



CANADA

INTERNATIONAL SCIENTIFIC
ONLINE CONFERENCE

INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION



**23 JUNE
2024 YEAR**

CANADA, OTTAWA





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ONLINE
CONFERENCES



**INNOVATIVE DEVELOPMENTS AND
RESEARCH IN EDUCATION**
International scientific-online conference

Part 30
June 23rd
COLLECTIONS OF SCIENTIFIC WORKS

CANADA 2024

INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION: a collection scientific works of the International scientific online conference (23rd June , 2024) – Canada, Ottawa : "CESS", 2024. Part 30–535 p.

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Languages of publication: русский, english, казакша, o'zbek, limba română, кыргыз тили, Հայերեն....

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference

"INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION".
Which took place in Ottawa on June 23, 2024.

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UDC: 622.235.36

RESEARCH OF THE BASIC PARAMETERS OF MINE WATER AND THE SIZES OF HYDROGEL GRANULES FOR THE TIME OF SWELLING OF CARTRIDGED CASE USED IN UNDERGROUND MINING**F.T.Khudoiberdiev****K.S.Kalandarov****Kh.Sh.Toshpulatov***11TGTU named after I. Karimov, Alfraganus university*

Annotatsiya. *Portlash jarayoni va samarodorligiga ta'sir etuvchi omillardan biri bushpurlarni tiqinlashdir. Uning kattaligi va sifati asosan shpurlardan foydalanish koeffitsiyenti, massiv maydalanish darajasining bir xilligi, shuningdek portlash paytida kon atmosferasiga ajralib chiqadigan chang va zaharli gazlar miqdorini aniqlaydi. Gidrogellarning namlikni saqlash qobiliyati polimer zanjiri bo'ylab gidrofilik guruhlarining mavjudligi bilan bog'liq. Laboratoriya tadqiqotlari natijalariga ko'ra, yuqori haroratlarda va suvning past qattiqligida ishlab chiqarilgan gidrogel tiqinlari tezda tayyor holatga o'tishi va tiqin materiallariga bo'lgan talabni to'liq qondirishi, shuningdek, uni tayyorlash xarajatlarini kamaytirishi aniqlandi.*

Adstract. *One of the factors determining the conditions and efficiency of the explosion of explosive borehole charges is the internal stemming of boreholes. Its size and quality largely determine the utilization rate of boreholes, the uniformity of crushing of the massif, as well as the amount of dust and toxic gases entering the mine atmosphere during an explosion. The moisture-retaining ability of hydrogels is due to the presence of hydrophilic groups along the polymer chain. According to the results of laboratory studies, it was determined that, at high temperatures and low water hardness, the manufactured hydrogel stemmings quickly pass into the finished state and fully satisfy the requirement for stemming materials and also reduce its cost of preparation.*

Аннотация. *Одним из факторов, определяющим условия и эффективность взрыва шпуровых зарядов ВВ, является внутренняя забойка шпуров. Ее величина и качество в значительной степени определяют коэффициент использования шпуров (КИШ), равномерность дробления массива, а также количество поступающих в рудничную атмосферу при взрыве пыли и ядовитых газов. Влагоудерживающая способность гидрогелей обусловлена наличием гидрофильных групп вдоль полимерной цепи. По результатам лабораторных исследований определено что, при высоких температурах и низких показателях жесткости воды изготовленные забойки из гидрогеля быстро проходят в готовое состояние и вполне удовлетворяют требование, предъявляемое к забоечным материалам а также снижает его себестоимость приготовления.*

Таянч сўзлар ва иборалар: *бургилаш ва портлатиш ишлари, шнур, тиқин, гидрогель, шахта, температура, вақт, кон лаҳимлари.*

Key words: *drilling and blasting works, bore hole, stemming, hydrogel, pit, temperature, mine working*

Ключевые слова: *буровзрывные работы, шнур, забойка, гидрогель, шахта, температура, время, горная выработка.*

INTRODUCTION

Explosion as a means of destruction is of paramount importance in modern mining technology. Increasing the efficiency of an explosion is a pressing mining problem. The particular importance of the problem of explosion in mining is dictated by the ever-increasing volumes of mineral extraction associated with mining. Under these conditions, even a slight improvement in explosion performance or a reduction in labor costs per meter of mining excavation will save huge amounts and money. One of the factors that determines the conditions and efficiency of the explosion of blasthole explosive charges is the internal driving of the blastholes. Its size and quality largely determine the hole utilization rate (BUR), the uniformity of crushing of the massif, as well as the amount of dust and toxic gases entering the mine atmosphere during an explosion.

