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CHILDREN'S LIBRARY OF THE XXI CENTURY: PROBLEMS AND TASKS**Saidakhmedova Madinabonu Saidazimovna****A student of Uzbek language and literature****at TSPU named after Nizami.****Phone: (91) 505-32-35 mobile****Email: bonuchasaidaxmedova@gmail.com**

Abstract: In this article, the books that are our wealth, which serve to raise the spirituality and enlightenment of the people, and the spiritual problems that are relevant for today and all times in their reading are highlighted based on the analysis.

Key words: literature, printing press, book, reading, reflection, printing, publishing, consciousness.

A book is a tool that greatly contributes to the enrichment of the spiritual world of a person and the expansion of the scope of thinking. It is necessary to always keep him as a friend and acquire a lot of useful knowledge from him.

A child who has read a lot of books puts the ideas in the work in his heart and is drawn to the positive characters in it. He tries to serve for the development of the country, to take a place in the ranks of good people.

The library is a light room. A child who often goes to the library will not only have a lot of knowledge, he will have a wide range of thinking and fluent speech. Because books help a person's life to be full of content, to be knowledgeable and educated.

There is also a rule when reading a book. Don't crumple a book when you read it. Reading a book lying down is harmful. Read the book where the light falls from the left side. Do not hold it close to your eyes, it will tire your eyes. Do not fold the book. Always have a bookmark in your book. Get used to writing the title and author of the book.

If a person lives seventy years, he spends twenty-three years sleeping, thirteen years talking, and six years eating. He washes for a year and a half and laughs for a year and a half. He thinks constantly. Man is capable of any work. He can read and master hundreds of books. A person devotes his life to doing useful things. Because reading books plays an important role in finding a place in life.

According to Hermann Hesse, one of the great figures of German literature, winner of the Nobel Prize: "Reading a book without thinking is like walking with your eyes closed in the beautiful nature." We should read to get a deeper understanding of life, not to be distracted from the worries of life. It is necessary to approach the book not like a timid student in front of a proud teacher, but like an ambitious mountaineer ready to conquer the highest peak.¹

The book published for the first time in our country was written by the Russian tourist Severkov in 1868. It describes the rivers Chu and Norin. Printing works were first established in Tashkent. Then printing houses started to open in other cities. In 1924, books were printed under the leadership of the State Publishing House of the Republic of Uzbekistan and all printing enterprises. In 1933-1937, the Tashkent Polygraphic Combine began to operate. Currently, many publishing houses publish books in our republic. "Teacher" publishing house publishes textbooks for children, and "Cholpon" publishing house publishes art books for children. Also, the publishing house "Yangi Asr" is performing well. Only we young people

¹ <https://n.ziyouz.com/portal-haqida/xarita/hikmatlar/herman-hesse-hikmatlari>

should read and learn these books and use them correctly. After all, books are published for us to read and improve our knowledge, so that we can think freely. The book is the main factor in raising the consciousness and spirituality of young people.

One of the current problems is the attitude of students to books. We need to understand that the book is always our friend. Not only students, young people, but also parents should be an example of interest in books and reading books. Therefore, reading evenings, debates and contests, which are gradually implemented in schools, are certainly not in vain.

In conclusion, it is a great happiness to live in the 21st century, to create, to serve the people of our country. The 21st century is the century of rapid development of our science, culture, art and industry. Let's start reading books now so that we can grow up in this century and do great things in the future. Let's read books, organize debates and learn to think independently.

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DIPLOMATIC ACTIVITY OF THE REPUBLIC OF KOREA AT THE PRESENT STAGE

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Abstract. The article discusses diplomatic activity, as well as the foreign policy of the Republic of Korea. The opinions of experts who have studied the dynamics of the development of the republic's foreign policy activities, as well as their forecasts regarding the further picture of their development, are given.

Keywords: diplomacy, foreign policy, globalization, government, "Korean wave", "Northern policy", strategic partnership.

Introduction. Today, increased globalization has created a situation where no country can separate itself and live alone. Therefore, it is important to understand the importance of diplomacy, realizing the need for cooperation of several countries in the international community. Today, words such as international community and globalization have become familiar to the citizens of the Republic of Korea.

Foreign policy activities of the Republic of Korea

at the present stage

Various events taking place in the international community have a great impact on the daily life of Koreans. For example, the supreme leader of a neighboring country may change, which will lead to a change in diplomatic relations with Korea, and wars on other continents may lead to a sharp increase in world oil prices, which will negatively affect the domestic economy.

According to the Constitution of the Republic of South Korea, the President of the country and the State Council are responsible for the implementation of foreign policy, subject to approval by Parliament. President and The State Council periodically reports on foreign relations to the legislature, through the Prime Minister and the Minister of Foreign Affairs of the country.

The President appoints ambassadors without the approval of the legislature, but has no right to conclude agreements with other countries without its approval. According to article 60 of the Constitution of the Republic of Korea: declaration of war, the dispatch of troops abroad and the deployment of foreign troops on the territory of the country are also subject to the approval of the legislature. The Parliament of the Republic of Korea has a Committee on Foreign Affairs, which makes its proposals for discussion at plenary sessions. The Parliament may also establish special committees to consider issues of particular importance to the State.

The Government of the Republic of Korea is also engaged in diplomatic activities. Nowadays, it is customary to understand "diplomacy as the official activity of heads of state, governments, special bodies of foreign relations and their foreign representations to carry out negotiations, correspondence, non-military practical measures, taking into account specific conditions and

the nature of the tasks being solved in order to defend foreign policy goals, protect the rights and interests of the state, its institutions and citizens abroad”¹.

In the Republic of Korea, civil servants who are officially responsible for diplomatic activities are called diplomats. Diplomats are mainly responsible for negotiating or discussing exchanges between countries. In addition, they are responsible for the protection of foreign compatriots and foreign travelers.

The meeting and exchange between the country's top leaders is called a diplomatic summit. Since this is a diplomatic activity between the country's top leaders, it also contributes to reaching consensus on important issues such as economic exchange, security and the establishment of peace. Diplomatic activity carried out by people such as heads of State or diplomats, it's called formal diplomacy. There is also diplomacy through sports, culture, etc.

The diplomatic missions of the Republic of Korea carry out their functions in other states and are the conductor of the state's foreign policy. The Ministry of Foreign Affairs has structural and territorial divisions. Employees of the Ministry of Foreign Affairs are civil servants with higher education, as well as those who have passed the exam when entering the service.

Positions in the Ministry of Foreign Affairs are prestigious; therefore, they attract a lot of educated people who have yet to pass the rigorous selection of the Research Institute of International Affairs. At the end of the 1980s, this institute had a very strict curriculum in the field of international diplomacy, specialized and intensive language training².

Today, the importance of diplomatic activity is increasing, which can benefit each other by reconciling interests with neighboring states. For example, Korea recently signed a free trade agreement (FTA) between several countries and is trying to increase economic benefits.

The Republic of Korea is making great efforts to ensure the safety and well-being of its citizens abroad. In a broad sense, it can also be considered as one of the types of diplomatic activity. First of all, if you live in another country or stay for a long period of time, you can get additional assistance through the "registration of a foreign citizen". You can contact the embassy (or consulate) directly Republic of Korea in the country where you are abroad.

Korea plays a number of leading roles in the international community. As the national power of the Republic of Korea grows, so does its status in the international community. Until the 1960s, the Republic of Korea was one of the poorest countries in the world due to colonial rule and war. It was a country that made up for the missing food and money at the expense of assistance from other countries, but today, on the contrary, it takes a joint part in international aid and helps other countries in need. And also, hosting such international events as the Olympic Games in 1988 in Seoul, the FIFA World Cup in 2002, the G20 Leaders' Summit in 2010 and others, it becomes the central country of the international community³.

¹ Егоров, В. П. Дипломатический протокол и этикет: учеб. пособие / В. П. Егоров. – М.: Юридический институт МИИТ, 2013. – С.11

² Фельтхэм Р.Дж. Настольная книга дипломата / Р.Дж. Фельтхэм; Пер. с англ. В.Е. Улаховича. — 4-е изд. — Мн.: Н., новое знание, 2004. — 304 с.

³ 한-우즈베크간 정상외교 현황: 2008.2월 카리모프 대통령 방한(이명박 대통령 취임식 참석)/2008.8월 북경 올림픽 계기 정상회담/2009.5월 이명박 대통령 우즈베크 국민방문/2010.2월 카리모프 대통령 국민방한/2011.8월 이명박 대통령 방우/2012.09 카리모프 대통령 방한.

South Korea occupies a very important place in the United Nations, although it has only been a Member since 1991. Seoul's activities at the Pacific Economic Cooperation Conference (PECC) deserve special attention. As a founding member of PECC, South Korea has played a key role in liberalizing trade networks throughout the Pacific region.

To promote economic assistance and trade expansion, Seoul established the Economic Development Cooperation Fund in 1987. In addition, South Korea has signed three loan agreements: 13 million of dollars for the construction of roads in Indonesia, 10 million dollars for the modernization of fishing vessels in Peru and 10 million dollars for railway projects in Nigeria. Korea is also a member of the G20 — Korea, USA, China, India, Japan, Germany, France, England, Italy, Brazil, Canada, Russia, Australia, Mexico, Turkey, Indonesia, Saudi Arabia, Argentina, South Africa, the European Union. South Korea is also a WTO member, OECD/DAC, ASEAN Plus Three, East Asia Summit (EAS). He is also one of the founders of the Asia-Pacific Economic Cooperation (APEC) and the East Asia Summit⁴.

South Korea does not have official diplomatic relations with the following countries: North Korea, North Macedonia, Northern Cyprus, Cuba, Sahrawi Arab, Syria, Taiwan.

The foreign policy actively promoted by the Moon Jae-in administration (2017 - present) is a new "Northern Policy". It should be noted that Uzbekistan is the most important partner of the New North policy. Therefore, Korea is currently developing cooperation with Uzbekistan in various fields.

The government of Moon Jae-in has left a significant mark on the history of bilateral relations between Korea and Uzbekistan. According to official data of the State Statistics Committee of the Republic of Uzbekistan, by the end of 2017, the Republic of Korea became the fifth largest trading partner with a share of 5%.

At the beginning of 2018, the visit of Sh.M.Mirziyoyev to the Republic of Korea opens a new milestone in bilateral relations, within the framework of which over 60 documents were signed in trade, economic, investment, financial - technical and other areas. During the visit, the issue of Uzbekistan's accession to the WTO and the support that South Korea is ready to provide to Uzbek colleagues were also discussed⁵.

Presidential elections in the Republic of Korea were held on March 9, 2022. It was the eighth presidential election in the country since democratization. According to the Constitution of South Korea, the term of office of the president is limited to one five-year term, which means that the current President Moon Jae-in is not eligible to run for a second term⁶.

Opposition candidate Yoon Seok-yel won the South Korean presidential election. One of the first statements of the newly-made leader, who takes office on May 10, 2022, touched on foreign policy. So Yun Seok-yel, who has already phoned with US leader Joe Biden, promised to strengthen Seoul's alliance with Washington, as well as with Tokyo, and to increase the

⁴ Dr. Balbina Hwang. A New Horizon in South Korea-Central Asia Relations: The ROK Joins the "Great Game" // http://keia.org/sites/default/files/publications/kei_koreacompass_template_balbinahwang.pdf.

