению таких важных психических процессов, как внимание ребенка, воля. Ранний интерес к области у детей играет роль в подготовке их к будущему. В данной статье отражены психические процессы и эмоциональные состояния ребенка, которые продолжаются в дошкольном возрасте.

**Ключевые слова:** ребенок, детский сад, психика, психология, возраст, эмоциональная среда, ограничение, наказание, поощрение, мотивация, любопытство, страх, проблемы общения, отношение, игра, неврологические трудности.

### INTRODUCTION

Preschool is a period when a child is actively exploring the world around him. Preschoolers have their own psychological developmental characteristics. When he





starts to walk, the child makes a lot of discoveries, gets acquainted with things in the room, on the street, in the kindergarten. Collecting different things, studying them, listening to the sounds coming from the subject, knows what qualities and characteristics this object has. At the age of 5-6, the child asked for all the information, such as a sponge. Scientists have proven that at this young age a child can remember this information, after which he will never remember it in life. It is a time when a child is interested in anything that can expand their horizons, and it supports the world around them. Emotional environment. In general, preschoolers are characterized by a sense of calm. They do not have contradictions and strong affective epizootics for small reasons. However, the saturation of this child's emotional life decreases does not mean. After all, the day of the preschooler is very emotional - the evening is full of emotions, so in the evening the child comes tired and completely exhausted. During this period, the structure of emotional processes also changes. In the past, motor and autonomic reactions were incorporated into emotional processes that were preserved in preschool children, but the external expression of emotions takes a more limited form. School children are not only happy with what they are doing today, but also happy with what they will do in the future. Everything related to the precedent - painting, playing, making molds, helping mom, doing housework - should have a bright emotional color, otherwise things will fall apart quickly or not at all. Because a child of this age cannot do something that is not interesting to him. An early interest in a field in children plays a role in preparing them for the future. Motivational sphere. Obedience to goals is the most important personal mechanism formed during this period. Preschool age is a period in which the subordination of intentions arises spontaneously and then develops gradually. If a child requests more than one wish at a time, for him it is almost unresolved (it was difficult to choose the carcass). Over time, the preschooler will have different importance and power and can easily make decisions based on choice. Over time, the child learns to suppress his intentions and does not respond to temptations because he has strong intentions that serve as "limiters". The strongest reason for school students is reward, encouragement. A weaker reason is punishment, but a child's promise is usually a weaker reason. It is useless and harmful for children to make promises, because children do not keep their promises in a few cases, and a number of unfulfilled oaths and guarantees develop negligence and obligation in the child. The weakest thing is that nothing is strictly forbidden, especially if it is not strengthened for additional reasons that are prohibited. During this period, the child learns the moral norms accepted in society, learns to evaluate behavior, taking into account the norms of morality, their behavior movement conforms to these norms.





The child has a moral experience. First, the child evaluates the behavior of other people, such as literary heroes or other children, because their actions have not yet been evaluated. In this century, the attitude of preschool educators towards others and themselves is an important indicator. Preschoolers often criticize their shortcomings, give personal characteristics to their peers, note the relationship between children and adults, as well as the relationship between adults and adults. However, parents can be an example to their children. Therefore, parents should include positive information to the child, whether personal or intellectual information, so that it does not cause fear, anxiety and insult to the child. The psychology of a preschooler is at an early stage. He begins to take an interest in the world around him, asking many questions. Development affects memory, the mind, the neuropsychic side, latent talents. If parents are able to learn the characteristics of mental development crumbs, then they can establish harmony in the family, raise the baby properly. The little form of play learns the norms of social behavior, communicates with others. He wants to distance himself from adults, creating a situation in which he acts as the master of what is happening in the beginning. However, in real life he can not fully participate in adulthood, it is enough mental, intellectual, physical development. To feel important, the child applies a role-playing game, in which he builds a certain plot, conditions:

- Repeated after an adult;
- Imagine a situation where toys act as real things;
- The truth is symbolic;
- The game involves following the established rules and prohibitions.

This condition promotes psychological health, emotional and intellectual development. Repeated psychological characteristics include the ability to solve visual problems typical of preschool children, the intentional use of mental processes, management, control of reaction to the surrounding situation, its ability to evaluate, predict, the formation of self-esteem; active formation of the speech apparatus; established behavior - a conscious perception of behavior and social norms; The educational process in preparation for the psychological level in school. Problems in the mental development of a preschool child. Despite the desire to explore the world, over-activity, curiosity, difficulties may arise in the path of mental development: underdeveloped thinking (lack of attention, problems with comprehension of educational material); personal and emotional difficulties (stress, anxiety, fear, passivity); behavioral problems (aggression, secrecy, malice, anger); communication problems (excessive emotionality, a sense of superiority, isolation); neurological difficulties (insomnia, constant weakness, laziness). The more attention is paid to the





physical development of children in kindergarten, the more attention is paid to their mental and intellectual development. Children's perception, attention, imagination, memory, imagination and thinking, willpower are systematically developed in the educational activities with children, which are always planned for school attendance.

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## SEMANTIC ANALYZING OF COLOR IN THE ENGLISH AND UZBEK LANGUAGES

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### Annotation

The article shows that color is the most important part of all visual information. It is the color of the clothes of the person you meet, the color of his face, hair, etc. that is remembered first of all. Out of the few available linguistic studies, one can rely on introspection when drawing conclusions: examining the behavior of color terms in contexts through language analysis, the meanings of color definitions are revealed. Color is the subject of many scientific studies. One of the issues related to color naming is the question of what principle should be used to combine words denoting color into groups.

**Keywords:** different colors, semantic black, white, red, vocabulary.

### Introduction

In the world of linguistics, at present, in the process of globalization and intercultural communication of people, the question arises about all aspects of language, including the analysis of socio - and linguocultural meanings reflected in the language. Color is a category that attracts the attention of specialists from all over the world, whose scientific interests lie in completely different fields of knowledge: physicists, biologists, doctors, psychologists, artists, designers, art historians, philosophers, literary critics, linguists and many others. Structural and semantic differences in the field of color names are associated with differences in the world pictures of representatives of different cultures, with established historical and cultural, religious, climatic and other features[13].

Color is the most important part of all visual information. It is the color of the clothes of the person you meet, the color of his face, hair, etc., that is remembered first of all. For example, the statement: "I don't remember what she was wearing, but she was wearing red, and this red burned my soul and kept me awake at night."

One of the issues related to color naming is the question of how to combine words that denote color into groups[11].

At the same time, the author notes that shades, two-part words and phrases in dictionaries are almost completely absent.





It should be noted that there are no clear criteria for the allocation of the considered vocabulary in the modern science of language. In most cases, the authors rely on their own intuition, deciding how many and which words should be studied[14]. For example, the composition of the vocabulary used for color designations is usually limited to a very small group of words, the so-called basic color names. On the other hand, they readily illustrate the absence of isomorphism in the content plans of different languages by comparing diagrams of the distribution of the names of the main colors, which are allocated, in fact, on the same substantive basis – the physical spectrum of colors . Thus, the Russian language distinguishes seven basic colors: purple, blue, light blue, green, yellow, orange, and red[12]. In English, only six colors are called as primary colors: purple( purple, magenta, purple), blue (blue, cyan), green (green), yellow (yellow), orange (orange), red (red). However, we believe that it is important to take into account the metaphorical reinterpretations of not only the main, but also " peripheral " color names, including simple adjectives. In stylistics, attention is often drawn to the role of color units, since they are one of the elements of any writer's style and worldview in a work of fiction. It should be noted that the material of color names is used very productively in the analysis of the artistic means of the language of writers, since the vocabulary denoting color is one of the essential components of imagery in fiction[15].

We can say that the linguistic problem of color naming developed together with linguistics as a science. New scientific paradigms are emerging – a new perspective on this problem is emerging. It should be noted that the development of aspects of the functioning of color in phraseological units has also always been relevant and developed by some generations of scientists

As we can see, the high frequency of the use of the vocabulary of color designation, its obvious national-cultural semantics and significance for the construction of a fragment of the linguistic picture of the world attracts the attention of various researchers[8].

It is impossible to imagine the development of society without language and the development of language without society. Language is not only a means of communication between people, but also between nations, as well as an instrument of interstate communication. Modern languages have evolved over the centuries as a result of complex historical processes[16-33].

The literature on color terms in the English and Uzbek language is not sufficiently presented, so that the categorization and classification of colors is a problematic issue in the field of linguistics. Of the few linguistic studies available, one can rely on introspection to draw conclusions: by examining the behavior of color terms in





contexts through language analysis, the meanings of color definitions are revealed. Color is the object of many scientific studies. The color spectrum is divided into three main colors: yellow, blue, and red.

There are traditionally a small but common group of nuclear colors-blue, green, yellow, red and achromatic colors: black and white (gray should also be included here)[17].

The range of characteristics of adjectives in the English and Uzbek and English language is very wide. Let's look at some of the main aspects related to colorative vocabulary. The English and Uzbek language belongs to the agglutinative languages, which are characterized by the method of "gluing". In the English and Uzbek language, adjectives are formed using affixes[23]. In general, the formation of adjectives in the English and Uzbek language is a wide and complex field, since they are subject to substantiation in combination with verbs: Qanaqasidan bo'lsin, oqidanmi, qizilidanmi? This feature creates a semantic color field and a figurative value[9].

Color-indicating adjectives are used in phraseological units, proverbs, idioms, fairy tales, riddles: Odam olasi ichida. Adjectives that express color can mean nicknames, funny words, or swear words: Qoravoy; sariq mashak; Qora botir; ola-chiror; Oq yuzli qiz. In English and Uzbek, as in Russian, the color-signifying adjective is placed before the noun: white dress-oq ko'ylak.

By structure, adjectives are divided into simple (oq, qizil) and compound (havo rang, to'q sariq rang)[7].

The word "white" is considered the oldest in the English and Uzbek dictionary, being one of the keywords expressed cotton, milk, snow (oq doka ro'mol, oq oltin paxta, qordek oppoq, sut kabi oq). The adjective white is sometimes applied to a person (oq bilaklar; oq yuzli qiz). "White" can be used in a figurative sense (oq suv)[22]. In literary works, poets and writers used the word white to describe snow, frost, winter: Oppoq choyshab yopib dala, qir. Qor qo'ynida uxlab yotadi, poyezd hamon uchib ketadi, oq qirlarni bosib o'tadi...(Uyg'un). The adjective white usually means "innocent": Oq bo'lsa nimaga huvoh ko'rsatmaydi (Mirzakalon Ismoiliiy). White can express milk, curdled milk, ayran, etc.: oq ichdim (Khorezm dialect)[18].