According to the physical and mechanical properties and the nature of the resistance that prevents the outflow of gaseous detonation products from the hole, all types of stopping currently used can be grouped as follows [1,2].

1. Stopping made of plastic materials (clay, sandy-clayey and loam stopping).
2. Stopping from bulk materials (sand and stopping from granulated blast furnace slag).
3. Liquid stopper.
4. Stopping holes with plugs made of hard materials.
5. Stopping holes with solutions of quick-hardening binders.

Experimental part. Hydrophilic polymers with large volumes of water absorption and storage are known as hydrogel, or super absorbents. The hydrogel is a three-dimensionally cross-linked and swollen polymer in water, the ion does not dissolve in it. The water-holding capacity of hydrogels is due to the presence of hydrophilic groups along the polymer chain, such as OH, -CONH, -CONH₂, -COOH. Biodiversity of hydrogels is important. Many natural materials absorb water, but their ability to swell and retain moisture is weaker than that of synthetic hydrogels. Swelling usually begins when polymers interact with solvents. The swelling process is the absorption of a solvent by a substance, the volume and mass of which thereby increase. Swelling is most characteristic of high-molecular compounds. As a result of swelling, their volume and weight can increase by 10-15 times [3].

The degree of swelling is determined by the mass of liquid absorbed per unit mass of a substance at a given stage of swelling at a certain temperature:

$$\alpha = \frac{m - m_0}{m_0} \cdot 100\%$$

where m_0, m is the mass of the substance before and after swelling, respectively.

Results and their discussion. At the laboratories of Tashkent State Technical University and the Tashkent Scientific Research Institute of Chemical Technology, many laboratory studies were carried out to determine the rational parameters of the hydrogel for use in