⁵ Узбекистан- Южная Корея: Новый этап отношений стратегического партнерства // <https://mineconomy.uz/ru/info/1926>.

⁶ Президентские выборы в Южной Корее (2022) — Википедия: <https://ru.wikipedia.org/wiki>.

country's defense capability through the possible purchase of additional missile defense systems from the States⁷.

Conclusion. In conclusion, it can be said that the diplomatic missions of the Republic of Korea carry out their functions in other states and are the conductor of the state's foreign policy. Korea plays a number of leading roles in the international community. As the national power of the Republic of Korea grows, so does its status in the international community. Korea is a member of the G20, and it is also one of the founders of the Asia-Pacific Economic Cooperation Asia-Pacific Economic Cooperation (APEC) and the East Asia Summit. It is expected that in the future, diplomatic relations between Korea and Uzbekistan will also only strengthen and develop in mutually beneficial conditions.

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THE ROLE OF MUSIC IN SOCIETY LIFE

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Annotation: In this article, the art of music enriches the spiritual world of a person, its influence on the conscious and spiritual world of a person, the practical means of moral and aesthetic education, the role of music in the life of society and its influence on the field of music in our country. attention is fully informed.

Keywords: personality, art, spirituality, music, education, management, lesson, student, theory, teacher, society.

Over the past period, the Republic of Uzbekistan has adopted a number of normative and legal acts on the development of culture and arts[1]. In particular, the Resolution of the President of the Republic of Uzbekistan No. PD - 3391 of November 17, 2017 “ On measures to further develop the art of the Uzbek national makom”, of May 30, 2019 “ On the organization of the activities of the state museum-reserves Sarmishsay”, “Shakhrisabz”, “Termez” and “Kokand” Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 443 of April 21 [2] , 2020 “On measures to further increase the efficiency of the fine and applied arts” Resolution No. PD - 4688 of May 26, 2020 “Culture Decree No. PD-6000 of May 23 [3].Ensuring the development and prospects of the Republic of Uzbekistan depends on the changes taking place in the economic, social, political and cultural spheres, and in order to actively participate in such changes, high-level general and special knowledge, intellectual capacity, broad outlook and skillful use of information communications are required. Based on these requirements, the training of pedagogic personnel is one of the most important tasks of today.

Decree No. PD-6000 of the President of the Republic of Uzbekistan Shavkat Mirziyoev of May 26, 2020 “On measures to further increase the role and influence of the sphere of culture and art in the life of society”[4], Republic of Uzbekistan According to President Shavkat Mirziyoev’s Resolution No. PD-112 of February 2, 2022 “On additional measures for the further development of the sphere of culture and art”, starting from the 2022/2023 academic year, general education.[5]

The art of music helps to enrich the spiritual world of a person, to understand its integrity, unrepeatability and harmony in the perception of existence. Music is not only a learned science, but also a practical tool of moral and aesthetic education, that is, music affects the conscious and spiritual world of a person. Listening to music is one of the sections of the school music lesson.

Listening to music is of great importance in educating aesthetic feelings based on the perception of beauty in life and especially in art, and plays a decisive role in aesthetic discussion, understanding and taste-pleasure. Cultivating musical taste is the basis of conscious and active aesthetic attitude not only to works of art, but also to various phenomena of reality. Organization of classes in non-traditional forms increases the effectiveness of education. That is why special importance is attached to modern technologies of education. The higher education institution serves as the main ground for the teacher's professional training, pedagogic skills and spiritual and moral qualities. Because if the scientific and practical basis of the secrets of skill is not formed in time, it will be difficult to discover it in the work activity after the university. Taking into account the incomparable role of music in social and cultural

life in the history of mankind, the tasks of developing the art of music in our country based on new foundations have been set.

In particular, the Decree of the President of the Republic of Uzbekistan No. PF-4956 dated February 15, 2017 "On measures to further improve the management system in the field of culture and sports", PQ-4968 of the President of the Republic of Uzbekistan dated April 20, 2017 No. "On Measures for the Further Development of the Higher Education System", a number of decrees and decisions adopted by the head of our state, in his speech at the meeting with the creative intellectuals of Uzbekistan tasks were defined more clearly, and important proposals and initiatives for the development of the sphere of culture, literature and art were put forward.[6]

It is not a secret today that the use of music leads to the desired results in the development of a person, in the correct formation of his professional and moral image. Not every artist can teach music at school. A teacher of "music culture" should be a highly cultured, broad-minded person who loves his profession and students. He should have deep knowledge of pedagogy, psychology, children's physiology, theory of ethics and aesthetics, practical areas of music theory, music teaching methodology.

A teacher of "Music culture" should have sufficient knowledge, skills and experience in the theoretical and practical fields of musical art, such as an instrumentalist, singer, choir conductor, vocalist, music theory and practice. should act as a possessor of knowledge. The creativity of the "Music culture" teacher is that he works as a scriptwriter, performer and director of a one-hour lesson. Therefore, the lesson "Musical culture" can be equated to a large work.

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THEORIES OF CORPORATE GOVERNANCE

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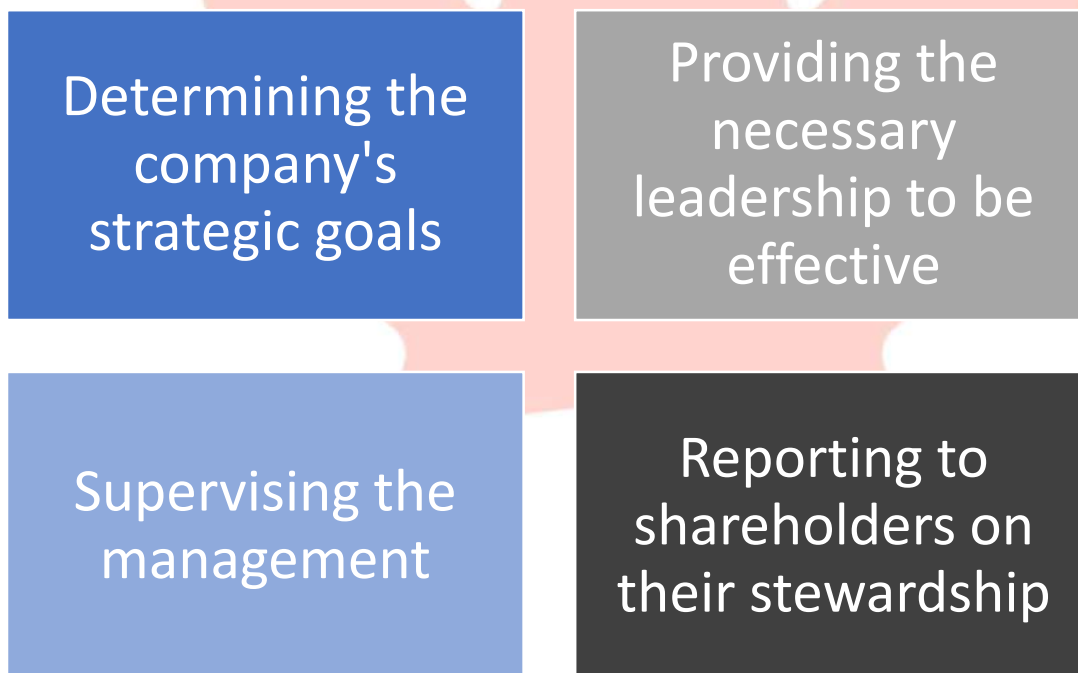
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Opinions and ideas about how corporations should be run have also spread as investor power and the impact of corporations on society have grown. The system of direction, control, and purpose used by corporations is known as corporate governance. It identifies who is in a position of authority, who is responsible, and who makes decisions. In essence, it equips the board and management with the means to conduct business more successfully.

Therefore, the development of shareholder power, simultaneously, increasingly more inspired companies to think about having more profit and of course about catching more investors' attentions to raise their capital and having more stable economic performance. So, depending on first researches and scientific recommendations, experts worked on developing corporate governance theories and concepts as well.

These tools enable companies to balance the interests of all of their stakeholders, including shareholders, employees, suppliers, customers, and the general public. The following responsibilities are included, but are not restricted to, it:



Corporate governance, at its core, differs from the day-to-day operational management of the company in that it is concerned with what the board of a company does and how it sets the values the company adheres to.

Corporate governance is important because it monitors accountability. Everyone is held accountable when the company's management team, board of directors, shareholders, and employees are all held accountable for one another. There is no clearer or more well-known example of bad corporate governance than Enron. The American energy company gained notoriety for its appalling corporate governance; its executives used covert accounting

techniques to hide what amounted to business theft. The board of directors received incorrect numbers, which they neglected to communicate to shareholders. Because of this, shareholders were unaware that Enron's debts and liabilities exceeded its ability to pay them back. (taken from article as an example)

They paid a high price for not having accounting. Employees lost billions in pension benefits, executives faced multiple criminal charges, and the company filed for bankruptcy. Therefore, the need for corporate governance is crucial. Without it, a business may be in danger of failing, and as a result, shareholders may suffer significant losses.

That said, if organizations want to have a well-developed system, they should abide by the various theories of corporate governance and they are, actually, valued by many companies while installing their corporate governance systems as there are only two types of them: good and bad corporate governance according to viewpoint of Bob Tricker, then there are theories, listed below:

Agency Theory

Resource Dependency Theory

Stakeholder Theory

Political Theory

Agency Theory - explains the relationship between the principals (like the company's shareholders) and agents (like the company's directors). Theoretically, the company's owners employ the agents to carry out tasks. The directors or managers, who are servants of shareholders, are given the task of managing the company by the principals. The shareholders anticipate the agents acting and making decisions that are in the principal's best interests. The agent need not always act in the principals' best interests, on the other hand. The agent might act in self-interested or opportunistic ways and fail to live up to the principal's expectations. Separation of ownership and control is the main aspect of agency theory. According to the theory, people or employees should be held accountable for their duties and commitments. The priorities of agents can be changed using rewards and penalties.

The shareholdings in contemporary corporations are dispersed widely. The management, who is the principals' agent and is either directly or indirectly chosen by the shareholders, works to

achieve the shareholders' goals. The Agency Theory's main argument is that management acts differently from what shareholders would expect in order to maximize their return. Without appropriate systems in place for timely disclosures, monitoring, and oversight, the dispersed principals may not be able to combat this. Systems of oversight like these are established by corporate governance.

Resource Dependency Theory - focuses on how the board of directors gives the company access to the resources it needs. It claims that through their connections to the outside world, directors are crucial in securing or supplying vital resources to an organization. Resources are made available to improve organizational performance, a firm's ability to compete, and its ability to survive. The resources that the directors bring to the company include knowledge, expertise, connections to important stakeholders like suppliers, buyers, public policymakers, and social groups, as well as legitimacy. Insiders, business experts, support specialists, and community leaders are the four groups into which directors can be divided.

Stakeholder Theory - incorporated management's responsibility to a wide range of stakeholders. It asserts that managers in organizations are tasked with taking care of a network of relationships, including those with customers, partners in commerce, and suppliers. The theory focuses on managerial decision-making and assumes that all stakeholder interests have intrinsic value and are not in competition with one another. In the corporation, shareholders play a smaller role. However, they should also make an effort to align their interests with those of the other stakeholders. Managers have a crucial role to play in this because it requires integrity. They are dependable representatives of all parties involved, not just stockholders.