The word black is applied to a person as a silhouette, label: Qora botir; qora sharpa; qorabeigi[10].

The word qora is sometimes used as an adjective for black objects. This gives the item an additional meaning: qora qozon, qora qumg'on, qora, qora chiroq, qora ko'zlar.

In relation to other colors, blue is considered abstract. Because when we say blue, it is difficult to imagine a specific color[3].





In the language, these shades have their own names. With the help of adjectival affixes and auxiliary elements chin, och, to'q, nim, tim-, -roq, qip, the shades of objects are determined: och pushti rang gul qog'oz, qizilroq. In the English and Uzbek language, red has synonyms: yoqut, la'l, qon, shafaq, lola, etc. English and Uzbek writers in their works convey shades of red in the following forms: gulnor, gulgun, gulgungun, shafaqgun, gulrang, shingarf. The following red names came from Arabic and Persian: ahmar, humro, hamro, arguvon, arg'avon, argavoniy, shingarf, roza, etc[6].

When in contact with the outside world, a person's mind develops an idea of the surrounding world, in which a multi-faceted and multidimensional model of the world is formed[32]. Linguistic forms and verbal concepts of things that reflect the specific features of language form a linguistic picture of the world, thereby becoming a source of knowledge of the world, understanding of reality, and also contribute to the reproduction of a more extensive multi-faceted picture of the surrounding reality in the minds of people[2].

In the linguistic picture of the world, all the meanings expressed and recorded in the language are combined into one single concept of beliefs, forming a holistic worldview, which becomes common in the form of a linguistic norm for the speakers of this ethnic group[19]. The national language is a spiritual component, it unites all those who speak it, brings them together and serves as a bridge between generations. Language is the most important component of culture, which serves to transfer experience and knowledge to the future generation[1].

Culture organizes the thought of the linguistic personality, forms linguistic concepts and categories. Culture and language are inseparable concepts that have formed the linguistic picture of the world in the history of human civilization. An integral part of culture-language, is the main tool of knowledge and assimilation of culture. In the linguistic picture of the world, the language itself is perceived as a mirror of culture, where the world of a person and the entire nation with its traditions, customs, mentality and values takes place[20]. In the language system of a single collective, including folklore, proverbs, sayings, phraseological units, chronicles, oral and written speeches are a cultural storehouse, a piggy bank in which all the knowledge, skills, material and spiritual values accumulated by the people are stored[4].

Generations become carriers of culture, adopting and mastering the experience of their ancestors through the linguistic picture of this ethnic group. In the formation of a person as a cultural personality, it is the language that contributes to the perception of the mentality, customs and traditions of the entire people[21]. Culture is transmitted through language and the conditions of its existence are nourished by







the accumulated knowledge of previous generations. It is appropriate to state that language, being a product of culture, is also at the same time its main and integral component[34].

"Language is the history of the people. Language is the path of civilization and culture. Culture manifests itself, first of all, in language. Language is the true reality of culture, it is able to introduce a person into culture. Language is a means of communication between people, a product of human society. It is impossible to imagine the development of society without language and the development of language without society. It is not only a means of communication between people, but also between nations, as well as an instrument of interstate communication[5]. Today's languages have evolved over the centuries as a result of complex historical processes. The language picture of the English and Uzbek language expresses the cultural and national experience that has historically developed over many centuries and is fixed in the vocabulary, phraseology and grammar.

Thus, a comprehensive analysis and study of the characteristics and qualities of adjectives with color definitions from the point of view of linguistics is of great importance both theoretically and practically.

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## DETERMINATION OF THE ACTIVITY OF NANO COATED CONJUGATED LINOLENIC ACID ON THE CHEMICAL COMPOSITION OF LABNEH

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### Abstract

This study was conducted to evaluate the effect of the Nano- and Non-Nano-coated conjugated linolenic acid on the chemical composition of brick during different storage periods. and the sample of Labneh with added linolenic acid at a concentration of (200 mg/kg) (M3) and the sample for cheese to which was added uncoated linolenic acid at a concentration (100 mg/kg) (M4) and the sample of Labaneh to which was added with non-Nano-coated linolenic acid at a concentration (200 The results of storage of labneh showed that the moisture percentage decreased significantly ( $p < 0.05$ ) until the end of the storage period, and the treatment (M3) was less in the percentage of moisture loss (75.14%), and it was also found that the percentages of protein, fat and ash did not Significant differences appear at the time of one day compared with the control sample (M1)), then these percentages gradually increased with the length of the preservation period and reached their highest values at the time of 21 days. As for the pH values, it decreased significantly to be at the end of the storage period between (4.21 - 4.30) compared with the control sample was 4.53 and it was found that the values of fatty acids for all treatments were significantly lower compared to the control treatment (M1)) at the time of one day, and the percentage of acids increased The free fatty acids reached their highest values between (0.25-0.88)% for all treatments compared to the control treatment (M1)) at the end of the storage period, which amounted to 1.70%.





**Keywords:** Linolenic acid, Lactic acid, Nanotechnology, Chemical composition, Control sample, Labneh.

## Introduction

Conjugated Linolenic Acid is one of the essential fatty acids necessary for human health (Omega-3), which the body cannot synthesize, so it must be compensated by eating food sources that contain it (Silwa, 2018). One of the important modern technologies is Nanotechnology, where Nanotechnology has brought about a new revolution in scientific fields, especially recently, especially in the field of food, from the stage of manufacturing and production to the stage of processing, storage and development of innovative and modern materials and products. Nanotechnology includes production, processing and application of materials with sizes less than 100 nanometers (Sozer and Kokini, 2009). The size in nanotechnology is between (1-100 nanometers) (Filippon and Sutherl, 2013) and differs from its counterpart from the raw material used, and that By changing the chemical and physical properties of nanomaterial's, such as changing solubility, diffusion of molecules, change of color and other characteristics, and there are three ways to get Nano-sized particles, namely - physical methods - chemical methods - biological methods (Gupta et al., 2016). One of the advantages of nanotechnology is to extend the shelf life of foodstuffs, improve their qualities, and manufacture safe, high-quality foods (Jayas and; 2011, Neethirajan Sozer and Kokini, 2009) and reduce the percentage of fat use in foods and increase the stability and absorption of nutrients (Weiss) and others, 2006; Chaudhry; and others, 2008 (and other benefits such as masking undesirable odors and flavor compounds associated with foodstuffs and increasing the degree of consumer acceptance of them, Jayas, 2011), and (Neethirajan, 2011) the process of food packaging in recent years has witnessed a wide interest by academics and researchers in food safety and preservation, where food materials have been manufactured Packaging to be edible and biodegradable, and its characteristics have been improved in terms of high ability to retain moisture, gases and undesirable odors (Silwa, 2018), in addition to its effectiveness against microorganisms, yeasts and molds that cause food spoilage and spoilage for the purpose of prolonging storage life and avoiding the use of preservatives harmful to human health Baswal et al. (2020) One of the modern methods of packaging and protecting foodstuffs from different conditions is the use of Nano capsules to encapsulate active biological compounds to obtain stable foods during storage (Silwah, 2018). Most of the materials used in packaging or Nano capsule are gelatin, albumin, alginate and Collagen and alpha-lactalbumin (Reis et al., 2011). Dairy products are among the most consumed foods,





and because they are poor in conjugated linolenic acid, which is of great importance to human health, so the aim of this study is:

Conjugated Linolenic Acid Nano-encapsulation by Poly Lactic Acid-PLA and Gelatin Using Emulsion-Diffusion Method and the use of these Nano capsules in fortification of some commonly consumed dairy products (labneh) to fill part of the required consumer needs of Co-CLA Nanotechnology and uncoated conjugated linolenic acid and a study of its chemical, sensory, biological and microbial properties.

## **Materials and Methods**

### **Preparation of the Nano capsules**

The Nano capsules of conjugated linolenic acid were made using the emulsion-diffusion method as indicated by Salam et al. (2012). Some changes were made in the proportions of the materials after several practical experiments, as 180 ml of polylactic acid with a molecular weight (30000 g / mol) was taken and dissolved in 12 ml of acetone organic solvent with stirring at a temperature of 35 ° C to facilitate dissolution, then 140 mg of conjugated linolenic acid (molecular weight 278.44 g / mol) and dissolved in 12 ml of acetone, the above components were mixed to make a mixture called the organic phase, which is added to the aqueous phase called (continuous phase) consisting of a solution of 1% gelatin with a percentage of (5 :1) (organic phase: aqueous phase) and by a mechanical homogenizer of the type (Rotor-Sterile) at a speed of (3000 rpm) for 5 hours, and the volume was completed after homogenization to 500 ml by adding distilled water and leaving it for an hour for the purpose of spreading nanoparticles and it is called This phase is in the dilution phase, and the organic solvent and distilled water were disposed of by a rotary evaporator at a temperature of 35 °C until the final volume reached 60 ml, which is a transparent color center where the Nano capsules began to form automatically in the continuous phase when adding the organic phase Containing polylactic acid (PLA) and causing Clear dispersion in the medium and these Nano capsules are formed due to the differences in the surface tension between the organic and aqueous phase, which results in inter-disorders in the system leading to the continued flow of the solvent away from the areas of low surface tension and the polymer collects on the hydrophobic surface, thus forming the Nano capsules as well. The shell of the Nano capsules is formed From the adsorbed surface layer is a stabilizer and an emulsion, while the linolenic fatty acid and the polymer (PLA) are dissolved in the inner sphere of the medium ( Siloh ,2018).





## **The Method of Making Labneh**

The fresh cow's milk collected from one of the milk processors in Salah al-Din Governorate was heated at a temperature of 90 ° C for 5 minutes in a water bath, and then gradually cooled to a temperature of 45 ° C and the initiator consisting of strains was added Ready-made bacteria in the form of dry cells after activation (Streptococcus thermophiles and Lactobacillus bulgaricus) produced from the French company Danisco at a percentage of (3%) and adding the Nano capsules at the studied concentrations of 100 mg/kg and 200 mg/kg coated and uncoated conjugated linolenic acid in addition to making the control sample without Any addition and incubated at a temperature of 45-42° C for 3-4 hours) and after the coagulation process, the samples were left to cool at room temperature for an hour, and then (0.5%) salt was added to them and then placed in a sterile white cloth bag in the refrigerator on Temperature of 5 ° C for 24 hours, after which the contents of the bag were emptied after removing the whey completely and placed in sterile containers, and the samples were stored at a temperature of (5 ± 2 ° C) until chemical, microbial and sensory tests are performed during the storage periods (Al-Jubouri, 2021).