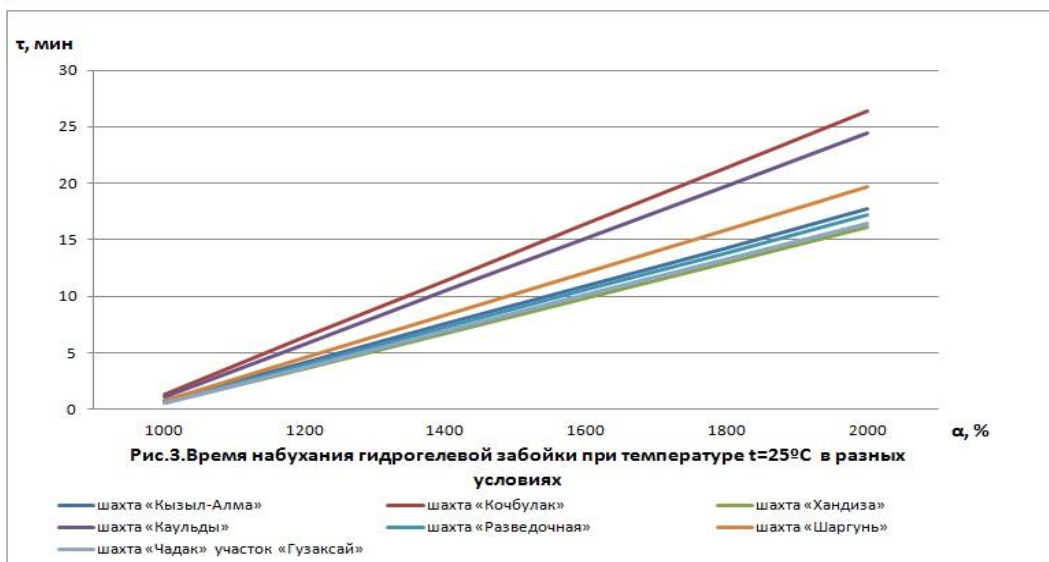
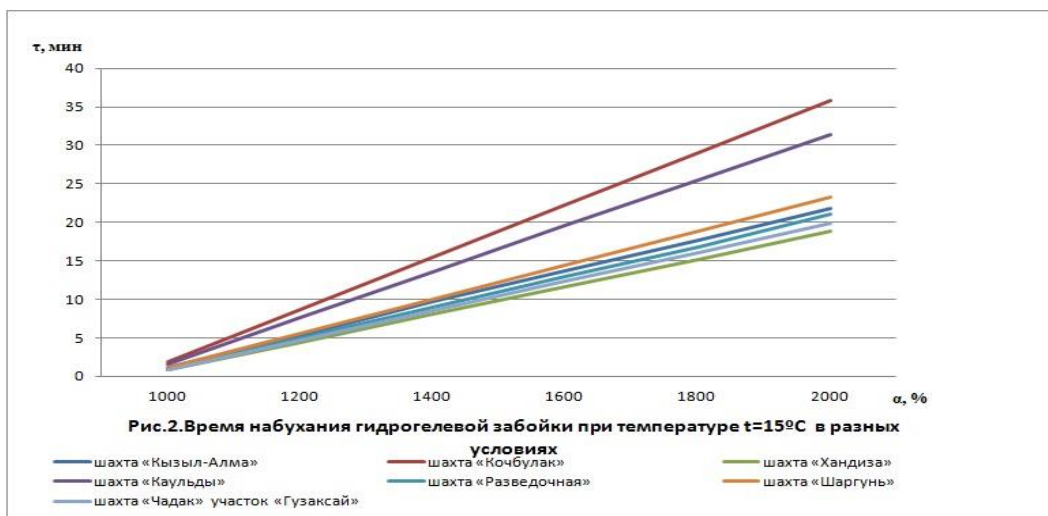
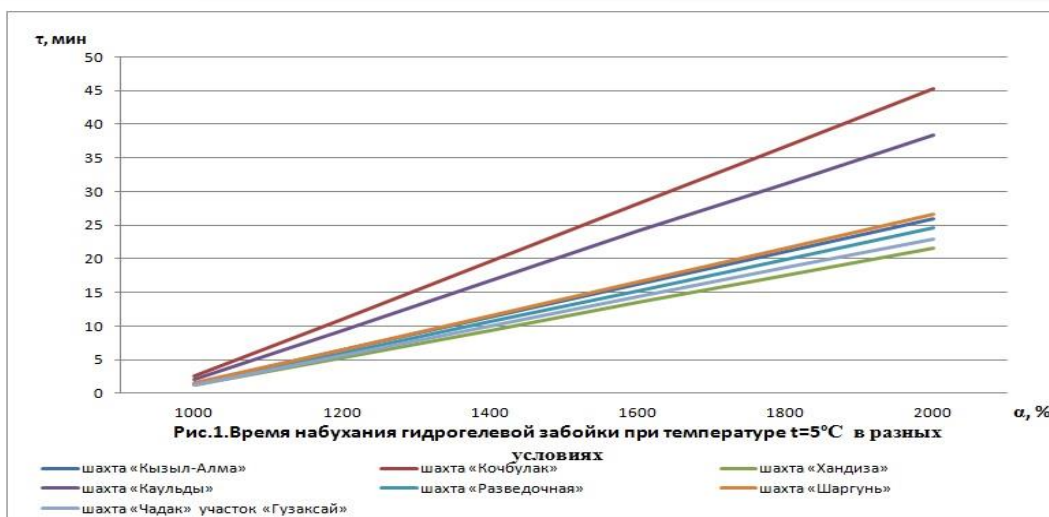
as a stopper when carrying out mining using the drill-and-blast method and to determine the factors influencing the swelling time in the manufacture of cartridge hydrogel stopper under different conditions. The studies were carried out under different temperature conditions and in different mines. Before starting the experiments, the hydrogel granules were divided into groups depending on the size of the fraction: 2-3 mm; 1-2 mm and up to 1 mm.