Investment in a corporation is done by the owners in order to get a return on their money. However, this limited role has been broadened to include monitoring the management of corporations and their operations to make sure they adhere to the moral and legal guidelines established by the government. As a result, any harm or damage caused to the directors' property is their responsibility. e., the business. Increasing shareholder wealth is the managers' primary responsibility. They must, therefore, take reasonable care, avoid conflicts of interest, and maintain the trust placed in them. The representatives must be loyal to the shareholders.

According to political theory, gaining shareholder support for voting rights rather than buying it is the best strategy. It emphasizes how government favor determines how corporate privileges, profits, and power are distributed.

As all explained above, all concepts and theories of corporate governance are incredibly significant for having good corporate governance as it is the way to have investors' satisfaction along with stable economic growth.

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CLINICAL AND GENETIC ASPECTS OF ALLERGIC RHINITIS

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Currently, allergic rhinitis (AR) is a common disease that negatively affects the quality of life of patients and leads to the development of bronchial asthma, which determines its high socio-economic burden. According to epidemiological studies conducted in different countries, the prevalence of allergic rhinitis ranges from 1 to 40%, in most European countries 10-25% of the population suffers from this pathology, allergic rhinitis refers to widespread diseases, especially in the climate of Uzbekistan. Of all diseases, allergic rhinitis accounts for 10-25% of the population. The impact of allergic rhinitis on health and the economic consequences of this disease have historically been greatly underestimated. Due to the non-life-threatening nature of the symptoms, the disease has long been considered trivial, but in recent decades AR has been recognized as a serious problem.

The analysis of numerous studies indicates the multi-factorial genesis of allergic rhinitis, in the manifestation of which both internal and external factors are involved. Both clinical and clinical genetic studies allow us to confidently consider genetic predisposition factors as the main and most important risk factor for allergic rhinitis. Modern ideas about the genetic component of multi-factor diseases have developed largely on the basis of the formulated in the 60s. XX century. concepts of susceptibility, or hereditary predisposition. According to this, the susceptibility to a particular disease is due to the combination of certain allelic variants of genes in the genotype of an individual, forming an unfavorable hereditary background, realized when interacting with environmental factors with a pathological phenotype. According to the results of numerous widely genomic international studies, the genes underlying the development of allergic rhinitis are located mainly on 10 sites of the human genome. An important role in the pathogenesis of allergic rhinitis belongs to cytokines responsible for humoral immunity, as well as antigenic recognition factors, lymphocyte receptors, metabolic enzymes, etc. Accordingly, it is possible to distinguish several groups of genes, candidate genes that can take part in the development of atopy and related conditions: 1. Genes of antigenic recognition factors and humoral immune response (IL-4, IL-5, IL-13, HLA-DR, TCRA, etc.). 2. Genes of metabolism of inflammatory mediators and related factors (LTC4S, PAFAH, NOS3, etc.). 3. Genes of cytokine receptors and inflammatory mediators (IL4RA, HTR2A, ABRB2, FCER1B, etc.). 4. Genes of transcription factors (STAT6, JAK1, JAK3, NFYB, etc.). 5. Other genes (GSTM1, GSTT1, CYP2E1, NAT2, SLC11A1, etc.).

Conclusions. The presented data demonstrate, on the one hand, successes in deciphering the genetic code of allergic rhinitis, and on the other hand, confirm the peculiarities of its clinical polymorphism and the peculiarities of the individual patient's response to therapy.

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THE INFLUENCE OF MASS CULTURE ON THE FORMATION OF PERSONALITY

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Annotation: This article scientifically analyzes the influence of "mass culture" on the formation of personality, its place in the life of a modern person and the forms of manifestation in behavioral activity.

Key words: personality, activity, behavior, socialization, modern, mass culture, psychological, formation, socio-psychological

One of the main problems of society in the conditions of the modern process of globalization is mass culture and its negative impact on the formation of personality and behavior. As is known from ancient history, the Uzbek people are a people with a rich cultural heritage and traditions. Today, a "special type" of culture, which is called mass culture, has a negative impact on our national culture, created over the centuries. "Popular culture" alienates a person from real life and creates false images in his mind. Mass culture forms a characteristic of lightness in the human psyche.

A person means a member of a certain society. In order for a person to be a person, he must be spiritually developed, differ from others in his characteristics and qualities. Each person is unique as a person. It differs in character, interests and abilities, the level of intellectual development, needs, attitude to work. These are the unique characteristics of a person, and only when these mental characteristics develop and reach a certain stage, he is called a fully mature person. The attitude of a person to social reality, work, people, society, different levels of his activity and maturity in terms of manners are different.

The phrase "mass culture" began to spread widely at the end of the 19th century and it corresponds to the beginning of the 20th century. "Popular culture" is traditional culture not as a certain direction, but a qualitative change in culture, life it happened based on the definition. Mass information and communication (radio, film, television, multi-copy newspapers, photo magazines, internet) tools development and distribution caused this. Industrial trade of spiritual wealth production and distribution, democratization of culture, level of education of the population along with his growth, his spiritual needs decrease started.

In the context of the increasing influence of information technology at the beginning of the 21st century there are several trends that relate to the development of young people and the impact on them mass culture. One of them is the unification of social and cultural characteristics. The younger generation that is happening through globalization. Happens by others In other words, the universalization of youth behavior and development patterns. next trend, it is the lack of continuity between the new new and previous generations. The third trend is that an important role in social interaction is played by information and computer technologies, and young people on the Internet spend not only free time, but also work. As a result, skills are lost live communication. According to the French philosopher J. Baudrillard, radio, cinema and television has ousted the living and mobile word from society. [3] Increasing degree information freedom of young people, i.e. she has the opportunity to participate in the exchange information, gain access to information resources of interest, transmit, disseminate and evaluate the findings. All this increases the involvement in virtual space.

From the first minutes of a person's life, he is surrounded by culture. This multifaceted concept includes the whole world around us, our every thought about it. Culture in the broad sense of

the word is life itself, the life of the past, present and future. From the fundamental nature of this concept follows the incredible global nature of the necessary work to preserve the cultural fund, which includes all aspects of human life. The great Soviet and Russian philologist, culturologist, art critic Dmitry Sergeevich Likhachev devoted his whole life to an in-depth understanding of culture. From a great number of his works, he concluded that “the burden of culture is the only burden that does not burden the movement forward, but facilitates it” [1, p. 26]. Indeed, all material and spiritual values created by people help the development of mankind. “Man is part of society and part of its history. Without preserving the memory of the past in himself, he destroys part of his personality. Tearing himself from national, family and personal roots, he dooms himself to premature withering” [2, p. 26].

Summing up, we can say that the formation of a person in modern society largely depends on the social environment that surrounds him, as well as on the elements of mass culture in the formation of a person, the role of our national values in the education of a person is incomparable, and we must directly inculcate them in the process of education. .

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STYLISTIC-SEMANTIC FEATURES OF THE "DEVONI MIRZO" LEXICON**Jumaeva Kamola****Doctoral student of Karshi state university**

Muhammadrasul Mirzo uses stylistic tools - displacements, metaphors to describe the qualities of a lover in "Devon" and through these units realizes the possibility of "moving" the cultural content to the linguistic content.

Simile, as the most common type of artistic imagery, has always been of interest to literary scholars and linguists. Usually, two types of similes are distinguished: 1) individual-author similes or free similes and 2) universal or stable (permanent) similes.

The figurative meanings of the words used in Mirza's verse are of great importance in defining the linguopoetic nature of the poet's poetry. Through some mythical images, it first of all refers to the creation of artistic arts that acquire a secondary essence, and secondly, it plays an important role in determining the integrity of the text, its consistent logic, and figurativeness. This is confirmed in the following verses of the poet:

Har qachon chiqsang niqobing yuzdin olib, ey pari,

Abr aro pinhon o'lur ko'rgach yuzingni oftob (6/1).

It seems that in the stanzas, the lexical unit "pari" embodies a secondary essence, and the concept of "female beauty" is embodied through a mythological image.

In the "Annotated Dictionary of the Uzbek Language" the myth of fairy is defined as follows: "Fairy [f. - beautiful woman; do-gooder pyh] 1 myth. A legendary image in the form of a very beautiful girl, created from light, that protects people from the sexes, which is widespread in the folklore of the peoples of the East; a symbol of beauty. Qari bilganini pari bilmas. Maqol. Bukri domla Maynani jinmi, parimi deb o'yladi, shekilli, turgan joyidan siljimay, allaqanday duoni pichirladi. Sh. Toshmatov, "Erk qushi".

It should be noted that in classical literature, any beauty is associated with the image of a woman. It would be appropriate to say that the concept of beauty arose mainly out of love for a person (God in mystical poetry), for a woman. In the image space of the national-ethnic values of the Uzbek people, an oriental, Uzbek standard of female beauty was created, which was expressed in the linguopoetic features of the literature of each period.

Guluzor soqilar ilkidin mayi gulrang,

Ichgach ochdi yuzlardin har pari gulistonlar (12/2).

Therefore, in the first stanza, in the poet's eyes, "when a fairy opens her face, the sun hides behind a cloud so as not to show its ugliness", and in the second stanza, "when drinking the red wine held by the beautiful women, everyone's face looks like a flower." It is not difficult to see that the meaning is reflected in the style. So, in this way of expressing beauty, the woman and the symbol of beauty are combined, and the logic between them is a mutual associative-verbal

expression. However, these characters are not transferred directly, but through the medium of pari myth. The lexeme pari verbalizes the value of love while expressing both gender and sign.

In addition to traditional standards in the linguistic expression of beauty in artistic texts, there are also individual evaluation criteria that give an idea of the author's imagination and level of emotional evaluation. Atoy's famous gazal beginning with "Ul sanamkim..." and "Ul ilikkim, suvdin oriqdur, yuvmas oni suda, Balki suvni pok bo'lsun deb, iligi birla yur " in the verse through the image of a date cleaning water with its hands, the image of beauty - purity is realized.

In Mirzo's "Devon" the lexeme "sanam" is repeated eight times. These returns are also created for the allegory of female beauty. In fact, sanam is an inanimate idol. In artistic creation, it serves as a combination of two essences: the first is beauty; the second is piety and devotion.

Husn olamining iqlimi ichra qilmish sani haq shohi muazzam,

Ollingdadurlar mahvash sanamlar ma'muru amr o'lmoqg'a sipohing (23/1).

SANAM [a. idol] 1 An idol made of stone, wood, or metal in human form (often in the form of a beautiful woman) and decorated. Bu vaqtda ularning hammasi hayratdan qotib qolgan, uying burchagida turgan sanamga o'xshardi. "Sharq yulduzi".

2 portable Beautiful, charming woman, naughty. Sizday qizlar bo'ldi bunda ulfatim, Yechib yubor, sanam qizlar, qo'limni. "Murodxon".

In this verse dedicated to Shah Muhammad Rahim Khan, these two characteristics are also shown: the command of the khan is also intended to be answered with beauty - figuratively, "discipline", "loyalty to the subjects", and power. Thus, the movement expressed through metaphor gives an idea of the author's imagination and level of emotional evaluation.