## **Labneh Chemical Tests**

moisture was estimated according to Ling method, and Kerber's method mentioned by Min and Ellefson, (2010). The percentage of fat, protein and pH were estimated as mentioned by Hool et al, (2004), and ash and free fatty acids were estimated by direct burning method described in AOAC (2010).

## **Statistical Analysis**

The results of the experiments were analyzed using the Linear Model General within the ready-made statistical program SAS to study the effect of factors on the complete random design (CRD) ( $P < 0.05$ ).

## **Results and DISCUSSION**

### **Moisture percentage**

Table (1) shows the effect of different treatments on the percentage of moisture (%) in the stored coated Labneh to which the Nano-coated and unwrapped linolenic acid was added. The time is 21 days at a temperature of (5±2)°C. It is noted from the results that the percentage of humidity immediately after manufacturing for the treatments M1, M2, M3, M4, and M5 on one day is 62.77, 75.65, 76.52, 75.90, 76.72 %, respectively. The results converged and were not affected by the type of Nano-encapsulation or additives, and the gradual decrease continued as the storage period increased until







reaching the lowest moisture percentage at the end of the storage period at the time 21 days at a temperature of  $(5 \pm 2) ^\circ\text{C}$  for the above treatments, which were 71.11, 74.10, 75.14, 72.02, 73.07%, respectively.

Table (1) Effect of different treatments on the percentage of moisture (%) in the Labneh stored for 21 days at a temperature of  $(5 \pm 2) ^\circ\text{C}$ .

Treatments	1 day	7 day	14 day	21 day
M1	77.62 <sup>i</sup> ±0.07	75.34 <sup>n</sup> ±0.11	72.18 <sup>o</sup> ±0.07	71.11 <sup>p</sup> ±0.03
M2	75.65 <sup>bc</sup> ±0.03	75.20 <sup>cd</sup> ±0.02	74.89 <sup>e</sup> ±0.01	74.10 <sup>fg</sup> ±0.01
M3	76.52 <sup>cd</sup> ±0.01	76.98 <sup>de</sup> ±0.01	75.77 <sup>ef</sup> ±0.01	75.14 <sup>g</sup> ±0.01
M4	75.90 <sup>a</sup> ±0.02	74.33 <sup>i</sup> ±0.02	73.82 <sup>k</sup> ±0.04	72.02 <sup>m</sup> ±0.04
M5	76.72 <sup>b</sup> ±0.02	75.90 <sup>h</sup> ±0.02	74.83 <sup>j</sup> ±0.04	73.07 <sup>l</sup> ±0.02

- The numbers in the table are averaged for three replicates and express the values of the averages  $\pm$  standard deviation.
- Different letters in the same column indicate significant differences ( $p < 0.05$ ) between the studied groups.
- M1 = control, M2= Labneh sample with added CALANPs (100 mg/kg), M3= Labneh sample with added CALANPs (200 mg/kg), M4= Labneh sample with added CALA (100 mg/kg), M5= Labneh sample with added CALA (200 mg/kg).

The above coincided with what Kawther et al. (2018) stated that the moisture content of labneh ranged (73.12%-72.74) in the control treatment and in the treatments added to it alginate capsules with a concentration of (2%), where the moisture percentage was at (73.13-72.89) ) After 15 days of refrigerated storage.

The results of labneh also converged with that of al-Jubouri (2021), where he mentioned a decrease in the moisture content after 14 days of storage that ranged from -70.38 (72.32%) due to the gradual decrease in the moisture percentage with the progression in the storage periods to the depletion of the shrub from the labneh.

### Percentage of Fat

Table (2) shows the effect of different treatments on the percentage of fat (%) in the coated labneh stored for 21 days at a temperature of  $(5 \pm 2) ^\circ\text{C}$  to which the Nano-coated and uncoated linolenic acid was added. It is noted from the results the percentage of fat after Direct manufacturing Transactions M1, M2, M3, M4, M5 were at 7.15, 7.52, 7.30, 7.18, 7.42%, respectively, and there was a gradual increase with the progress in the storage periods until reaching the highest percentage at the end of the



storage period for the above transactions at time 21 days 8.20 , 7.75, 7.48, 7.71 and 7.82%, respectively.

Table (2) Effect of different treatments on the percentage of fat (%) in the coated Labneh stored for 21 days at a temperature of  $(5\pm 2)^{\circ}\text{C}$ .

Treatments	1 day	7 day	14 day	21 day
M1	7.15 <sup>o</sup> $\pm 0.02$	7.37 <sup>lm</sup> $\pm 0.02$	7.85 <sup>hi</sup> $\pm 0.01$	8.20 <sup>gh</sup> $\pm 0.02$
M2	7.52 <sup>kl</sup> $\pm 0.02$	7.65 <sup>ig</sup> $\pm 0.03$	7.70 <sup>fg</sup> $\pm 0.01$	7.75 <sup>b</sup> $\pm 0.01$
M3	7.30 <sup>n</sup> $\pm 0.02$	7.36 <sup>m</sup> $\pm 0.01$	7.42 <sup>jk</sup> $\pm 0.03$	7.48 <sup>a</sup> $\pm 0.04$
M4	7.18 <sup>p</sup> $\pm 0.02$	7.29 <sup>f</sup> $\pm 0.01$	7.48 <sup>c</sup> $\pm 0.02$	7.71 <sup>c</sup> $\pm 0.02$
M5	7.42 <sup>m</sup> $\pm 0.03$	7.58 <sup>f</sup> $\pm 0.02$	7.69 <sup>e</sup> $\pm 0.01$	7.82 <sup>d</sup> $\pm 0.02$

- The numbers in the table are averaged for three replicates and express the values of the averages  $\pm$  standard deviation.
- Different letters in the same column indicate significant differences ( $p < 0.05$ ) between the studied groups.
- M1 = control, M2= Labneh sample with added CALANPs (100 mg/kg), M3= Labneh sample with added CALANPs (200 mg/kg), M4= Labneh sample with added CALA (100 mg/kg), M5= Labneh sample with added CALA (200 mg/kg).

These results are in agreement with Mohamed et al. (2021), where they mentioned a high percentage of fat in labneh after 21 days of storage due to the low percentage of moisture for transactions upon storage, and these results were also consistent with Al-Jubouri, (2021), where he mentioned a decrease in the percentage of fat in labneh after 14 days of storage. Storage was (8.93-8.53%).

### Percentage of Protein

The results of Table (3) show the effect of different treatments on the percentage of protein (%) in the coated Labneh stored for 21 days at a temperature of  $(5\pm 2)^{\circ}\text{C}$ , as the percentage of protein in all treatments M1, M2, M3, M4, M5 on one day were at 9.73, 9.77, 9.78, 9.74, 9.76%, respectively, until reaching the highest percentage at the end of the storage period for the above transactions at the time of 21 days, which were 10.21, 10.01, 10.12, 10.20, 10.18%, respectively .





Table (3) Effect of different treatments on the percentage of protein (%) in the coated labneh stored for 21 days at a temperature of  $(5 \pm 2)^\circ\text{C}$

Treatments	1 day	7 day	14 day	21 day
M1	9.73 <sup>ef</sup> ±0.02	9.89 <sup>c</sup> ±0.01	10.03 <sup>b</sup> ±0.01	10.21 <sup>a</sup> ±0.02
M2	9.77 <sup>j</sup> ±0.03	9.81 <sup>i</sup> ±0.02	9.90 <sup>gh</sup> ±0.02	10.01 <sup>de</sup> ±0.02
M3	9.78 <sup>gh</sup> ±0.03	9.86 <sup>fg</sup> ±0.02	9.95 <sup>cd</sup> ±0.01	10.12 <sup>e</sup> ±0.04
M4	9.74 <sup>ij</sup> ±0.02	9.94 <sup>gh</sup> ±0.01	10.08 <sup>ef</sup> ±0.01	10.20 <sup>c</sup> ±0.02
M5	9.76 <sup>hi</sup> ±0.02	9.90 <sup>g</sup> ±0.02	10.11 <sup>cdf</sup> ±0.02	10.18 <sup>cd</sup> ±0.02

- The numbers in the table are averaged for three replicates and express the values of the averages  $\pm$  standard deviation.
- Different letters in the same column indicate significant differences ( $p < 0.05$ ) between the studied groups.
- M1 = control, M2= Labneh sample with added CALANPs (100 mg/kg), M3= Labneh sample with added CALANPs (200 mg/kg), M4= Labneh sample with added CALA (100 mg/kg), M5= Labneh sample with added CALA (200 mg/kg).

The results also agreed with what was found with Al-Jubouri, (2021), where he stated that the percentage of protein in labneh after storage for 14 days was 10.48-10.31 (10.31 percent), and the reason is due to the effect of added linolenic acid in limiting the growth of microorganisms producing proteolytic enzymes. And the difference in the percentage of moisture and to the chemical composition of the anti-microbial materials added in the Nano capsules.

### Percentage of Ash

Table (4) shows the effect of different treatments on the percentage of ash (%) in the coated Labneh stored for 21 days at a temperature of  $(5 \pm 2)^\circ\text{C}$ , to which linolenic acid was added Nano-coated and unwrapped. It was noted from the results that the percentage of ash Immediately after manufacturing transactions M1, M2, M3, M4, M5, they were at 1.84, 1.49, 1.57, 1.69, 1.81, 1.43 %, respectively, until reaching the highest percentage at the end of the storage period for transactions at the time of 21 days, which was 2.15, 1.71, 1.80, 1.91 , 2.02 % respectively .



Table (4) Effect of different treatments on the percentage of ash (%) in the packed labneh stored for 21 days at a temperature of  $(5\pm 2)^{\circ}\text{C}$ .