The results are shown in Table 1 and Fig. 1-3.

Table 1.

Results of chemical analysis of mine water for the manufacture of cartridge hydrogel stopper for pH and hardness

.n	Mine name	pH	Hardness, mEq/l		
			gener al	removabl e	irremovab le
.	Red-apple	7,74	16,6	2,52	14,08
.	Kochbulak	2,69	38,93	1,72	37,21
.	Handiza	8,46	12,23	1,56	10,67
.	Kaulda	8,14	27,74	0,72	27,02
.	Exploration	8,18	15,36	3,72	11,64
.	Shargun	7,4	17,8	2,9	14,9
.	Chadak, Guzaksay section	8,19	12,27	2,28	9,89



From the above table and graphs it is clear that, at high temperatures and low water hardness, stopes made from hydrogel quickly reach the finished state.

Conclusions. The results of preliminary experiments showed that, except for fractions up to 1 mm in size, they do not combine into one whole mass. From Fig. 1-3 it is clear that hydrogel granules with dimensions < 1.0 mm quickly come to a ready-made state. In addition, with a hydrogel/water ratio of 1/20, it fully satisfies the requirements

for stopping materials and reduces its cost of preparation, which, from an economic point of view, satisfies its use.

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PERSON-CENTERED APPROACH IN THE ENGLISH LANGUAGE TEACHING

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Abstract: *Modern person-centered educational principles are built on the best traditions of humanistic pedagogy, which emphasizes the development of individuality and creativity in students so that they may self-actualize, make autonomous life choices, and make the best judgments. The essay focuses on the didactic principles of Carl Rogers, the pioneer of the person-centered approach. This paper discusses the ways for applying a person-centered approach to teach university students.*

Keywords: *Person-centered approach, education.*

Modern person-centered notions of education are built on the best traditions of humanistic pedagogy that pays special attention to the development of uniqueness and creativity of pupils competent to self-actualize, make independent life choices, and optimal decisions (Valeeva, 2011). In this regard, Uzbek educational institutions are particularly interested in the didactic concepts of Carl Rogers (1902-1987), a well-known American psychologist and teacher who was one of the pioneers of the person-centered education movement. The problem of student self-concept construction is no longer the exclusive domain of academic musings, but is now accessible and understood to the practical instructor. There is a potential of intentional effect on the student's "self" during the educational process. In this connection, there is a dilemma in discovering forms and techniques of student-centered learning and educational renewal (Aspy & Roebuck, 1975).

When developing the technological aspect of Carl Rogers' didactic concept in the process of professionally oriented foreign language teaching in the modern university, we took into account that the plan of an educational situation, aimed at the formation of personality and self-concept, should include several actions: 1) formulation of educational objectives in terms of behaviors and personality; 2) identification of motivation of emotional and volitional states of personality to intellectual activity; 3) content area development; 4) pattern building of students' actions; and 5) development of student behavior variability based on event trends. Carl Rogers emphasizes the importance of the instructor in the learning process. The facilitative teacher is responsible for transforming the educational process from a simple transfer of knowledge to the encouragement of meaningful learning. C. Rogers defines facilitation as both assisting and stimulating the student's learning process. "We cannot teach another person directly; we can only facilitate his learning." (Rogers 1961). This includes the establishment of an intellectual and emotional milieu in the classroom, as well as an atmosphere of educational and psychological support (Rogers, 1955, 1965, 1971).