It is known that the poem is a beautiful example of intimate lyrics. The word "mastona" used by Mirza was returned 6 times. The meaning of this lexeme is in the "Annotated Dictionary of the Uzbek Language":

MASTONA [f. drunkenly] 1 Like drunks. U bir mastona chayqalib turgan shogirdiga, bir hayratda qotib qolgan Piri Bukriyga, bir Malikul sharobga qaradi. O. Yoqubov, Ko'hna dunyo.

2 Mind-blowingly beautiful. It is understood that the relationship between the denotative meaning of this word and its meanings in poetic texts has become very distant. Although the closeness between these two terms is noticeable, it is not possible to use them interchangeably. Only the theme of "beauty" unites them.

Mastona sayr aylar chog'i qilg'ay qadin ko'rgan,

Jon arizining oning qadig'a qurbon, ey rafiq (21/2).

Poetonym mastona as a pair of words may show some closeness to its denotative meaning in repetition, but even in such cases it does not fully correspond to its initial lexical meaning. For example:

Payopay tut qadahni to'lturub Mirzog'a mast o'lg'ach,

G'amin sharh ayolasun ul ko'zlari mastona-mastona (31/1).

Based on the analysis, it can be said that the conceptual characteristics of the concept of beauty are as follows: beauty is a quality or a set of qualities; beauty lifts the soul and calms the mind because of its pleasantness; beauty evokes emotions; beauty means very attractive and attractive woman. Such concepts form the conceptual basis of the image of beauty in the studied classic artistic texts.

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SPECIFIC FEATURES OF SOCIOLINGUISTIC TERMS

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Abstract: this article discusses the specific characteristics of sociolinguistic terms, their types according to their structure and the factors of formation.

Key words: a sociolinguistic term, derivative term, joint sociolinguistic terms, simple artificial sociolinguistic terms.

At present, various topics are in the center of attention of world linguistics. One of them is the specific characteristics of the terms.

The explanatory dictionary of the Uzbek language gives the following definition of the term: "a term (from the Latin terminus - check - border) is a word that is a clear and stable expression of a specific concept specific to a field of science, technology, profession, or the phrase "[1]

So, the terms not only express concepts related to science, technology, art and culture, but they are used in the same sense. But words often have multiple meanings. In the lexicon of our language, polysemous words make up a few parts, and single-sense words do not make up the majority of our vocabulary. Therefore, let's distinguish the terms and connotative words from each other. For example: "Khudoyorkhan was lucky to ascend the throne for three years in 1283. His last reign was the end of the bitter tyranny and threats of the khanate." they make up their black pages".

If we list the specific features of the terms;

Terms are primarily composed of monosemantic words.

It is used in scientific works on science and technology.

He cannot express individual emotional - expressive colors.

It is distinguished by belonging to a science or field.

The scope of application in the fields is not very wide, it is narrower.

Sociolinguistic terms have the same characteristics and are distinguished from the lexical layer by the fact that they belong to a science or field.

In addition, if we see the classification of terms according to their structure;

Terms, like lexical units, are divided into simple, compound, double, repeated terms. Now we see groups of sociolinguistic terms according to their structure.

Such terms are divided into 4 groups according to their structure: simple, compound, double, repeated sociolinguistic terms.

1. Simple sociolinguistic terms consist of one basis. Examples include bilingualism, interference, pidgin, creole, slang, creolistics, lexifier, exogloss, endogloss, methodological,

procedure, sociologist, slang, diglossia, idiolect, interference, slang, code, coyné, slang, sociolect, synergetics, divergence, convergence, interlinguistics, sociolinguistics, stylistics, registers, subcode, norm, communication, addressee, addressee, grammarology;

2. Combined sociolinguistic terms - consist of two or more bases. For example, grammatical interference, phonetic interference, syntactic interference, individual bilingualism, linguistic situation, synchronic sociolinguistics, diachronic sociolinguistics, macro sociolinguistics, micro sociolinguistics, theoretical sociolinguistics, experimental sociolinguistics, comparative sociolinguistics, linguistic sociology, applied sociolinguistics, sociolinguistic methods, observation method, survey method, statistical analysis, correlational analysis, mixed bilingualism, regional dialects, communicative task, linguistic code, linguistic harmony, linguistic variability, speech act, speech behavior, subordinate bilingualism, colloquial language, language norm, language planning, language policy, individual language, contact language, contact dialect, proximal language, distal language, direct language, indirect language, paradigmatic neutralization, neutralization, Kyakhta pidgin, sociolinguistic method, sociolinguistic research, sociolinguistic terms, linguistic variation, social variation, stratification variability, situational variability, gender variability, verbal communication, non-verbal communication, social status, social role, communicative potential;

3. A pair of sociolinguistic terms - lingua franca language, social - communicative system, lexical-spiritual standard, Creole-Spanish dialect,

We can also meet sociolinguistic terms in combination;

For example, the speech relationship between young people, the speech relationship between young people and the elderly, the speech relationship between young men and young girls, the speech relationship between women and women, the speech relationship between women and men, unilateral normative bilingualism, bilateral normative bilingualism, everyday normal bilingualism, Soviet-era Uzbek sociolinguistics, transition from one code system to another code system, coordinated endoglossal linguistic situation, uncoordinated endoglossal linguistic situation;

In Uzbek terminology, the role of derivative terms as well as root terms is incomparable. An important feature of basic terms is that they are common to all terminological systems. Artificial terms are formed by morphological, syntactic, semantic methods, while making up a large part of terminology.

Simple root terms: that is, such terms are composed of one base

will be. It does not contain a word-forming model. Let's explain with examples: language, rich, nation, country, month, day;

Derivative terms: such terms are also composed of the same base and include derivational suffixes.

The same is true for the formation of sociolinguistic terms. Such terms are also divided into simple root and simple artificial terms.

Simple basic sociolinguistic terms - such terms consist of one base and do not contain a word-forming model. Examples include code, register, dialect, argo, jargon, slang, koyne, pijin, creole, addressee, addressee, subcode, ideolect, ethnolect;

Simple artificial sociolinguistic terms - such terms include word-forming models. For example, non-verbal, linguistic, variability, speaker, listener;

In addition, one of the unique features of sociolinguistic terms is that they are expressed in different word groups.

sociolinguistic terms with nouns - code, dialect, sociolect, argo, slang, slang, coyne, norm, addressee, addressee, communication, diglossia, bilingualism, interference, pidgin, etc

Sociolinguistic terms with such nouns are the majority in our language.

Qualitative sociolinguistic terms - methodological, linguistic, situational, nonverbal, macro sociolinguistics,

Verbal sociolinguistic terms - coordinated endoglossal linguistic situation, uncoordinated endoglossal linguistic situation, language planning,

In conclusion, sociolinguistic terms have their own characteristics and advantages. Such terms also serve to enrich and develop our language. We need to replace the stylistics and use of sociolinguistic terms.

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THE MAIN DIRECTIONS OF ENTREPRENEURSHIP SUPPORT IN THE CONDITIONS OF NEW UZBEKISTAN

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Abstract: As the Republic of Uzbekistan emerges as a dynamic player in the global economy, the country's renewed focus on fostering entrepreneurship has garnered significant attention. This thesis aims to explore the main directions of entrepreneurship support in the conditions of the new Uzbekistan, shedding light on the transformative measures implemented and their potential impact on the nation's socio-economic landscape.

Key words: entrepreneurship support, Uzbekistan, economic growth, entrepreneurial ecosystem, policy reforms.

Over the past decade, Uzbekistan has undergone a remarkable transformation, transitioning from a centrally planned economy to a market-oriented system driven by entrepreneurship and innovation. Under the leadership of President Shavkat Mirziyoyev, the country has pursued a bold reform agenda aimed at diversifying the economy, attracting foreign investment, and unlocking the untapped potential of its vibrant entrepreneurial ecosystem. With a population of over 34 million and a rich cultural heritage, Uzbekistan is poised to become a regional economic powerhouse.

Recognizing the pivotal role of entrepreneurship in achieving sustainable development and job creation, the Uzbek government has embarked on an ambitious path to cultivate a conducive environment for business growth. This commitment is reflected in the formulation and implementation of a comprehensive set of policies and programs designed to empower aspiring entrepreneurs, facilitate access to finance, nurture innovation, and enhance competitiveness.

People delve into the main directions of entrepreneurship support in the new Uzbekistan, focusing on the key initiatives and reforms that have shaped the country's entrepreneurial landscape. We examine the government's efforts to streamline regulatory frameworks, enhance access to financing, foster technological innovation, promote export-oriented industries, and nurture a culture of entrepreneurship. Furthermore, we assess the potential impact of these measures on the broader socio-economic fabric, including employment opportunities, foreign direct investment, and overall economic growth.

Understanding the multifaceted nature of entrepreneurship support in Uzbekistan necessitates an exploration of the country's unique historical context, policy framework, and current economic landscape. By analyzing the interplay of these factors, we can gain valuable insights into the challenges, successes, and opportunities associated with entrepreneurship development in the new Uzbekistan.

Numerous studies have emphasized the significance of policy reforms and regulatory frameworks in facilitating entrepreneurship in Uzbekistan. Researchers have highlighted the government's efforts to simplify bureaucratic procedures, reduce administrative barriers, and

create a more business-friendly environment. The implementation of the "Open Door" policy, which aims to attract foreign investment and promote international trade, has been recognized as a pivotal step in fostering entrepreneurship and enhancing competitiveness (Abdukadirov et al., 2021). These reforms have contributed to a more favorable ecosystem for business growth, stimulating both domestic and foreign entrepreneurial activity.

Access to financing has long been a critical challenge for entrepreneurs, particularly in emerging economies. In the context of Uzbekistan, several studies have explored the government's initiatives to improve access to capital for startups and small and medium-sized enterprises (SMEs). The creation of dedicated funds, such as the "Entrepreneurship Support Fund" and the "Innovative Ideas and Technologies Agency," has been instrumental in providing financial resources, grants, and loans to aspiring entrepreneurs (Ismailov et al., 2022). Moreover, the establishment of venture capital funds and angel investor networks has contributed to the growth of the startup ecosystem, enabling innovative enterprises to secure the necessary funding for their development.

Technological innovation and digitalization have emerged as key drivers of entrepreneurship support in Uzbekistan. Scholars have highlighted the government's emphasis on fostering technological advancements and digital transformation across various sectors. Initiatives such as the establishment of "Technoparks," innovation centers, and technology incubators have created platforms for collaboration, knowledge exchange, and the development of innovative solutions (Kuziev et al., 2020). The integration of emerging technologies, including artificial intelligence, blockchain, and e-commerce, has not only facilitated business operations but also enabled entrepreneurs to explore new market opportunities domestically and internationally.

Recognizing the potential of export-oriented industries to drive economic growth, the Uzbek government has actively supported and promoted entrepreneurship in sectors with high export potential. Studies have explored the government's focus on developing textile and garment manufacturing, agriculture and food processing, tourism, and information technology as key sectors for export-oriented entrepreneurship (Akbarov et al., 2023). The establishment of special economic zones, trade fairs, and business matchmaking events has facilitated access to international markets and encouraged entrepreneurial ventures to expand their reach beyond domestic borders.