Treatments	1 day	7 day	14 day	21 day
M1	1.84 <sup>ef</sup> $\pm 0.04$	<sup>d</sup> 1.95 $\pm 0.02$	2.08 <sup>b</sup> $\pm 0.03$	2.15 <sup>a</sup> $\pm 0.02$
M2	1.49 <sup>j</sup> $\pm 0.03$	1.55 <sup>i</sup> $\pm 0.02$	1.62 <sup>hi</sup> $\pm 0.03$	1.71 <sup>fg</sup> $\pm 0.01$
M3	1.57 <sup>h</sup> $\pm 0.01$	1.63 <sup>gh</sup> $\pm 0.01$	1.70 <sup>fg</sup> $\pm 0.01$	1.80 <sup>e</sup> $\pm 0.03$
M4	1.69 <sup>h</sup> $\pm 0.02$	1.75 <sup>f</sup> $\pm 0.02$	1.82 <sup>e</sup> $\pm 0.02$	1.91 <sup>d</sup> $\pm 0.03$
M5	1.81 <sup>f</sup> $\pm 0.02$	1.89 <sup>e</sup> $\pm 0.05$	1.96 <sup>d</sup> $\pm 0.02$	2.02 <sup>c</sup> $\pm 0.02$

- The numbers in the table are averaged for three replicates and express the values of the averages  $\pm$  standard deviation.
- Different letters in the same column indicate significant differences ( $p < 0.05$ ) between the studied groups.
- M1 = control, M2= Labneh sample with added CALANPs (100 mg/kg), M3= Labneh sample with added CALANPs (200 mg/kg), M4= Labneh sample with added CALA (100 mg/kg), M5= Labneh sample with added CALA (200 mg/kg).

These results are in agreement with Al-Jubouri (2021), who mentioned a decrease in the ash percentage after 14 days of storage from -2.20 (2.42%) in the samples of labneh coated with gelatin membranes and reinforced with nanoparticles, where the percentage of ash in labneh and cheese increases with the increase in storage periods. The results also agreed with what It was found by Mohamed et al. (2021), who mentioned that the ash percentage ranged between (1.70-0.80)% in the different treatments of brick stored for 21 days. The difference in the mineral content of labneh and cheese, the exudation of whey proteins and the high total solids.

### pH Values

Table (5) shows the effect of different treatments on the pH values of the coated Labneh stored for 21 days at a temperature  $(5\pm 2)^{\circ}\text{C}$  to which the nano-coated and uncoated linolenic acid was added. Manufacturing directly for the treatments M1, M2, M3, M4, M5 were at 4.78, 4.40, 4.38, 4.50, 4.45, respectively. The pH is one of the main factors in determining the extent of the development of the casein network. Casein particles and whey proteins are the main component in the composition of labneh and cheese. And even reaching the lowest pH at the end of the storage period for the above transactions at the time of 21 days was 4.53, 4.25, 4.21, 4.30 and 4.29, respectively.



Table (5) Effect of different treatments on the pH of the coated Labneh stored for 21 days at a temperature of  $(5\pm 2)^{\circ}\text{C}$ .

Treatments	1 day	7 day	14 day	21 day
M1	4.78 <sup>a</sup> $\pm$ 0.00	4.64 <sup>b</sup> $\pm$ 0.02	4.49 <sup>o</sup> $\pm$ 0.02	4.53 <sup>c</sup> $\pm$ 0.01
M2	4.40 <sup>e</sup> $\pm$ 0.01	4.35 <sup>fg</sup> $\pm$ 0.00	4.29 <sup>i</sup> $\pm$ 0.00	4.25 <sup>j</sup> $\pm$ 0.01
M3	4.38 <sup>ef</sup> $\pm$ 0.00	4.34 <sup>g</sup> $\pm$ 0.01	4.29 <sup>i</sup> $\pm$ 0.01	4.21 <sup>k</sup> $\pm$ 0.00
M4	4.50 <sup>d</sup> $\pm$ 0.00	4.38 <sup>ef</sup> $\pm$ 0.00	4.33 <sup>gh</sup> $\pm$ 0.00	4.30 <sup>hi</sup> $\pm$ 0.01
M5	4.45 <sup>d</sup> $\pm$ 0.00	4.33 <sup>gh</sup> $\pm$ 0.01	4.31 <sup>hi</sup> $\pm$ 0.00	4.29 <sup>i</sup> $\pm$ 0.00

- The numbers in the table are averaged for three replicates and express the values of the averages  $\pm$  standard deviation.
- Different letters in the same column indicate significant differences ( $p < 0.05$ ) between the studied groups.
- M1 = control, M2= Labneh sample with added CALANPs (100 mg/kg), M3= Labneh sample with added CALANPs (200 mg/kg), M4= Labneh sample with added CALA (100 mg/kg), M5= Labneh sample with added CALA (200 mg/kg).

The above results are in agreement with Al-Jubouri (2021), who stated that the pH value gradually decreases as the storage period is prolonged from 4.16 to 4.36 due to the high percentage of lactic acid in it due to the initiator bacteria in the 14-day labneh treatments. The results were in agreement with what was found by Mohamed and others (2021), who stated that the pH ranged between (4.14-3.97)% in the different labneh treatments stored for a period of 21 days. Its manufacture is in addition to the presence of a percentage of contamination with microorganisms whose growth causes an increase in acidity and a decrease in the pH of yoghurt and cheese during storage, in addition to the fermentation of the excess lactose sugar with samples after whey separation affected by the microbial content and the percentage of moisture that affect the activity of microorganisms.

### Percentage of Free Fatty Acids

Table (6) shows the effect of different treatments on the free fatty acids in the coated labneh stored for 21 days at a temperature  $(5\pm 2)^{\circ}\text{C}$  to which the Nano-coated and uncoated linolenic acid was added. Immediately after manufacturing transactions M1, M2, M3, M4, M5, they were at 0.93, 0.24, 0.13, 0.69, 0.54 %, respectively, until reaching the end of the storage period for the above transactions at the time of 21 days, they were at 1.70, 0.35, 0.25, 0.88, 0.83 % respectively.





Table (6) Effect of different treatments on free fatty acids in coated labneh stored for 21 days at  $(5\pm 2)^{\circ}\text{C}$

Treatments	1 day	7 day	14 day	21 day
M1	0.93 <sup>d</sup> ±0.01	1.25 <sup>c</sup> ± 0.00	1.56 <sup>b</sup> ±0.01	1.70 <sup>a</sup> ±0.02
M2	0.24 <sup>kl</sup> ±0.01	0.27 <sup>m</sup> ±0.01	0.31 <sup>ij</sup> ±0.00	0.35 <sup>i</sup> ±0.01
M3	0.13 <sup>m</sup> ±0.01	0.17 <sup>g</sup> ±0.01	0.21 <sup>kl</sup> ±0.01	0.25 <sup>kl</sup> ±0.00
M4	0.69 <sup>g</sup> ±0.01	0.69 <sup>g</sup> ±0.03	0.78 <sup>f</sup> ±0.01	0.88 <sup>e</sup> ±0.02
M5	0.54 <sup>h</sup> ±0.01	0.73 <sup>g</sup> ±0.02	0.79 <sup>f</sup> ±0.01	0.83 <sup>f</sup> ±0.01

- The numbers in the table are averaged for three replicates and express the values of the averages  $\pm$  standard deviation.
- Different letters in the same column indicate significant differences ( $p < 0.05$ ) between the studied groups.
- M1 = control, M2= Labneh sample with added CALANPs (100 mg/kg), M3= Labneh sample with added CALANPs (200 mg/kg), M4= Labneh sample with added CALA (100 mg/kg), M5= Labneh sample with added CALA (200 mg/kg).

The above results converged with Al-Jubouri (2021), who mentioned that the percentage of free fatty acids gradually increases with the long storage period (0.39-0.29)%, due to the role of these coatings in trapping moisture and then providing a suitable growth environment for the activity of the initiator bacteria, especially in the presence of water activity ( $a_w$ ), especially lipolytic bacteria that increase the degree of lipolysis in labneh stored for 14 days.

## Conclusions

The addition of the Nano-encapsulated linolenic acid at a concentration (100 and 200 mg/kg) helps to preserve the manufactured yogurt with its chemical properties and for longer storage periods compared to the treatment without it, in addition to the role of Nano-encapsulation, which works to provide the quantities required to meet part of the daily needs of the adult human being because it is a fatty acid Important for human health while maintaining the quality of milk products without affecting the sensory qualities.

## Suggestions

The use of Nano coated linolenic acid in other food products.





## Recommendations

The addition of nano-encapsulated linolenic acid in dairy products for the purpose of increasing the shelf life as long as possible.

## Thanks and Appreciation

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## **SILICIFIED GRAPHITE AS A PROMISING MATERIAL FOR USE IN A NUMBER OF INDUSTRIES IN OUR COUNTRY**

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### **Abstract**

In this paper the physical and mechanical properties and structural features of silicide graphite which obtained from pressed graphite powder absorbed by silicon at high temperatures are given (are present). The results in exploitation were carried out in production conditions.

**Keywords:** Graphite, material, properties, structure.

### **Introduction**

Synthesis and development of new materials technologies represent one of the main tasks of modern materials science. At the present time, thanks to progress in fundamental fields of science, especially in solid state physics, the possibilities of obtaining new types of materials with a combination of different properties have dramatically expanded. Impregnation of carbon graphite materials with liquid silicon at high temperatures makes it possible to obtain materials of a new class such as silicified graphite, which has exceptionally high performance properties [1].

The structure of silicified graphite is a rigid frame made of silicon carbide of exceptionally high hardness and free graphite [2], resembling a composite material, which provides a complex of valuable physical and mechanical properties [3].

The Department of Materials Science of TSTU mastered the technology of manufacturing parts for various purposes by impregnating compressed graphite blanks with liquid silicon at temperatures above 2000 ° C. For this purpose, stacks of 10x10 mm in size with a length of 30 mm from fine-grained graphite powder were pressed under various pressures [4]. The impregnation of pressed graphite blanks was carried out in a vacuum furnace at a temperature of 2075 ° C, the impregnation time was 60 minutes.





Microstructural analysis of the stacks after impregnation with liquid silicon showed that the structure of silicified graphite consists mainly of four phases: silicon carbide, free silicon, free graphite and empty pore channels. As the pressing pressure increases, the number of pores decreases significantly, and the material becomes three-phase. Figure 1 shows the microstructure of a stack impregnated with liquid silicon obtained by shooting through the eyepiece of a MIM-7 microscope using a digital camera.