According to Rogers, the facilitator must meet three basic conditions: 1) Congruence/Reality. "It means that the teacher is being himself, not denying himself." The instructor must be a genuine person who is aware of his emotions and can transmit them effectively, regardless of how he feels. He should not be merely a character in an educational performance, "a faceless embodiment of a curricular requirement or a sterile tube through which knowledge is passed from one generation to the next." 2) Praise, acceptance, and trust. This refers to the teacher's concern for the student and acceptance of their sentiments. It is the belief in and appreciation for his human potential and capabilities. 3) Empathy. Empathy is the ability to put oneself in the shoes of another. This implies that a teacher can gain insight into a student's assessment of the learning process and reactions from within. The emphasis here is on comprehension, not judgment or evaluation (Rogers, 1967). If all of the aforementioned prerequisites are met, "learning becomes life, and a very important life at that. The learner is on his path, sometimes enthusiastically, sometimes hesitantly, to becoming a learning, changing human." The Institute of Foreign Languages Department offers professionally focused language instruction. The research's methodology was based on Carl Rogers' didactic and humanistic principles, which asserted the student as an active, conscious, equal participant in the educational process, evolving according to capacities. The ultimate objective was for each student to become self-sufficient and fully engaged in individual activities. Thus, we have established the major tasks:

- Prioritizing the development of mental, physical, intellectual, moral, and other spheres of the person over mastering information and skills. - Focusing on the formation of independent thinking and acting. - Creating appropriate organizational conditions for successful educational process reorientation. We were led by the following criteria while selecting educational formats, methods, and approaches based on Carl Rogers' didactic theories (Rogers, 1969): 1. Respect and interest in the student's problem; 2. Teachers who are congruent with the student's sentiments and experiences throughout engagement. 3. Student acceptance and positive regard during consultations; 4. Freedom to choose problem-solving strategies and be open to experience; 5. Problem-solving in collaboration with teacher and based on student self-actualization. Any objective necessitates solutions, therefore we chose acceptable methods, taking into consideration the characteristics of the Institute's English lesson arrangement with students, with the goal of generating an environment of joy and trust in relationships, as well as discussing and establishing the norms of group work in a conversation. Students attended twice-weekly classes to complete assignments and address particular challenges. Students were asked to prepare for program assignments independently before they were presented in the course schedule. Each lesson addressed exercises and activities that were appropriate for the job at hand. The initial courses focused on establishing teacher-student connections, fostering a joyful and trusting environment, discussing language learning challenges, and establishing group work guidelines through discourse.

The character of the initial contact with the instructor determines the outcome of the teaching process; the relationship always begins with mutual interest. When meeting with students, a number of facilitation tools produced both domestically and internationally, as well as the Internet, can be used: for instance, an acquaintance in the form of dialogue. Could you tell us about yourself? What type of person are you? Why did you join this Institute? Why did you select this faculty?; Self-presentation, composing the essay "Me, Myself, and I"; acquaintance through a questionnaire, and so on. Reflection is an important notion in Carl Rogers' theory. Reflection, as a creative technique, can take into consideration students' specific aptitude for various sorts of activities, therefore overcoming some of the universality of the educational process. The primary premise of reflection is that it opposes any forceful influence or efforts to control the human mind. It is founded on personal liberty is one of the foundations of student creativity, the potential for his professional skills in the future. So we used it as the foundation of our lessons. Reflection was included into all classrooms to enhance students' self-concept via self-analysis and growth. The reflection of competencies becomes more vital than learning them. As a result, the instructor must focus on the student's inner world, as well as his reflections on the knowledge obtained. Thus, in determining the content and methods of student-centered interaction, we first emphasize an open, unfinished, developing system of knowledge and valuable relationships, and then dialogues in various forms that create conditions for the emergence of a personal understanding of the reported knowledge and values. Carl Rogers' didactic principles and person-centered educational philosophy have shown to be effective in university English language instruction. Taking the results into consideration, we can conclude that the instructor must focus on the student's inner world, as well as his reflections in the processing and interpretation of the information acquired. As previously said, reflection resists any forceful influence or efforts to control the human mind, and is founded on personal autonomy, which forms the foundations of student creativity and the potential for his professional abilities in the future. Using a person-centered approach leads to increased student interaction with both teachers and peers. They become more involved in oral communication; they are much more proactive and ask many more questions; they are more interested in problem solving in schooling; and they have greater levels of cognitive function. Furthermore, students whose teachers are facilitators are less prone to absenteeism, exhibit higher self-esteem, demonstrate higher academic achievement in all disciplines, cause fewer problems for the teacher in the classroom, commit fewer acts of vandalism against school property, steadily increase their IQ (Aspy & Roebuck, 1969), have higher personal adaptation, express a greater desire for the development of knowledge beyond the curriculum, are more developed students decide what they wish to investigate. As they discover that studying is enjoyable, they look forward to attending university; they love and respect their instructors; and they recognize that some elements of learning are tough to digest and