Entrepreneurship education and training programs have gained prominence in fostering a culture of entrepreneurship in Uzbekistan. Scholars have highlighted the importance of equipping aspiring entrepreneurs with the necessary skills, knowledge, and mindset to navigate the challenges of starting and scaling businesses. The government's initiatives to introduce entrepreneurship courses in educational institutions, organize workshops, and support business incubators have contributed to the development of a skilled and entrepreneurial workforce (Gulomov et al., 2021). These educational efforts aim to nurture a generation of entrepreneurs capable of driving innovation and economic development.

In conclusion, the main directions of entrepreneurship support in the conditions of the new Uzbekistan represent a holistic approach to creating an enabling environment for business growth. The government's commitment to fostering entrepreneurship, combined with its

comprehensive reforms and initiatives, has set the stage for economic prosperity and long-term sustainable development. However, challenges still exist, and further research is needed to monitor the effectiveness of these measures, identify areas for improvement, and ensure the continuous evolution of the entrepreneurial ecosystem.

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PRELIMINARY PROCESSES IN OPEN PIT MINING AT MINING ENTERPRISES

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Abstract: In the Republic of Uzbekistan, open pit mining is one of the methods of surface mining in the activity of mining enterprises. conventional cone-shaped mining processes are carried out and opencast mining processes are generally used to exploit unselected and low-grade zone deposits close to the surface, in the field boundary area of the mine. This often results in higher productivity and requires greater capital investment, lower operating costs and better safety, and the mine's technical extraction processes are carried out based on the conditions. The main topics discussed in this article include and general characteristics of open pit mining, introduction to the characteristics of the ore body and configurations, cleaning coefficients and methods of cleaning upper layers, mine elements and parameters, operating period of an open pit, slope angle of the pit, stability of the mine side parameters, types of mine slope failures, mine closure and land reclamation, and miscellaneous variants of surface mining methods, including open-pit mining, processes of open-pit mining of metal ores in the Tebin Bulak metal mine of the Republic of Uzbekistan are given as an example.

Keywords: Open pit, open pit mining, slope angle of the mine, geological conditions of the mine, geotechnical requirements in the mine.

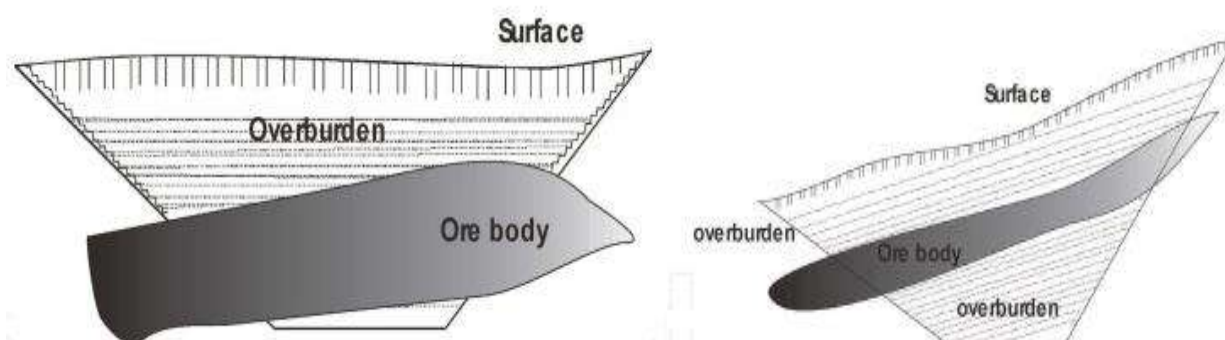
Introduction

In mining enterprises, opencast mining processes are considered as a method of extracting any ore in a marginal area close to the surface. Tebin Bulak iron ore mining enterprise in the Republic of Uzbekistan a mine using one or more horizontal machines to extract ore in the event that the amount of overburden and waste was calculated at the designated disposal site outside the last pit, open mining processes were started. This is mine in the border area, the massif separates the rocks by means of blasting. Open pit mining is used to extract both metallic and non-metallic ores. Open pit mining is different from open pit mining, it selectively extracts the ore rather than the aggregate or size rock product. Open-pit mining is carried out on scattered ore bodies or steeply dipping veins or the mining area is defined as the mining depth increases. Usually filling occurs until the depth is exhausted; however, the high cost of filling these pits with everyone the tailings removed at the end of the life of the mine pose a serious risk to the project, which means that the mine harms the economy. Few large open pit mines in the world can support such an expensive barrier. The open pit method is usually unselected and includes all high and low grades and zones; the rate of extraction is more than about 5000 tons per day and is frequently mined and requires a large capital investment, but usually leads to high productivity, open mining processes should be carried out in the case of geotechnical

requirements with low operating cost and good safety conditions. The main purpose of this chapter discussing the general characteristics of open pit mining, ore body characteristics and configurations, ore loss and degradation reduction factors and overburden removal methods, mining elements and the operating cycle of the open pit mine, the slope angle of the pit, the stability of the mine slopes, types of main wall failures, closure and neutralization of mines, ensuring safety will be one of our main goals. Open pit mining methods compared to underground mining methods requires removing a large amount of overburden from the pit and moving it and the possibility of forming piles outside the mine is high. Costs of extracting ore from an open pit a major part of the total cost of mining operations, because access to the ore body is so fast and takes less time compared to underground mining i.e. ore mining below the overload can only start with a slight delay from the start of removal and overload will be large. Also, an open pit has an almost limitless ability to create and use high-performance large-scale mining and transport equipment on the mine site. In the mines effective improvement of the highest technical and economic indicators ensures uninterrupted performance of work. Open pit mining has higher productivity (3-4 times than underground methods), lower production costs, safer and hygienic working conditions, complete mineral recovery and low preferred for low unit production cost. Open pit mining is distinguished not only by a high percentage of the total content of minerals and in the transportation of extracted rock to the production process, but it is also considered as one of the methods of surface mining and contributes to the construction of powerful production quarries. The capital cost of such a huge opening pits/quarries are very high and the overall cost of quarrying stone in the long run hundreds of millions of dollars or more. Therefore, decisions on the construction of new or existing quarries must be justified in terms of economic efficiency.

Methods of removing excess load from the mine boundary area

Extrusion of unwanted overburden, overburden, from the boundary area of an open pit mine is waste rock material that must be removed to expose the underlying ore body. For this, it is preferable to get as little overburden as possible and enter the ore, but when the waste rock is removed in large quantities and depending on the depth of the mineral deposit. Many removal operations (drilling, loading, blasting and transportation) are cyclical processes. This is true for hard rock, drilling and blasting must be done first. An exception to the cyclical effect is deepening a method used in hydraulic surface mining and some types of loose rock mining (soil) is done with bucket wheel excavators. Waste rock is defined as the ratio of mined ore. Ratios of 3:1 to 5:1 are common mining operations are carried out. Effectively higher ratios are less economically feasible and mining system cases are determined by the type of ore mined. After the overburden is removed, the overburden can be used for the road and traffic system and may have non-mining commercial value as a tailings structure or fill. The ultimate goal in selecting a specific treatment method and appropriate equipment is to remove at least the material covering rock (waste and overburden). Processes that harm the economic condition of the mine is to reduce possible costs.



Picture 1. Locations of ore body in open pit mining.

To date, the Tebin Bulak iron ore mining enterprise of the Republic of Uzbekistan has started its activity. Blasting processes are carried out in this mine, that is, rocks are blasted in the massif. Employees of Nukus Mining Institute Dzhaksimuratov. K., Allanazarov.B., Karamov.A., Jumabayeva.G., O'telbayev.A. employees observed the blasting process from a distance of 1.2 km during their trip to the Tebin Bulak mine. 521 detonators were detonated during the first blasting process in the mine. The dust of the explosion spread over a long distance. The main economic goal in open pit mining is to remove the smallest amount and material with the greatest return on investment through the most recycling is the correct direction to the mineral product for sale. The higher the grade and quality of the ore, the higher the value and the higher the economic efficiency accepted. It is necessary to develop an operation plan to reduce capital investment and it is necessary to provide a sequence of processes to determine the exact method of mining the ore body. The largest mine operations can cover many square kilometers of land. Also the production cycle drill, consisting of blasting, loading and transportation processes. In the processes of open mining of mines, attention should be paid to the geological location of the mine and geotechnical requirements.

Conclusion

This article describes the overburden removal processes that are necessary to expose ore deposits during open pit mining. In open pit mining, the working slopes of the overburden faces are generally kept parallel and the slope angle of the pit is determined at each distance. This method also allows for maximum profit in the early years and significantly reduces the risk of investment in waste removal for minable ore. Using these methods improves the economic condition of the mine in the future. It is considered a very popular method, whereas the mining economy or the shear rate can change in a very short time. This method sometimes impractical due to small gaps.

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METHODOLOGY OF TEACHING STORIES IN PRIMARY GRADES

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Abstract. This article examines the multifaceted aspects of teaching stories to primary school students using a complex perspective, explores the methodology used in teaching stories to primary school students, various approaches, interactive methods and age groups are explored. It is suggested to emphasize the importance of choosing the right content.

Key words: Constructivism, cognitive, plot, interactive, technology, methodology, integration.

As educators strive to foster holistic development and instill a love for reading within young minds, the methodology employed for teaching stories in primary grades plays a pivotal role. An effective approach must consider the intelligence and comprehension level of students while fostering their cognitive abilities. Understanding the importance of storytelling in primary grades requires a theoretical overview. Constructivism, cognitive development, and socio-cultural theories provide a solid foundation for comprehending this methodology. Applying these concepts helps educators embrace teaching strategies that encourage critical thinking, problem-solving, creativity, and language development. Engaging primary-grade students in experiential learning forms a cornerstone of effective storytelling. Incorporating multisensory activities that stimulate different intelligences, such as role-playing, art, and music, enables students to internalize story elements and empathize with characters. By connecting the story material to real-life experiences, educators promote active reflection and strong memory retention.

Collaboration is a powerful tool for fostering both social and cognitive skills. Implementing group activities, discussions, and cooperative projects within story-based lessons cultivates a sense of community among students. This collaborative approach allows participants to share ideas, learn from different perspectives, and develop communication skills, thereby enhancing comprehension and critical thinking abilities. While primary-grade students may seem young for literary analysis, empowering them with basic analytical skills can deepen their appreciation for stories. Introducing age-appropriate concepts such as characterization, plot structure, and theme not only enriches the reading experience but also equips students with critical thinking skills they can carry throughout their academic journey. Considering the varying levels of intelligence and comprehension within a primary classroom, employing differentiated instruction becomes crucial. Teachers should design activities that cater to different learning styles, aptitudes, and abilities. This student-centered approach ensures that all students are challenged and provided with opportunities for growth while addressing their unique strengths and weaknesses.

Given the technological advancements of the 21st century, integrating technology into story-based lessons is indispensable. Interactive e-books, digital storytelling platforms, and educational apps offer engaging opportunities to enhance comprehension and extend learning beyond the classroom. Utilizing technology effectively allows students to interact with stories in diverse ways, fostering their technological literacy and creativity. Assessing students' progress and understanding of story-based lessons should encompass formative and

summative approaches. Employing rubrics, open-ended questions, and performance-based assessments enables educators to evaluate cognitive development and the application of acquired knowledge. Furthermore, considering the diverse nature of intelligence and learning styles, multiple modes of assessment should be preferred, including written assignments, group presentations, and artistic interpretations. The involvement of families and the wider community heightens the impact of teaching stories in primary grades. Encouraging parents to read with their children, organizing storytelling events, or inviting community members to share personal narratives can create a rich and engaging experience. Such involvement strengthens the bond between the school and its stakeholders, fostering a collaborative approach towards students' holistic development.