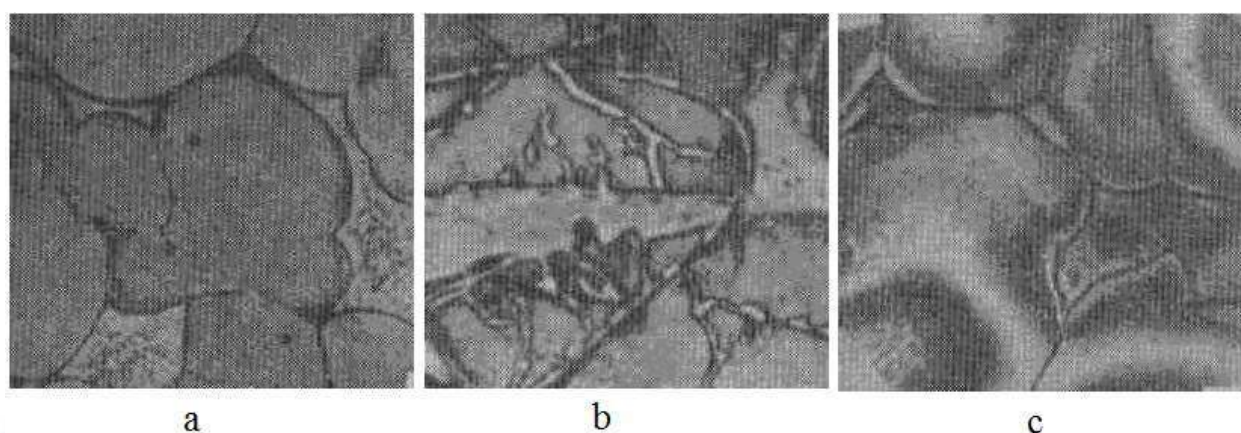


Fig. 1. Microstructure of a stack of silicified graphite x2000: a - a fragment of the middle of the material; b- pores filled with free silicon; c- particles of free graphite

A number of tests were carried out to compare the mechanical properties of the manufactured stacks with the properties of foreign analogues made of silicified graphite. The results of testing the mechanical properties of the manufactured stacks are shown in Table 1.

Table 1. Physico-mechanical properties of silicified graphite stacks

Manufacturer of the sample material from silicified graphite	Density, g/cm <sup>3</sup>	Tensile strength, MPa			Impact strength	Modulus of elasticity,	Hardness, HRC
		when compressing	when stretched	when bending			
Department of "Materials Science and Technology of Materials" TSTU	2,65	300	425	95	3,0	95	72
Foreign analog	2,5-2,8	300-320	401-501	90-110	2,8-3,5	95	65-78

The scope of application of parts made of silicified graphite is unlimited, they are used in metallurgy, chemical and petrochemical engineering as friction units (O-rings,





bearings, sliding bearings) in pumps, reactors, separators and other equipment; for protective fittings of immersion thermocouples used in measuring the temperature of molten cast iron, copper, zinc and other metals; for locking and filling supplies of metallurgical furnaces and ladles used in casting metal melts.

Materials of high density and fine structure have the highest strength characteristics. Porous and multicomponent materials have lower characteristics due to the presence of pores, silicon and carbon in them. By changing the phase composition and porosity of materials, it is possible to regulate their mechanical properties to a certain extent. To compare the operational properties of silicified graphite with foreign analogues, end seals in the form of rings made of silicified graphite were manufactured at the department. In Fig. 2 shows the end rings made at the Department of "Materials Science and Technology of Metals" of TSTU.

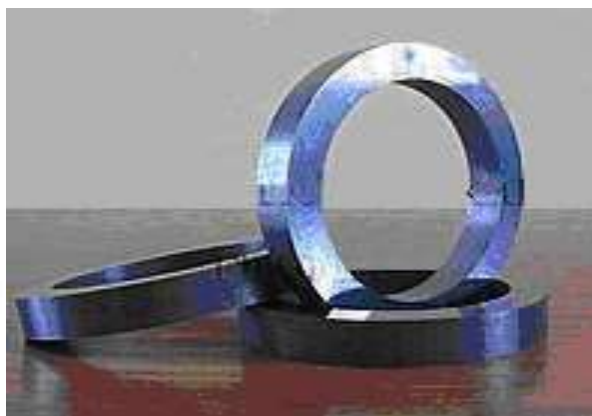


Fig. 2. End rings made of silicified graphite, manufactured by the Department of "Materials Science and Technology of Metals" of TSTU.

Tests of sealing rings were carried out in the operational conditions of the Tashkent Paint and Varnish Plant. To do this, the seals were installed on pumps pumping acidic waters of pigment shop №10. The test results are shown in Table 2.

Table 2. Test results of seals made of silicified graphite

Liquid Properties		Pump numbers, №	Test time, hour	Weight loss, g	The amount of wear, microns
Temperature, °C	The environment, pH				
25-35	3,3-3,8	1	50	0,03	2
		2	100	0,00	no wear
		3	200	0,00	no wear
		4	250	0,00	no wear
		5	500	0,01	0,1

According to the results of tests of sealing rings made of silicified graphite in the operating conditions of the Tashkent Paint and Varnish Plant, it was found that



silicified graphite has high wear and erosion resistance, it is stable in acidic environments, has the highest antifriction properties.

The combination of extremely valuable properties of silicified graphite gives reason to recommend them as an antifriction highly wear-resistant structural material suitable for working in friction pairs, including in aggressive environments.

The mastered technology of manufacturing parts from silicified graphite by the Department of Materials Science and Technology of Metals of TSTU can serve for the manufacture of structural parts used in a number of industries of our country.

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## THE ROLE OF BUKHARA FOLKLORE SONGS IN YOUTH EDUCATION IN THE SYSTEM OF CONTINUOUS EDUCATION

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### Annotation

The article analyzes the use of folk songs in music lessons in general secondary schools, as well as the development and analysis of children's love for the songs of the motherland through these songs.

**Keywords:** melody, song, performance folk art, children's folklore performance, local style, education, analysis.

### Abstract

The article gives the results of the analysis of the textbooks on music for secondary schools, based on the analysis, the state of teaching of folk songs at school is studied.

**Key concepts:** General education, folk music, folk songs.

### Summary

The article presents the results of the analysis of music textbooks for secondary schools, on the basis of the analysis, the state of teaching folklore songs at school is studied.

Basic concepts: general secondary education, musical education, national music, folk songs. When Bukhara children sing folk songs, they are more likely to identify the peculiarities of musical knowledge. In singing children, such knowledge is formed on an emotional basis directly through his emotional world. That is, from listening to music to emotional perception, and then to conscious thinking. Therefore, in the process of mastering musical works, it is necessary to teach a person from an early age to understand folk songs and national melodies, to understand the poetic text of songs to the extent that they harmonize with music, because the next generation enjoys music and art. developing the ability to make an impression is an important issue. Signs of talent are formed on the basis of intelligence, and musical abilities develop as a result of active participation of a person in a particular artistic activity. Bukhara children's folk songs, with their cheerfulness and cheerfulness, quickly influence the upbringing of children, and the popular words in it attract everyone and begin with





human care and loyalty to a friend. Therefore, in schools, music teachers need to pre-determine the purpose of each hour of music education, to understand what kind of music education and skills they are developing in students while teaching a particular piece of music. However, the course of music-pedagogical lessons in school practice is still not at the level of the requirements of the time. One of the main reasons for this is that some important problems of music education methodology have not been solved. One of the solutions to such problems is to integrate music education with folk songs, as well as with the national music culture. Bukhara is one of the leading means of attracting young people to music through children's folk songs. They quickly fall in love with the melody of the poem, its familiar character and content. Folk songs, like other folklore works, are created orally and pass from mouth to mouth. That's why they're cast. There are no superfluous words in the text of YA's folk songs. If there are violent words in the song; looks like a patch. In folk songs, the melody is created as a result of the balance of words in terms of content and tone. This melody and melody are the basis for the creation of the melody of the song. It turns out that folk songs are usually created with their own melody and melody. Of course, the tone of the song is influenced by the idea of the theme. The tone in which YA is created is consistent with that content. Usually, the content of a song determines its melody. However, sometimes it is possible to create lyrics based on familiar folk melodies. So, songs that play an important role in folklore, are intended only for singing, and quickly attract the attention of performers and listeners.

It is even remarkable that most of the songs are performed in a play (dance) using a specific musical instrument. Folk songs are very useful for children from an early age to develop their interest and love for the art of music, to form a range of musical tastes, knowledge and concepts due to their simplicity, conciseness, playfulness, ease of singing. In humans, the ability to hear music is developed through the song "alla" and is actively enhanced through caresses and rubbing. Later, when the child learns to speak, he or she acquires direct performance skills and continuously develops his or her musical imagination. It is obvious that folk songs are the main basis for the formation and development of musical knowledge in man. The songs, which are sung and caressed to comfort the child from an early age, have a unique style of each oasis, mainly as a tribute to the child, you put more emphasis on the word and put it on your knees, lifted into the lake, thrown into the air, and pampered. There are a lot of entertainment songs that are still performed in Bukhara.

Well-known Uzbek folklorist, Muzayyana Alaviya, the first major researcher of Uzbek folk songs, wrote about it: he says. Among the Uzbek people, there is a saying that a burner is a singer, a lover is a singer or a lover is a singer, and a burner is a murderer.





This means that a dream is a song in the process of striving to achieve a goal, to overcome it in times of sorrow, to ease labor, to overcome fatigue, and to express joy and happiness. they sing creatively.

The light melody of Uzbek folk songs helps the younger generation and people to understand music more easily. Improving the education of music has always been one of the most pressing issues. identify folk melodies related to folk songs, evaluate their melody quality, tempo and timbre, identify the main features that determine the nature of music, study the aspects of their performance and bring up children of age-appropriate musical works defining its role in giving is one of the most pressing issues facing our folklore and music theory today. At the same time, it is important to plan the music education of the younger generation. It also paves the way for folk songs to be passed down from generation to generation. It can be said that the more folk songs are planned to be taught to students in music classes in secondary schools, the more it is true that children's musical impressions are revived. they have no difficulty in knowing the means of expression and their place in life. Folk songs are very helpful in understanding music. For them, it's a great way to differentiate between different types of music. It is also convenient for young people to have a good idea of the means of expression of music, such as melody, music, contrasting parts.

So, songs, one of the three main genres of music, provide a good basis for studying the nature of folk songs and folk music. However, neither in the field of folklore, nor in the science of music, the melodies of Uzbek folk songs, the main features of their performance, the characters have not been fully and comprehensively studied. Unfortunately, the number and quality of national songs in music textbooks do not fully meet the needs of today's students. It is true that sometimes there are some opinions on this subject in some scientific and theoretical sources on folklore. But the musician's assessment of the performance of folk songs would be different. Because their melody plays an important role in the survival of folk songs.