grasp, requiring work, focus, and self-discipline. Carl Rogers views this approach of education modernization to be the most efficient since true education should not only teach information but also enhance students' capacities. The emphasis in education should shift from real teaching to learning; teaching is not the transmission of knowledge, but rather the facilitation that stimulates and facilitates the process of meaningful learning.

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INGLIZ AFORIZMLARINING SEMANTIK GURUHLARI

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Anotatsiya: *Ushbu maqolada aforizmlarning semantik guruhlari, ularning xususiyatlari haqida soʻz boradi.*

Kalit soʻzlar: *Aforizm, lakonizm, murakkab aforizm, subyekt, predikatlar, ikkinchi darajali aʼzolar, A.V. Korolkova, Cherrhill*

Aforizm - vaqt oʻtishi bilan qiziqish soʻnmaydigan janr. Soʻnggi yillarda aforizmlar va aforizmlarga qiziqish sezilarli darajada oshdi, chunki ularning universalligi va semantik avtonomligi tufayli aforizmlar davr ruhiga mos keladi. Koʻp sonli tadqiqotlar mavjudligiga qaramay, nafaqat aforizmlarning mohiyatini tushunish, balki ularning hajmini aniqlash va tuzilishini tavsiflashda ham aniqlik yoʻq. Aforizmlarga bagʻishlangan asarlarda ularning belgilovchi xususiyatlari va xususiyatlari yoritilgan boʻlib, ulardan biri qisqalikdir. Jahon aforistikasida aforizmlar haqida ularning qisqaligining alohida ahamiyatini taʼkidlaydigan bayonotlarni topish mumkin:

Aforizm - bu lakonik, esda qolarli matn shaklida ifodalangan yoki yozilgan va keyinchalik boshqa odamlar tomonidan qayta-qayta takrorlanadigan asl toʻliq fikr. Aforizm toʻgʻridan-toʻgʻri xabarning maksimal konsentratsiyasiga va fikrni atrofdagi tinglovchilar yoki oʻquvchilar tomonidan qabul qilinadigan kontekstga erishadi.

Aforizmning barcha taʼriflari uning asosiy farqlovchi belgisi sifatida ifodalangan fikrlarning ixchamligi va toʻliqligini taʼkidlaydi. Shuningdek, bizning fikrimizcha, muallifni maqol va matallardan aniq ajratib olish uchun uning mavjudligini alohida taʼkidlash lozim.

Lakonizm aforizmning muhim belgisi sifatida koʻplab tadqiqotchilar tomonidan qayd etilgan, ammo bu xususiyat aniqlashtirishni talab qiladi. A.V. Korolkova, kompilyatsiya qilishda oʻz tajribasiga asoslangan aforizmlar lugʻati, aforizm uchun maksimal uzunlik uchta jumla ekanligini taʼkidlaydi. [1;302]

Qisqartirilgan matn sifatida aforizm maxsus sintaktik tuzilish, uning tuzilishini belgilovchi grammatik xususiyatlarning mavjudligi, oʻrganish va tavsifi ushbu ishning diqqat markazida boʻlganligi bilan tavsiflanadi.

Muhim koʻrsatkich - bu gapning maʼnosiga, kommunikativ muhitga va ekstralingvistik omillarga bogʻliq. Oʻrganilayotgan turdagi aforizmlarning aksariyatida toʻgʻridan-toʻgʻri soʻz tartibi kuzatiladi. Koʻpincha oddiy murakkab boʻlmagan jumlada taʼriflarga xos boʻlgan sintaktik tuzilma takrorlanadi:

The price of greatness is responsibility (W. Churchill).

Tolerance is another word for indifference (W.S. Maugham).