The methodology of teaching stories in primary grades encompasses a complex amalgamation of theoretical frameworks, experiential learning, collaboration, literary analysis, differentiated instruction, technology integration, and varied assessment strategies. By considering the intelligence and comprehension levels of students, educators can craft meaningful and immersive experiences that promote cognitive development, critical thinking, creativity, and a lifelong appreciation for literature. Teaching stories in primary grades is a multifaceted journey, requiring passion, adaptability, and a commitment to nurturing young minds. The teaching of stories in primary grades plays a vital role in developing students' language skills, critical thinking abilities, and creativity. By adopting well-rounded strategies, educators can effectively engage students and promote a lifelong love for reading. A comprehensive methodology for teaching stories to primary grade students begins with an assessment of their prior knowledge. Understanding their existing exposure to different literary genres and the level of comprehension helps teachers tailor their instructional approach accordingly. Educators can make use of assessments, such as informal discussions or quizzes, to gauge students' familiarity with different types of stories.

The selection of appropriate stories is a crucial aspect of teaching methodology. While selecting stories, teachers should consider factors such as students' age, cultural diversity, and cognitive abilities. A balanced mix of fables, folktales, and contemporary stories can cater to the diverse interests of young learners while also challenging their comprehension. Visualization techniques are instrumental in engaging primary grade students throughout the story-learning process. Utilizing simple props, visual aids, and illustrations can effectively captivate young minds, making the story come alive. This fosters imagination and enhances their understanding of plot, setting, and character development.

To ensure active participation and comprehension, educators should adopt story-telling techniques involving interactive elements. Incorporating elements like group discussions, role-playing activities, and Q&A sessions encourages students to engage critically with the story, strengthening their analytical and communication skills. The use of audiovisual aids also enhances the methodology's effectiveness. Supplementing storytelling with visually appealing animations, narrated audio recordings, or even short video clips can make the learning experience more dynamic and engaging. Promoting creativity and critical thinking among primary grade students allows them to form a deeper connection with stories. Encouraging open-ended discussions, inviting students to interpret different character perspectives, or even

creating alternative story endings fosters their imaginative thinking and nurtures their problem-solving abilities.

Another effective technique is the integration of experiential learning within story teaching methodology. This involves organizing field trips to places relevant to the story's theme, or inviting guest speakers to discuss related topics. These hands-on experiences provide a holistic understanding of the story's context and facilitate the transfer of knowledge beyond the classroom. Supportive activities that complement the story can further consolidate students' comprehension. Assigning reading comprehension exercises, encouraging students to write book reports, or even encouraging them to perform short skits based on the story can reinforce their understanding of the plot, characters, and themes. Regular assessments are vital to evaluate students' progress and identify areas for improvement. Incorporating informal quizzes, oral presentations, or creative projects that require students to incorporate elements from the story can effectively assess their comprehension and allow educators to provide targeted feedback.

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THE IMPORTANCE OF LESSON PLANNING IN TEACHING FOREIGN LANGUAGE

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Annotation. Effective lesson planning is a crucial element in successful teaching, especially when it comes to teaching a foreign language. Lesson planning is the process of outlining the goals, instructional strategies, and assessment methods for each lesson. It is a road map that guides teachers in delivering effective and engaging lessons that meet the needs of their students. In the context of teaching a foreign language, lesson planning plays a critical role in providing structure, ensuring clarity, maximizing learning opportunities, and promoting student engagement.

Key words: coherence, logical flow, knowledge, confidence, proficiency, logical sequence, pair or group work, role-plays, debates, games, nurturing, supportive learning, instructional strategies, resources, vocabulary and grammar

Lesson planning plays a crucial role in teaching a foreign language. It is a valuable tool that allows teachers to organize their thoughts and materials, create a clear structure for learning, and ensure that their students receive a well-rounded education. In this article, we will explore the importance of lesson planning in teaching a foreign language in more depth.

One of the key benefits of lesson planning in teaching a foreign language is the provision of structure. A well-planned lesson allows teachers to organize the content and activities in a logical sequence. It helps to establish clear objectives and a framework for achieving these objectives. Without proper planning, lessons may lack coherence and may not provide a clear progression of skills and knowledge. A structured lesson helps learners understand the logical flow of the language being taught and allows them to build upon their previous knowledge. This structure provides a sense of predictability and familiarity, which is essential for language learners to develop confidence and proficiency.

Clarity is another crucial aspect of lesson planning. By carefully planning the instructional strategies, teachers can ensure that concepts and vocabulary are introduced in a logical manner. They can select appropriate teaching materials, such as textbooks, audiovisual resources, and supplementary materials, to support the learning process. The use of visual aids, gestures, and real-life examples can further enhance clarity and make abstract concepts more accessible. Moreover, planning the timing and pacing of the lesson allows teachers to allocate sufficient time for practice and reinforcement, as well as for reviewing and summarizing key points. This clarity enables students to grasp the language concepts more quickly and effectively.

Lesson planning also helps teachers to maximize learning opportunities for their students. By planning engaging activities, teachers can provide opportunities for students to practice and apply the language in meaningful contexts. These activities can include pair or group work, role-

plays, debates, and games, which not only make the learning process more enjoyable but also encourage active participation and interaction among students. Additionally, a well-designed lesson plan takes into consideration the different learning styles and preferences of students, providing various opportunities for auditory, visual, and kinesthetic learning. By catering to the diverse learning needs of students, lesson planning facilitates a more inclusive and effective learning environment.

Furthermore, lesson planning is vital in assessing student progress and understanding. By incorporating specific assessment methods into the lesson plan, teachers can gather valuable information about individual student performance. This information can then be used to provide timely feedback and address areas of weakness. Assessment strategies can include formative assessments such as quizzes, classroom discussions, and homework assignments, as well as summative assessments, such as unit tests and projects. By planning these assessments, teachers can ensure that they align with the lesson objectives and provide a comprehensive evaluation of student learning. This feedback and evaluation are essential in guiding instructional decisions and adapting teaching strategies to meet the needs of students.

In addition to providing structure, clarity, learning opportunities, and assessment, lesson planning allows teachers to be organized and prepared. It ensures that teachers have a clear understanding of the content they are teaching and the strategies they are using. It enables them to anticipate potential challenges and address them in advance. Lesson planning also helps teachers to be proactive in addressing individual student needs, such as providing additional support or enrichment activities. By being organized and prepared, teachers can provide a nurturing and supportive learning environment, promoting student engagement and fostering a positive attitude towards learning.

Effective lesson planning is essential in teaching a foreign language. It provides structure, clarity, learning opportunities, and assessment and allows teachers to be organized and prepared. By incorporating various instructional strategies and resources, teachers can create engaging and meaningful lessons that cater to the diverse needs of their students. Lesson planning not only benefits the teacher but also maximizes the learning outcomes and experiences of the students. It empowers teachers to deliver effective instruction, enhance student engagement, and ultimately contribute to the development of successful language learners.

The importance of lesson planning in teaching foreign languages cannot be overstated. While some teachers may be tempted to simply "wing it" and improvise their lessons, having a well-structured plan is essential for creating a successful learning environment.

Lesson planning provides a roadmap for teachers to follow. By outlining the objectives, content, and activities of each lesson, teachers ensure that they cover the necessary material and maintain a logical progression in their teaching. This helps avoid the risk of overlooking important topics or repeating content unnecessarily. Moreover, lesson planning allows teachers to have a clear sense of direction and purpose, improving their confidence and effectiveness in the classroom.

Benefits of lesson planning in foreign language teaching is the ability to scaffold learning. By breaking down complex language concepts into smaller, more manageable steps, teachers can guide their students through a step-by-step process of language acquisition. With a well-designed lesson plan, teachers can introduce new vocabulary and grammar structures

gradually, providing ample practice and reinforcement along the way. This scaffolding approach helps students build a solid foundation in the language and enables them to progress at a steady pace.

Lesson planning allows for differentiation and individualization of instruction. By considering the diverse needs and abilities of their students, teachers can design activities and assessments that cater to different learning styles and levels of proficiency. For example, if there are students who are more advanced, the lesson plan can include extension activities or higher-order thinking tasks to challenge them further. Conversely, for students who may be struggling, the plan can include additional practice exercises or modifications to cater to their specific needs. By tailoring the lesson to the individual needs of the learners, lesson planning promotes inclusive and effective teaching practices.

Furthermore, lesson planning promotes coherence and consistency across multiple lessons. When teachers plan their lessons in a sequential manner, they can ensure that there is a logical progression of topics and concepts throughout the course. This coherence helps students make connections between different lessons and apply their knowledge in meaningful ways. Moreover, a well-structured lesson plan enables teachers to revisit and reinforce previously covered material, which is crucial for long-term retention of the language.

Another advantage of lesson planning is the ability to incorporate various teaching strategies and methods. By carefully selecting and designing activities, teachers can engage their students in different ways, catering to their diverse learning preferences and maximizing their learning potential. For example, the lesson plan can include group work, pair activities, role-playing, or multimedia resources to enhance the students' language skills and motivation. Lesson planning provides the opportunity for teachers to be creative and innovative in their teaching, making the learning process more enjoyable and effective.

Lesson planning allows for effective time management. By allocating specific time slots for each activity or task, teachers can ensure that they cover all the planned content within the given time frame. This helps teachers avoid rushing through the material or leaving important topics incomplete. Moreover, effective time management enables teachers to gauge the pace of their students' progress, allowing for adjustments and modifications to be made if needed. By carefully managing time, lesson planning helps create a balanced and productive learning environment.

When it comes to creating and implementing effective lesson plans, there are several strategies that can be followed. Firstly, it is important for teachers to clearly identify the desired learning outcomes for each lesson. These outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART). By setting clear objectives, teachers can ensure that their lessons are focused and purposeful.

Teachers should consider the needs and abilities of their students when planning lessons. Differentiation is key in foreign language teaching, as students often enter the classroom with varying levels of proficiency. By pre-assessing their students' language skills, teachers can tailor the lesson to meet the individual needs of their learners. This can involve providing extra support for struggling students or incorporating extension activities for those who are more advanced.

Teachers should carefully select and sequence the content and activities in their lesson plans. The content should be relevant, engaging, and aligned with the learning objectives. Activities

should be varied and interactive, providing opportunities for students to practice and apply their language skills in meaningful ways. It is also important to consider the sequence of activities, ensuring a logical progression and smooth transition between tasks.

Lesson plans should include formative and summative assessments to gauge students' progress and understanding. These assessments can take various forms, such as quizzes, presentations, or written assignments. By including regular assessments in the lesson plan, teachers can identify areas of strength and weakness, providing timely feedback and support to their students. This process of continuous evaluation promotes meaningful learning and enables teachers to monitor the effectiveness of their instruction.

Lesson plans should be flexible and adaptable. While it is important to have a structured plan, teachers should be open to adjustments and modifications based on students' responses and needs. Flexibility allows for spontaneity and responsiveness in the classroom, creating a dynamic and engaging learning environment. Teachers should be prepared to make on-the-spot changes, provide additional examples or explanations, or extend activities if needed.