Basic features and methods of performing folk songs. The role of theme and text in the performance of folk songs. Folk songs are one of the most popular genres of folklore (oral art) and play an important role in both traditional and modern performance. The same can be said about their creativity. Folk songs are a mirror of the people's heart and a mirror of the times. They reflect the aspirations and feelings of the people, as well as the most pressing issues of life. is also a historical monument? The term "song" is derived from the Turkish verb "song" and means to sing along with a line. People songs are named together with different adjectives depending on the content they are created, the place, style and functions of the performance. For example, about the work done by a worker in the process of labor, the songs sung are







called labor songs, the song that caresses is a children's song, and the songs about love are lyrical songs. and so on.

Thus, Uzbek folk songs vary depending on the period of their creation, the place of performance, the nature of the performance, the time of performance.

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## REVIEW OF MODERN METHODS FOR IMPROVING COMPLEX PROPERTIES OF Cu-Cr ALLOY

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### Annotation

This article describes modern techniques for producing a Cu-Cr alloy for various applications. From modern articles, the latest methods of alloying with elements are described, which allow improving the strength characteristics at the same time, while maintaining or even increasing the electrical conductivity of the alloy. As another method for improving the properties of an alloy, applications of severe plastic deformation are described in detail.

**Keywords:** Copper, chromium, alloy, strength, electrical conductivity, micro hardness, aging.

### Introduction

High strength and high conductivity are two internal properties that are difficult to combine in a metal alloy structure, because: almost all hardening mechanisms lead to a decrease in electrical conductivity. Dispersion hardening with nanoscale particles turned out to be the best way to achieve an optimal combination of strength and conductivity in copper-based alloys. However, the known dispersion-hardening copper alloys are limited by the concentration of dissolution of substances, which





limits the volume fraction of hardening released particles of the second and third phases.

It was found that rapid solidification in the cast tape led to an increase in solubility and grinding of chromium-rich phases. The X-ray diffraction pattern data suggest that the Cr content in the solid solution was up to 6 wt.%. Certain parameters of the crystal lattice confirmed the multiple expansion of the Cr solid solution into Cu. Studies of thermal aging of cast tapes have shown that peak aging occurs after about twenty minutes. The peak hardness at exposure ranged from 200 to more than 300 HV. The maximum peak aging hardness of 380HV was obtained for an alloy containing 6 wt. % Cr, but with a conductivity of about 50% IACS. The best combination of strength and electrical conductivity was obtained for an alloy of 4 masses % Cr with a hardness of 350 HV and a conductivity of 80% IACS (Figure 1,2). The observed high strength is explained by the increased volume fraction of semi-coherent nanosized particles with a high chromium content, which were formed from an oversaturated Cu-Cr solid solution, which was achieved due to high cooling rates due to the casting process of the tape.

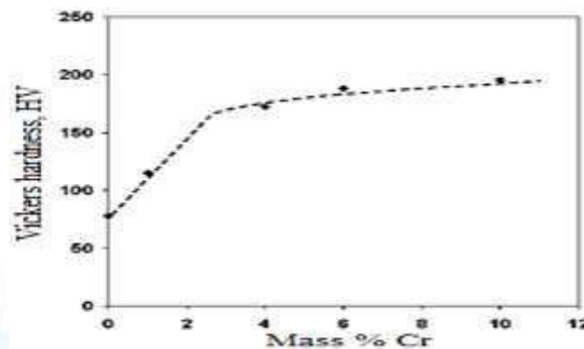


Figure 1. The effect of the mass content % Cr on the hardness of the cast tape.

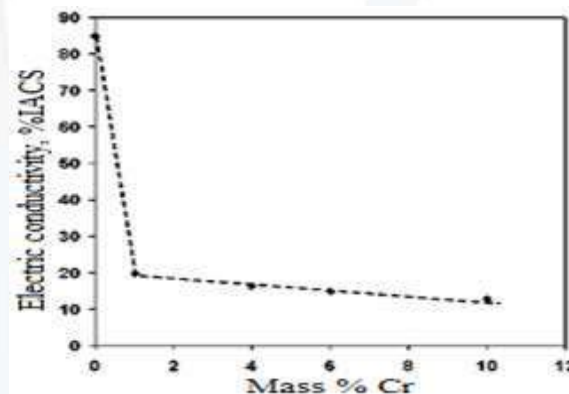


Figure 2. The effect of the mass content % Cr on the electrical conductivity of the cast tape



## Methods of Obtaining the Alloy

Cu-1.56% Cr alloy was prepared for the study. Its structure at different stages of aging was observed using transmission electron microscopy. At the initial stage, a modulated structure was discovered, which is an ordered intermetallic phase, called modulated structure I, and another modulated structure, called modulated structure II, was discovered after aging at 500 °C for 45 min. The results show that the sequence of particle separation in the Cu-Cr alloy during aging does not refer to the traditional direct transformation from the HCC structure to the BCC, but to the sequential and gradual transformation of the modulated structure into another modulated structure. In a modified mill, a Cu–Cr alloy was obtained by mechanical alloying of the powder. The results showed that the cooking temperature is much lower using a modified mill than with traditional equipment. Also, no differences were found in the obtained alloys prepared using a vibrating and planetary mill. Activated carbon powder was found to exhibit excellent reducing ability for metal oxides, while graphite powder was found to be unacceptable for this process. Based on the experimental results, a nanoscale Cu–Cr alloy grain can be obtained by mechanical alloying in a modified mill at 325°C for 3 hours with a mass ratio of 15:1. The phenomenon of crystal agglomeration was also detected in the alloy powder, leading to an increase in the particle size.

Cu-1.37%Cr alloy powders were prepared by gas spraying, and the cooling rates of the alloy powders were calculated using the principle of convective heat transfer. The morphology, distribution of alloy elements, and microstructure of Cu-1.37%Cr alloy powders were characterized using an X-ray diffractometer and a scanning electron microscope. The results showed that with an increase in the cooling rate from  $9.75 = 103 \text{ K / s}$  to  $1.08 = 105 \text{ K / s}$ , the grain size decreases from 150 to 45 microns. The morphology of the alloy powders has a spherical or similar spherical shape together with smooth surfaces.

The grains have a uniform size, and the Cr particles are evenly distributed in the Cu matrix. With a decrease in particle size, the diffraction angle shifts by a small angle, which indicates a greater solubility of Cr in the Cu phase.

In a supersaturated solid solution of Cr in Cu with a subnanometer-sized structure was successfully synthesized by mechanical alloying. The prepared alloy Cu-60 wt. % Cr contains crystalline and amorphous phases, and a sample ground for 40 hours contains more than 50 kJ/mol of stored energy. This high energy provides the thermodynamic driving force needed to achieve doping, and it is mainly caused by the abundant free volume in the amorphous structure. In addition, the grinding process generates many diffusion channels that facilitate the diffusion of disordered Cu atoms



into the Cr matrix, thereby improving doping. The diffusion of Cr atoms into the Cu lattice is very difficult, even when a large number of defects are present in the Cu lattice.

### Application of Alloying and Other Methods to Improve Properties

The study of the properties of the Cu-Cr-Zr-Mo alloy yielded the following results the micro hardness of the "insitu" composite Cu-0.85%Cr-0.5%Zr-0.5%Mo increases rapidly at the initial stage of aging, and then decreases with increasing exposure, and the electrical conductivity increases with increasing aging time and temperature. The best combination of hardness and conductivity is achieved at 500 °C for 4 hours, and the values of micro hardness and electrical conductivity are 171 HV and 81.3% IACS, respectively (figure 3).

The release of the secondary phase can be accelerated by cold deformation before aging. Cu-Cr-Zr-Mo composite in situ demonstrates high strength and high conductivity only after aging treatment and plastic deformation. The separation of alloying element particles from the supersaturated copper matrix leads to an increase in electrical conductivity and micro hardness. Cold deformation can accelerate the release of Cr, Zr, or Mo from the copper matrix, since dislocations act as heterogeneous centers and nucleation centers. The influence of Ad on the microstructure and mechanical properties of cast, cold-rolled and aging-treated Cu-Cr alloys was investigated in this paper. The results showed that the addition of a small amount of Ag significantly improves the mechanical properties of Cu-Cr alloys with little effect on electrical conductivity.

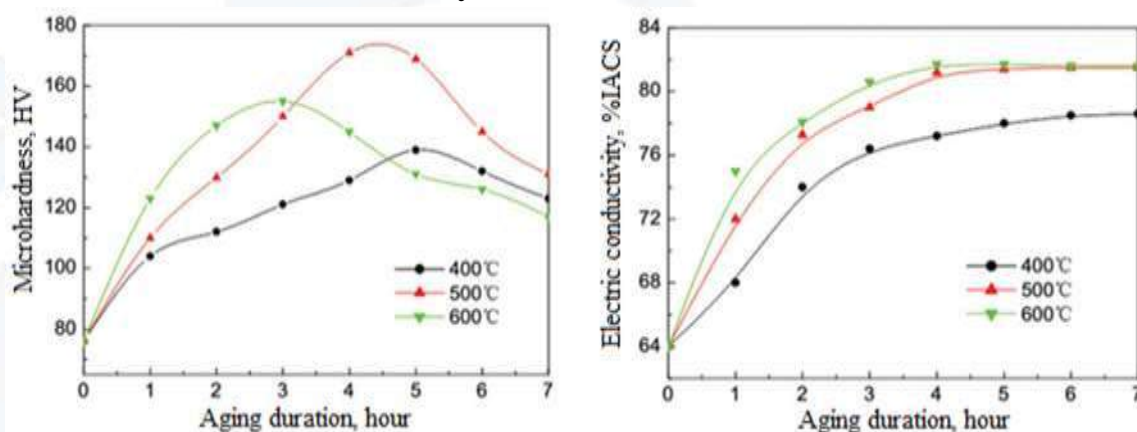


Figure 3. Changes in the micro hardness and electrical conductivity of the alloy at different aging temperatures