Lesson planning is a vital component of effective foreign language teaching. It provides structure, coherence, and focus to the teaching process, allowing teachers to guide their students through a carefully scaffolded learning journey. Lesson planning facilitates differentiation, promotes engagement and motivation, and enables teachers to monitor students' progress. By following effective strategies in creating and implementing lesson plans, teachers can create a successful learning environment that fosters the acquisition and mastery of foreign language skills.

Lesson planning provides teachers with the opportunity to carefully consider and sequence the content and activities they will present to their students. By taking the time to think through what needs to be taught and how best to deliver it, teachers can effectively cater to the needs and abilities of their students. This ensures that lessons are coherent and purposeful, promoting effective language learning in the classroom.

A well-structured lesson plan also helps teachers to set clear goals and objectives for their students to achieve during each lesson. This enables teachers to focus on the skills they want their students to develop, such as listening, speaking, reading, and writing. By setting specific objectives, teachers can design activities and tasks that target these skills, fostering meaningful language practice and progress.

Lesson planning also allows teachers to carefully select and adapt materials and resources to meet the needs of their students. Different learners have different strengths, weaknesses, interests, and learning styles. By considering these factors during the planning process, teachers can choose materials that are engaging, relevant, and appropriate for their students. This helps to ensure that students remain motivated and actively participate in the learning process.

Furthermore, lesson planning promotes effective time management in the classroom. By allocating time for different activities within a lesson, teachers can ensure that they cover all necessary content within a given timeframe. This prevents lessons from becoming rushed or disorganized, and allows for a balanced and efficient approach to language teaching. Additionally, by considering the time required for each activity, teachers can better gauge the pace of the lesson and make adjustments as needed.

Lesson planning also encourages teachers to consider and include a range of teaching techniques and strategies in their lessons. Each student learns differently, and a variety of teaching methods should be used to accommodate this diversity. By planning and incorporating various activities, such as group work, pair work, discussions, presentations, and role-plays, teachers can cater to different learning styles and provide a more engaging and interactive learning experience.

Another benefit of lesson planning is that it allows teachers to identify potential challenges and issues that may arise during the lesson. By anticipating such challenges and considering possible solutions, teachers can better address student difficulties and effectively manage the learning environment. This proactive approach helps to minimize disruptions and maximize learning opportunities for students.

Moreover, lesson planning provides teachers with a record of what has been taught and accomplished in the classroom. This is particularly important in the context of a foreign language where concepts and skills build upon one another. By documenting the content and activities covered in each lesson, teachers can review and revise their teaching strategies, ensuring that they progress in a logical and systematic manner.

In addition to these practical benefits, lesson planning also supports meaningful reflection and professional growth for teachers. Through the process of planning and evaluating lessons, teachers can identify their strengths and areas for improvement. This ongoing self-reflection allows teachers to refine their teaching practices, enhance their knowledge of language pedagogy, and continuously improve their teaching skills.

In conclusion, lesson planning plays a crucial role in teaching a foreign language. It helps teachers to organize their thoughts and materials, set clear goals and objectives, select appropriate resources, manage time effectively, cater to diverse learners, anticipate challenges, record progress, and promote personal and professional growth. By investing time and effort into lesson planning, teachers can create a positive and enriching learning experience for their students, fostering effective language acquisition and facilitating their overall development.

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ABDURAUUF FITRAT – IS THE FIRST UZBEK THEORIST SCIENTIST

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Abstract: This article talks about the life and work of Abdurauf Fitrat, one of the founders of Uzbek literature, his efforts for the independence of the country, his contribution to Uzbek literary studies.

Keywords: Jadidism, Russian invasion, school, textbook, newspaper, drama, professor, Turkiye, work, Europe.

Fitrat, the son of the first Uzbek professor Abdurauf Abdurahim, a writer, translator, journalist, literary critic and linguist theorist, who has a place in the history of Uzbek statehood, was born in 1886 in the city of Bukhara in the family of an intellectual merchant Abdurahim aka. “Fitrat” is Abdurauf’s literary nickname, and this word means innate talent. [1; 223].

First, Fitrat studied Arabic, Persian-Tajik, Turkish literature, philosophy, history and culture of Eastern peoples at the famous Mirarab madrasa in Bukhara, first at his old school.

At the end of the 19th century and the beginning of the 20th century, the struggle for the end of the tyranny of the khanate and the development of new ideas intensified in the whole region of Turkestan, and a number of young intellectuals grew up and they declared themselves as jadidists, and the movement as a jadid movement. Such young people were intellectuals who had studied in Europe and encouraged the people to become enlightened and cultured. One of such young people was Fitrat. Sadriddin Ainiy, was one of the exponents of Jadidism movement, expresses his opinion about Fitrat: “Fitrat was one of the open-minded young people of this period. This person was considered one of the most talented and virtuous students of Bukhara [2; 136].

During this period, the fighters of Turkestan paid special attention to the training of personnel in educational institutions of countries such as Orenburg, Kazan, Ufa, Istanbul, Germany, and St. Petersburg, America. That is why every city organizes societies for different types of education. The youth of Bukhara created a charitable society called “Tarbiyai atfol”, that is, “Children’s education”. These societies were aimed at providing financial support to talented students for their education in foreign countries. “In 1909, Fitrat went to study in Istanbul with the support of “Tarbiyai atfol” [3; 6]. Gradually, all students from Turkestan and Bukhara will join this society. Later, the company “Marifat” was established under this institution, and this company performs the function of a publisher and publishes textbooks in Uzbek and Tajik languages.

In 1913, Fitrat returned to Bukhara from Turkey with a new modern outlook. Fitrat was a young Jadidist who completely converted to Jadid ideology and became known for his active intervention in all aspects of the state.

Fitrat was well known as an artist at that time. His first work was “Discussion” printed out in 1905-1907. After that, over the years, he wrote a collection of poems in Persian called “Sayha”, “Traveler’s Hindi”, “Rahbari Najot” and “History of Islam”. In addition, the discussion entitled “Family” was published in Azerbaijan in 1915-1916. These works were distinguished by their

high level of philosophy and were translated into other languages. As a simple example, his work entitled "Discussion" was published between 1909 and 1914 in Turkish and Azerbaijani languages, and "Traveler's Hindi" was published in Russian. Abdurauf Fitrat was also a talented poet. His poems "Mavludi Sharif", "Abo Muslim", "Begijan" have been published continuously for years in newspapers and magazines such as "Oyna", "Tarakki", Sadoi Turkistan, "Turon", "Khurriyat", and "Bukharai Sharif".

Abdurauf Fitrat will be forced to live in foreign countries for many years. The reason for this was the religious fanaticism of the Bukhara Khanate at that time. During the Khanate period, they opposed any innovation; they considered innovation to be a blasphemy. Even "Munozara", considered his first work, will be published in Turkey. He lived and worked in Moscow and Leningrad in 1923-1924. In 1924, the Leningrad State Institute awarded Fitrat the title of professor for his research on classical literature. Fitrat entered history as the first professor in Central Asia. In his book "Examples of Uzbek Literature", he provides information about more than ten representatives of our classic literature. In particular, he scientifically researches the work of Makhmud Kashgari, who was one of the first to reveal Turkic languages theoretically. In addition, Ahmad Yugnaki's work "Khibbat ul-hakayik" reasonably reveals some debates about whether it belongs to pre-Islamic or post-Islamic period literature. In 1926, he published his first monograph entitled "Rules of Literature", which revealed the theoretical foundations of modern Uzbek literature, and left his name in history as the first Uzbek theoretical literary scholar. Since 1925, Fitrat has been working in several cultural, educational and research institutes. At that time, he taught the history of Eastern language and literature at the newly established Samarkand Pedagogical Academy, at the Institute of Language and Literature under the Committee of Sciences, and later at the Tashkent State Pedagogical Institute.

When it comes to Uzbek writing, Fitrat's contribution to dramaturgy is significant. In 20th century Uzbek literature, Abdulla Kadiri in prose, Abdulkhamid Sulayman ogle Cholpon in lyrics and Abdurauf Fitrat in dramaturgy are valued as creators who brought a special spirit and started a new stage in Uzbek literature. That is why his "Begijan", "Mavludu Sharif", "Abomuslim", "Temur Saganasi", "Chin Sevish", "Oguz Khan", "Blood", "Chin Sevish", "Indian revolutionaries", "Abulfayz Khan" dramas were an extraordinary phenomenon. Especially, his drama "Abulfayzkhan" clearly revealed the situation of the khanates, bigoted mullahs, and hateful khans.

To sum up, Abdurauf Fitrat is a passionate executive of his time, he stands out from his peers with his active participation in every aspect of society and his patriotism, and it is safe to say that his legacy is serving us through works and acting as a guiding star.

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COMPARATIVE ANALYSIS OF TRANSLATIONS OF PUN IN PLAYS BY W. SHAKESPEARE

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Abstract: The article presents a comparative linguopoetic analysis of peculiarities in the Uzbek and Russian translations of the author's puns in Shakespeare's dramas. The issue of translation of the pun (word play) is also one of them. Wordplay is a multifaceted phenomenon that, performing a number of functions, occupies a special place in the works of W. Shakespeare.

Keywords: Romeo and Juliet, pun, wordplay, translation, classification, irony, laughter, author's intention, William Shakespeare.

Introduction. It is known that a pun, according to its function, can be represented as an independent work, that is, as a miniature. Also, the pun-miniature can be translated as a complete whole and gives the translator more freedom in the rotation of the above mentioned device.

Materials and methods. During Shakespeare's well-known tragedy "King Lear", when things in her reign were not going as well as Goneril wanted, the queen's mood was destroyed when she heard that one of the guards was severely beaten by Lear, who was also an unwelcome guest in the palace, because he treated the clown rudely. Goneril tries to remind her servant Oswald that he had not to meet his father when he returns from the hunt, and to remind the king that Lear has resigned. When Oswald says that he heard the voices of the king and the soldiers returning from the hunt, Goneril orders her servants to completely ignore Lear when her father enters and not to show him any compliments. He also says that if Lear is not happy with the conditions here, he can go to Regan's court and that he is sure that the king's second daughter will not put up with her father's foolish whims like before. In the next sentence, when Goneril says that a person becomes a young child again when he is old, and calling his father to order is an easy task like managing every child, he uses ironic antonymic relationships in her speech, as well as a pun built in a word game such as "used" and "abused":

GONERIL

Idle old man,
That still would manage those authorities
That he hath given away! Now, by my life,
Old fools are babes again; and must be used
With cheques as flatteries, - when they are seen abused.
Remember what I tell you¹.

Гонерилья

Сам отдал власть, а хочет управлять
По-прежнему! Нет, старики — как дети,
И требуется строгости урок,
Когда добро и ласка им не впрок.

¹ <https://shakespeare.mit.edu/lear/full.html>

Запомни это².

Гонерилья

... Кексалар ҳам бола феъл бўлиб қолади.

Дағдаға ҳам қилиш керак эркалаб туриб,

Бу даврда ўзларига фойда қилади.

Буйруғимни ёдингда тут³.