By means of induction melting with an intermediate frequency under non-vacuum conditions, at 1000 °C for 60 minutes of solid solution treatment, 95% of cold rolling



deformation and 400 °C aging treatment for 90 minutes, the Cu-0.89% Cr-0.44%Ag alloy showed excellent mechanical characteristics and conductive properties – a tensile strength of 541.5 MPa and a specific electrical conductivity of 83.2% according to IACS. Rapid solidification and mechanical alloying can provide a high degree of metastability and microstructure improvement. In the study these two methods are applied to Cu-Cr alloys. Compared in terms of microstructure and mechanical properties obtained after molding from a melt and subsequent pressing by extrusion of powders obtained by rapid solidification and mechanical alloying. Supersaturation does not exceed 2 at % Cr, since primary chromium particles are formed directly from the melt. During high-temperature processing or extrusion, the bimodal distribution of small secretions and large primary particles becomes unstable, and small secretions dissolve into larger particles. Mechanical alloying ensures uniform distribution of almost all chromium used. Accordingly, the few remaining large particles play an insignificant role in influencing the stability of the microstructure, and the structure and properties are preserved to higher temperatures than for rapidly solidified materials. Thus, in this case, mechanical alloying provides significant advantages over rapid solidification. Cu-Cr Ti alloys with different Ti content were obtained by induction melting in vacuum, cold deformation and aging. The microstructure, mechanical and electrical properties of Cu-Cr Ti alloys have been studied at different Ti contents. The results show that an increase in the Ti content can improve the mechanical properties of Cu Cr Ti alloys, while its conductivity is significantly reduced. After cold rolling by 80% and aging at 500 °C for 60 minutes, the hardness, electrical conductivity and tensile strength of the Cu-0.3% Cr-0.05%Ti alloy are 162.6 HV, 82.2% IACS and 510 MPa, respectively. The hardening mechanism of the studied alloys is mainly related to the Orowan mechanism and dislocation hardening. As a conclusion, it was found that the addition of Ti can slow down the growth and enlargement of the allocation of Cr in the aging process. Magnesium was added to the Cu-Cr alloy to overcome the traditional limitations of expensive and large-scale production of Cu-Cr alloys and to reveal the mechanism of Mg's effect on the microstructure and properties of the Cu-Cr alloy. The effect of magnesium on the microstructure and properties of the Cu-Cr alloy was investigated by hardness testing, electrical conductivity measurements, and microstructure studies on a transmission electron microscope. The separation sequence of the Cu-Cr-Mg alloy was similar for the Cu-Cr alloy. Magnesium in the Cu-Cr alloy additionally accelerated the process of excretion nucleation, restrained growth due to segregation on the surface of secretions during aging. This increased the stability of the microstructure and improved the mechanical properties of the alloy. Cu-Cr-Mg alloy showed high complex properties







and characteristics of softening resistance than Cu-Cr alloy at elevated temperature. After aging at 480 °C, Cu-Cr-Mg alloy had a tensile strength of 540 MPa and an electrical conductivity of 79.2% on the IACS scale for peak aging states, as well as a tensile strength of 515 MPa and an electrical conductivity of 80.8% IACS after 4 hours of aging. Figure 4 shows the change in the hardness of HV during aging.

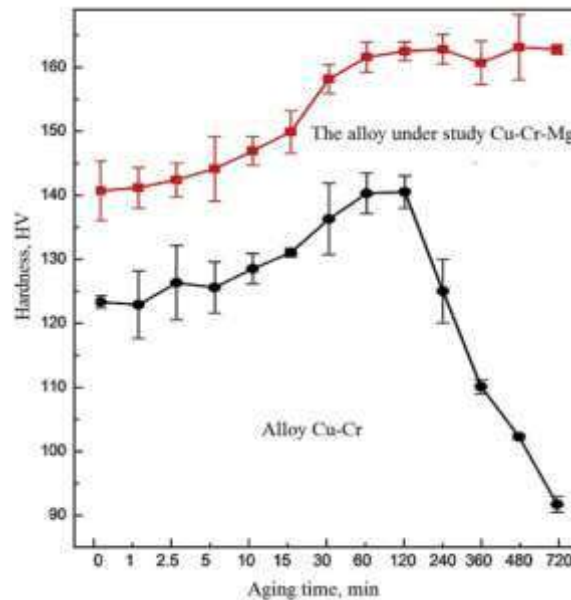


Figure 4. Change in HV hardness during aging

Alloys Cu-0.57% Cr-0.01% Ca and Cu-0.58% Cr-0.01% Zr (wt.%) were manufactured and processed by thermomechanical treatment. Their mechanical and electrical properties and microstructure were studied in detail and compared with the properties of Cu-0.57% Cr alloy. The results showed that the softening resistance of the Cu-Cr alloy was significantly improved by the addition of Ca and Zr elements. Compared to the Cu-Cr alloy, the deformed microstructure of Cu-Cr-Ca and Cu-Cr-Zr alloys is more difficult to recrystallize at elevated temperatures, and the Cr released in the alloys was smaller in size and had a FCC structure during aging. The high strength of Cu-Cr-Ca and Cu-Cr-Zr alloys is mainly due to dislocation hardening provided by high-density dislocations and hardening by small Cr particles. The study showed that the segregation of Cu and Zr atoms at the interface between Cr particles and the copper matrix is favorable from the point of view of energy. This segregation effectively prevented the growth of Cr particles and significantly enhanced the effect of fixation on the movement of dislocations and subgrain boundaries, which ultimately led to an increase in the resistance to softening of the Cu-Cr alloy.



The effect of the use of intensive plastic deformation (IPD) and thermomechanical treatment (TMO) on the properties of the alloy

The effect of TMO on the mechanical and electrical properties of the Cu-Cr-Zr alloy was experimentally investigated in this work. The mechanical properties of the alloy improved as a result of cold treatment and aging, but the electrical conductivity mainly changed depending on the aging temperature. In addition, the mechanical and electrical properties of the alloy changed due to the interaction of material hardening mechanisms depending on the TMO. The increase in strength was associated with deformation hardening caused by cold treatment. Aging can be effective for improving both the mechanical and electrical properties of the alloy due to isolation, but may be accompanied by the restoration of the deformed alloy. Therefore, it would be effective to increase the strength of the alloy due to aging and cold processing. On the other hand, it can advantageously ensure the ductility and electrical conductivity of the alloy by applying cold treatment and aging. According to this study, the above process used after aging for Cu-Cr-Zr alloy can yield 529.4 MPa with 78.6% IACS.

Grain grinding by intensive plastic deformation (IPD) is an effective means of improving the mechanical characteristics of chrome, zirconium and hafnium bronzes. The formation of ultrafine-grained (UMZ) microstructures in copper-chromium alloys has led to an improvement in durability, wear resistance and fatigue strength, which are important operational characteristics when used for contact welding electrodes and switching devices. One of the most effective methods of SPD when grinding grain is high-pressure torsion (HPD). Previous work has shown that the use of CVD can reduce the grain size to 10 nm due to significant hardening of alloys with a high Cr content. At the same time, IPD usually leads to a decrease in electrical conductivity due to the high density of grain boundaries. Changing the microstructure by additional heat treatment after IPD can lead to an improvement in electrical conductivity while maintaining high strength. Most likely, the Cr content in Cu significantly affects the effectiveness of these procedures in achieving optimal properties. In this work the possibility of processing KVD and subsequent heat treatment to obtain a combination of high strength and good electrical conductivity in chrome bronzes with different Cr contents – 0.7%, 9.85% and 27% was demonstrated. The following results were obtained in the work:

1. The treatment of copper-chromium alloys with CVD leads to significant hardening due to the formation of the UMP microstructure. With an increase in the Sgm content, the microhardness increases from about 1700 to 2700 MPa due to a decrease in the average grain size from ~ 209 to ~ 40 nm, as well as an increase in Cr content,





dislocation density and the presence of deformation twins. The electrical conductivity decreases with increasing Cr content due to the greater number of grain boundaries. 2. Heat treatment after KVD leads to a gradual decrease in hardness and an increase in electrical conductivity. With a high Cr content (9.85% and 27%), the appropriate choice of heat treatment temperature allows you to maintain high hardness with a significant increase in electrical conductivity. A significant improvement in electrical conductivity can be explained by the release of Cr and relaxation of grain boundaries. This study demonstrates the possibility of CVD processing and subsequent heating to obtain both high hardness and electrical conductivity in Cu-Cr alloys.

Table 1. Electrical conductivity and microhardness of alloys.

Alloy	Processing	Initial state		KVD		KVD and vacation *	
		HV (MPa)	% IACS	HV (MPa)	% IACS	HV (MPa)	% IACS
Cu-0.7%Cr	Tempering	804±38	39	1740±74	34	1830±36	35
	Annealing	1000±36	86	1612±38	61	1435±30	72
Cu-9.85%Cr	Tempering	1270±67	37	2140±22	29	1753±44	67
	Annealing	1268±104	63	2107±87	54	1892±137	76
Cu-27%Cr	Cast condition	1402±79	41	2698±90	20	2638±109	42

The influence of the direction of the ND by means of equal-channel angular pressing on grain grinding and structural features of the Cu–Cr alloy has been studied from the point of view of grain shape, size, preferred crystallographic orientation and grain boundary distribution relative to the misorientation angle. The mechanical behavior of samples with various treatments is evaluated both in monotonous and cyclic tests aimed at clarifying the role of various structural factors in the resulting mechanical properties. It has been found that despite significant microstructural differences in grain morphology and texture, the tensile strength and fatigue of processing routes are only slightly affected. However, the choice of the direction of deformation gives small changes in the shape and texture of the grains, as well as some influence on plasticity, which is especially noticeable during cyclic loading.

High strength and high conductivity were achieved in rapidly hardening Cu-Cr alloys with a high Cr content. Rapid solidification indicates an increase in solubility in solids and the grinding of the second Cr phase. The hardened tape was subjected to peak aging to obtain a combination of hardness above 300 HV, which would correspond to a yield strength of 900 to 1000 MPa and a conductivity of 70% IACS. However, these alloys wear out quickly. The combination of chemical potential and hardening in vacancies made it possible to create a favorable atmosphere for germination and growth of the second phase secretions. It is believed that it is possible to stop the



growth of the released particles by further alloying with transition elements, which, as is known, merge into stable particles.

In the effect of phosphorus on the Cu-Cr alloy was investigated and the following conclusions were made:

- 1) in alloys, it was found that the Cr phase with a size of 10-20 nm strengthens the alloy by the Orovana mechanism, and the Cr phase with a size of less than 5 nm strengthens the alloy by coherent hardening;
- 2) For Cu-Cr-P alloys, the Cr content should be controlled within a certain range to obtain suitable strength and electrical conductivity. When the P content was about 0.01 wt. %, the Cr content should be in the range of 0.36-0.63 wt. %;
- 3) The tensile strength and electrical conductivity of the Cu-0.36%Cr-0.01%P alloy was 572 MPa and 80% IACS, respectively, after solid solution separation after heating at 980 °C for 2 hours, followed by 95% cold rolling, and subsequent aging at 450 °C for 1 hour. These results are comparable with the properties of Cu-0.6%Cr-0.3%Zr alloy.

Studies have been conducted on the effect of Zr-containing phase isolation on the properties of Cu-Cr-Zr alloy after treatment on solid solution at 1253 K for 2 hours and aging at 763 K for 0-6 hours. The following conclusions were made:

- 1) the sequence of isolation of Zr-containing secretions in the Cu-Cr-Zr alloy is a supersaturated solid solution rich in Zr atomic clusters and Cu-Zr phases;
- 2) in the aging process, Zr atoms first segregate in the crystal plane of the copper matrix and form coherent Zr-rich atomic clusters, which consist of monolayers of Zr atoms and have a lamellar shape. Some of the clusters transform into the metastable phase of the Cu-Zr phase with increasing aging time, the crystal plane.
- 3) The contribution of atomic clusters with a high Zr content and the Cu-Zr phase to the yield strength of the alloy is calculated by coherent hardening and Orovane hardening.

The microstructure and electrical and mechanical properties of Cu-1.3%Cr and Cu-2.5%Cr samples made with optimal laser melting parameters were studied. Subsequently, the effect of heat treatment on the microstructure and properties of the samples was studied.

## Conclusion

At the end of the article, I would like to note that the Cu-Cr alloy we are studying has not yet been fully studied. Studies conducted by various researchers prove once again that the study of this alloy has not yet reached its maximum, and no one has yet come to a consensus. The reason for this is the various methods used to obtain the alloy,





alloying with various metals and elements, the use of various IPD methods by each individual author and researcher. Also, do not forget that different temperatures for aging allow you to obtain high mechanical properties in combination with electrical conductivity without the use of IPD, which complicates the tasks and makes the work much more interesting.

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## THE THEMATICAL CLASSIFICATION OF ARABIC PROPER NOUNS USED IN THE WORK OF «THE STORIES OF PROPHETS» BY RABGHUZY

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### Abstract

This article analyses the separated lexical groups of words and phrases of Arabic origin, defined in the work of Qisasi Rabguzi by Nasuriddin Rabguzi, first written in Turkic language based on Islamic sources in the XIII-XIV centuries in Khorezm. Several kinds of proper names, being effectively used in the language of the work, were identified. It was also concluded that borrowed and exotic anthroponyms, ethnonyms, theonyms and toponyms and religious vocabulary are the most frequently used groups in the language of the work. This research plays an important role in the study of the historical development of the process of borrowing Arabic words and lexical composition in the language of the Turkic peoples of the XIII-XIV centuries.

**Keywords:** lexical content, arabic loanwords, proper nouns, vocabulary, thematical classification, linguistic method, anthroponym, ethnonym, toponym.

### Introduction

The investigation of Arabic proper names used in «The stories of prophets» by Rabghuzy in the separated lexical groups gives an opportunity to reveal the information concerned with Arabic language of the Turkic people's life features of XIII–XIVth centuries.

The proper nouns, used in the work, has a huge amount and the following types of them had been defined.

The anthroponyms can have: arabic name, kunya (calling a man with his child's name) and nicknames. The followings can be the samples for these types: Mukhammad Mustafo (2r/8), Nosiru-d-din (2r/19), Abdulloh ibn Abbos (4v/14–15), Yahya ibn Mas'af Ar-Roziy (11r/10), Abdu-l-Mug'iys (15v/1), Maziyd ibn Sa'd (29v/15), Luqmon ibn Od (29v/16), Qayl ibn Umar (29v/16), Malik ibn Suleyman al-Kharoviy rahmatullohi alayhi (24v/22).





B. Abdushukurov in his research classifies the anthroponyms from its lexical-semantic peculiarities as religious anthroponyms, the names of historical personages, nicknames, pseudonyms, the names given for animals, the names of idols. N. Uluqov in his investigation dealing with the exotic lexics of religious texts reveals the borrowed and exotic types of anthroponyms. The author says that exotic anthroponyms- it is the arabic proper nouns which are not borrowed. The Anthroponyms is considered as the biggest type of proper nouns, and within the exotic lexics, which can be met in the religious texts, it makes a separate thematic group. The group of exotic anthroponyms can include the names of arabic folks, nicknames, nisbas, kunyas, pseudonyms. There is one feature of exotic anthroponyms – next to the father's name is given «ibn» ( a son) for men, and for women «bint» (a daughter) (Uluqov, 1997, p.88-90). The following kunyas are given in the work- Maziyd ibn Sa'd (29v/15) means Maziyd is a son of Sa'd, Aysha bint Aby Bakr Siddiq (198r/21) means Aysha is a daughter of Abu Bakr Siddiq, Omina bint Vahhob (198r/11) means Omina is a daughter of Vahhab. Sometimes in the front of exotic anthroponyms can be given the words like «abu» which means «father» or «ummu» which means «mother». Besides, there are other names belonging to this group: Abu Talib (191vr/21) means father of Talib, Abu Bakr (190r/15) means father of Bakr, Abu Sufyon (198r/1) means father of Sufyon, Ummu Kulsum (198r/20) means mother of Kulsum, Ummu Habiba (198r/1) means mother of Habiba.

Sometimes the words like «abu» , «ummu» , «bint» and «ibn» can be used together. In this case not only the name, bur the origin is also expressed. For example: Ummu Habiba bint abu Sufyon (198r/1) – daughter of Sufyon Habiba's mother or Ali ibn Abu Talib (198r/20) – Ali is a son of Talib.

The Ethnonyms – the names of clan, tribe, nation, folks which is semantically close to common noun. According to scientific tradition, the ethnonyms are studied at the aspect of proper noun. In the work there are the following ethnonyms are used: «Quraysh» (95r/3) – the Quraysh were a mercantile Arab tribe that historically inhabited and controlled Mecca, «Arab» (27r/12) – Arabs are Arabic-speaking people inhabiting the Arab world. They primarily live in the Arab states in Western Asia, North Africa, the Horn of Africa and western Indian Ocean islands, «Bani Israil» – «the Israil tribe» (62r/4), Bani Ummaya – «the Ummaya tribe» (242r/7), «juhud» (13r/2) – «jewish», «suryoniy» (2v/12)- Assyrian people are a Semitic ethnic group indigenous to Assyria, a region in the Middle East.

The Theonyms– the names of legendary creatures, religious notions and imaginations, prophets and saints, religious literature. We can divide the theonyms used in the work into the following small groups :







1. The names of Allah: Haq subhanahu va Taolo (3r/6) – Allah almighty, Haq Taolo (3r/9) - God, Alloh jalla jallaahu (9v/8) – Allah almighty, Mavlo Taolo (2v/12) – Lord almighty, Mavlo azza va jalla (13r/19) – Lord almighty, Rob (2v/9) - Lord.

2. The names and nicknames of Prophets and the followers (the sahabiys): Adam alayhi-s-salam (6r/1) – Adam peace be upon him, Muhammad sallolohu alayhi vassalam (15r/4) – Prophet Muhammad peace be upon him, Ali karamallohu vajhahu (14v/5) – God honored Ali's face.

3. The names of Angels: Djabrail alayhi-s-salam (2r/15) – Jibra'il/Jibril/Jabril peace be upon him the angel of revelation. Jibra'il is the angel who communicates with (all of) the prophets and also descends with the blessings of God during the night of Laylat al-Qadr («The Night of Divine Destiny (Fate)»). Jibra'il is also acknowledged as a magnificent warrior in Islamic tradition, who led an army of angels into the Battle of Badr and fought against Iblis as he tempted Jesus (Isa), Iblis (4r/1) - Iblis (or Eblis) is a figure frequently occurring in the Quran, commonly in relation to the creation of Adam and the command to prostrate himself before him. After he refused, he was cast out of heaven. For many classical scholars, he was an angel, but regarded as a jinni in most contemporary scholarship. Due to his fall from God's grace, he is often compared to Satan in Christian traditions. In Islamic tradition, Iblis is often identified with Ash-shaitan («the Devil»). However, while Shaitan is used exclusively for an evil force, Iblis himself holds a more ambivalent role in Islamic traditions.

4. The proper nouns of religious literature and surahs: Qur'oni Karim (The Holy Koran) (2v/7), Suratu-l-asr (22r/18) – Surah Al-Asr («The Declining Day, Eventide, The Epoch, Time») is the 103rd chapter (surah) of the Quran, the Muslim holy book, Suratu-l-baqara (66r/14) – Surah Al-Baqarah («The Heifer» or «The Cow») is the second and the longest chapter (surah) of the Quran. It consists of 286 verses, 6,201 words and 25,500 letters, Suratu-l-anfol (66r/17) - Surah Al-Anfal («The Spoils of War») is the eighth chapter of the Quran, with 75 verses.

The Toponyms – the names given to natural geographic objects of land and water areas: Makkai mukarrama (6r/5) – Mecca, also spelled Makkah, is a city in the Hejazi region of Saudi Arabia, Ka'ba (3r/13) – The Kaaba («Cube»), also referred to as al-Ka'bah al-Musharrafah (the Holy Ka'bah), is a building at the center of Islam's most important mosque, Great Mosque of Mecca (The Sacred Mosque), in the Hejazi city of Mecca, Saudi Arabia. Toif (6r/5) – «a city in the west of Saudi Arabia», Basra (13r/2) – «a city in Iraq», Baytu-l-maqdis (2r/14) – «a city in Palestine». Besides, there are oronyms as Arafat (14r/17) – «mountain of Arafat», Jiddah (13r/2) – «a mountain in Arabia», Tur (120v/15) – «a mountain in Palestine»,





Uhud ( 120v/15) – «a mountain in Medinah» and hydronyms as Kavsar ( 133v/21) – according to Islam religion, a name of magnificent river or pond in the Heaven, were also mentioned.

The Arabic words being mastered to the medieval Turkic folks' language had been actively used in the socio-economic, cultural and spiritual spheres of that period. It is clear that the division into lexical groups gives an overview of the composition of any layer of loanwords.

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