Goneril, who a little while ago had been begging Lear in order to gain power, now after her intention was fulfilled, the fact that her father was lazy and the king still behaved like a ruler was getting on the queen's nerves. Goneril wants to show that times have changed by depriving her father of all flattery. In the original text:

Old fools are babes again; and must be used

With cheques as flatteries,- when they are seen abused.

The word "used" has such contents as "to treat, address", and the lexical unit "checks" means "rein, to control, to restrain or obey, to be strict, to rebuke, to put" and the unit "abused" is "to be under the strong influence of, to abuse". In the pun given above as an example, the content is as follows "when old people fall under the influence of flattery (abuse) they should be immediately reprimanded, made strict and restrained".

In the Russian translation done by B. Pasternak, analyzed above, the meanings of the word "flatteries" have been replaced by "добро и ласка".

In this drama by Shakespeare, Lear is not influenced by the "true affection and love" of his youngest daughter Cordelia, but by the "false flattery" of Goneril and Regan. In "King Lear", Goneril and Regan are portrayed as hypocrites, and they are also very good actors on the stage of life, who skillfully played the role of "loving" children in order to get their father's property. In the original pun Lear is contrasted to "a foolish old man is a young child", and such comparisons define the conflict between Lear's character and his inner world, and the beginning of the tragic conflict lies in the nature of the king himself, who indulges in false flattery.

In the Uzbek translation, the translator carefully used the method of generalization and neutralization, and tried to preserve the ironic effect of the pun.

So, it is a very difficult task to recreate a stylistic device such as a pun in translation text, because it requires the preservation of such factors as adequacy, irony, irony, form and content, as well as harmony. Sometimes, in the field of practice of punctuation, translation transformations are not free from the possibility that each pun is a unique work of art.

In conclusion, the pun-miniature, being an independent work, can be translated as a complete whole and gives the translator more freedom in translation practice. In this type of translation, the translators have the opportunity to use the semantic shifts that cause semantic deviations in their translation, and the success of the translated text is determined by its functional position. Consequently, the miniature puns created by Shakespeare are harmonious with the idea of the work and are organically connected to each other and are represented as a holistic, sometimes aphoristic whole phenomenon.

² <https://predanie.ru/book/218131-korol-lir-per-boris-leonidovich-pasternak/>

³ https://n.ziyouz.com/books/jahon_dramaturgiyasi/Vilyam%20Shekspir.%20Tanlangan%20asarlar.%202-jild.pdf
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АНАЛИЗ ВЕЩЕСТВЕННОГО СОСТАВА ВТОРИЧНЫХ ТЕХНОГЕННЫХ ОБРАЗОВАНИЙ АО «АЛМАЛЫКСКИЙ ГМК» ДЛЯ ОПРЕДЕЛЕНИЯ РЕСУРСА РЕДКИХ, РАССЕЯННЫХ, БЛАГОРОДНЫХ, ЦВЕТНЫХ И ЧЕРНЫХ МЕТАЛЛОВ

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Мировые запасы месторождений с высоким исходным содержанием и легко извлекаемыми рудами в настоящее время практически истощены, а в разработку вовлекаются труднодоступные по добыче и сложные по переработке руды, Поэтому на сегодняшний день современный мировой рынок переживает время явного дефицита минерального сырья,

Высокие цены металлов на мировом рынке создают благоприятную обстановку для разработки месторождений с низким содержанием полезных компонентов в сложных горнотехнических и природно – климатических условиях, в также вовлечения в переработку минеральных ресурсов техногенного происхождения (1),

Основной причиной, обусловившей сравнительно невысокий уровень эффективности использования сырьевых ресурсов месторождений, является то, что при наличии в извлекаемой горной массе, как правило, нескольких полезных компонентов, Горные же предприятия запрограммированы в подавляющем большинстве на получение только одного или двух видов ценных компонентов в товарную продукцию, Поэтому накапливаются значительные запасы минерального сырья,

В настоящее время на АО «Алмалыкском ГМК» из всего многообразия редких и благородных металлов, присутствующих в рудах Алмалыкского рудного поля, промышленное значение имеют молибден, рений, селен, теллур, индий, осмий, вольфрам, палладий и платина (2),

Из этих данных видно, что разработка технологий извлечения этих металлов и определения точного количество редких и благородных металлов в забалансовых рудах и техногенных отходах АО Алмалыкского ГМК является актуальной,

При изучении минералогического и вещественного состава смешанных, окисленных и сульфидных забалансовых руд определены следующие данные:

- при общем объеме забалансовых сульфидных руд в количестве 74,5 млн,т,, в них содержится: Au-31,6 т; Ag-132,2 т; Se-1266,5 т; Pt-167,625;Pd-27,225 т; Re-19,817 т; Os – 5,3342 т; In-0,149 т; Li-1713,5 т; Ru-1,2665 т;

- в 63,8 млн,т забалансовых окисленных рудах содержатся; Au -31,1 т; Ag-144,5 т; Se-74 т; Pt-143,55 т; Pd-194,59 т; Re-16,97 т; Os-4,568 т; In-0,1276 т; Li-1476,4 т; Ru-1,0846 т,

Для изучения распределения благородных металлов из отвалов забалансовых руд были отобраны мономинералы: пирит, халькопирит, молибденит, и др для выяснения распределения благородных металлов (в г/т): в халькопирите Au-12,2; Ag-41,2; Pd-0,25;

Pt-0,2; Ru-0,93; Os-0,015 г/т; в пирите Au-2,2; Ag-21,0; Pd-0,17; Pt-0,41; Ru-0,13; Os-0,98 г/т; в молибдените Au-2,4; Ag-12,2; Pd-1,88; Pt-1,33; в сфалерите Au -12,1; Ag-0,03; Pd-0,003; Pt- 0,07 г/ т; галените Au-12,1; Ag-0,03; Pd-0,003; Pt-0,07 г/ т; галените Au-10,0; Ag-9,0; Pd-0,032; Pt -0,02; Ru-0,012 г/ т,

Форма нахождения золота в основном самородное, присутствуют и теллуридные формы, По крупности зерен самородное золото подразделяется: на микронное золото (0,01-0,001 мм), которые составляет до 20 % от общего количества; пылевидное (0,01-0,05) -59,8 %; очень мелкое (0,05-0,1)-12,8 % и мелкое золото (0,1-0,9мм)-7,4 %, Пробность золота в среднем составляет 720-960, Серебро в отвалах забалансовых руд присутствует в самородной форме и в виде сульфидов и сульфосольных соединений (аргентит, блеклая руда, сульфосоли серебра) (3),

Самородное золото концентрирует значительные содержания (г/т): Pd- 2,9; Ru-0,73; Lr-1,01; Pt-0,5, Для платиноидов установлена минеральная форма нахождения, Минерал предоставлен меренскитом, в котором содержание Pd – 27,0; Rh-200 г/т; Ir-300; Pt-0,7 %, Наиболее высокое содержание золото установлено в окисленных рудах (в г/т): малахите 5,6; халькозине – 4,0; псиломелане - 3,0 и лимоните – 2,0, Максимальные концентрации серебра также приурочены к окисленным минералам, так в малахите, халькозине, лимоните и хризоколле содержание колеблется от 24 40 г/т,

Гидрометаллургические методы получения меди с благородными металлами нашли применение при переработке труднообогатимых медьсодержащих руд, когда флотация не обеспечивает удовлетворительного ее извлечения, при этом руда не должна содержать в значительном количестве карбонатных и других кислото – растворимых минералов породы,

Современные основные способы извлечения меди из трудно перерабатываемых окисленных медных руд состоят из следующих методов (4),

- 1) Гидрометаллургические технологические схемы (Технология SX – EW), содержащие три основных этапа для извлечения меди и благородных металлов: выщелачивание с последующей экстракцией растворителем и электролизом,
- 2) Гидротермальная сульфидизация окисленных медных руд на стадии измельчения для дальнейшей металлургической переработки,
- 3) Технология сухого магнитного обогащения окисленных медных руд,
- 4) Комбинированный метод переработки окисленных руд
- 5) Фотометрический способ переработки окисленных руд,

Применение кучного выщелачивания ограничивается определенными требованиями к составу и подготовке руд: руда должна быть по возможности пористой, с микроскопическими каналами, способствующими проникновению растворов, породе не должно микроскопически растрескиваться, рассыпаться при действии раствора; Вторичные сульфиды (халькозин и ковеллин) успешно обрабатываются, Первичные же колчеданы не поддаются растворению, Процесс требует благоприятных климатических условий – сухости климата и высокой среднегодовой температуры, Важное значение имеет подготовка непроницаемой постели под отвалом, Опытами установлено, что при

плохой постели извлечение меди может быть уменьшено на 30-40 %, Почву подготавливаются уклоном от $3,5^0$ до 8^0 , Постель обыкновенно готовят из слоя глины илов обогатительных фабрик, смоченных нефтью а затем просушенных (эту операцию повторяют несколько раз), Только в таких условиях получают непроницаемых слой,

Технология КВ меди из окисленных руд включает следующие стадии: дробление, укладка руды на гидроизолированное основание, выщелачивание, экстракция меди из продуктивного раствора, реэкстракция меди, электролиз меди из реэкстракта и утилизация хвостов {5}

При изучении минералогического и вещественного состава хвостов МОФ и МОФ 2 определены следующих данные:

В хвостохранилищах №1 (СХХ) числится 546,2 млн, тони хвостов обогащения {6}, в них меди – 610,5 тыс, тонн, с содержанием 0,112 %, золота -114,0 тонн с содержанием 0,21 г/т, серебра -577,8 тонн с содержанием 1,06 г/т, В хвостохранилищах №1 ежегодно складировается 6,7 млн, т,в хвостохранилищах №2 складировается 27,8 млн,т хвостов обогащения,

При общем объеме хвостов МОФ и МОФ 2 в количестве 1321,5 млн,т,, в них содержится: Au -277,51т; Ag-1400,79 т; Se-6607,5 т;Pt-1,32 т;Pd-541,81 т;Re-50,24 т;Os-2,37 т;In-55,5 т;Li-7400,4 т; u-120,25 т; Te -9,25 т; Zr-23787 т; Mo-64753,5 т; W-5946,75 т; Rh-5153 т; Ir-11,10 т; Be-488,95 т; Ga-8986,2 т; Nb-264,3 т; U-290,73 т,

Техногенные отходы – это сырьевая база сегодняшнего дня, позволяющая в короткие сроки, с минимизацией затрат на строительство, добычу и переработку увеличить выпуск основных металлов (Cu,Mo,Zn,Fe,Au,Ag) {7},

Рекомендуются применить комбинированную технологическую схему:

- флотация отвальных хвостов в колонных флотомашинах с получением коллективного сульфидного концентрата;
- окислительный обжиг коллективного сульфидного концентрата в печах КС получением серной кислоты и огарка;
- гидрометаллургическая переработка огарка с получением цветных металлов и железа,

Проведенный на отобранных пробах фазовый анализ медных минералов позволяет сделать вывод о снижении количества сульфидных соединений меди в хвостах, по мере удаления от дамбы к центру пляжа,Средний показатель сульфидности составляет 74,5 %, в том числе первичные сульфиды – 53,8 % {8},

Лабораторные испытания обогатимости частных проб хвостов проведены на стандартном режиме в открытом цикле при измельчении исходного материала до 55 и 70 % класса – 0,07 мм, Средние показатели извлечения металлов в черновой коллективный концентрат составляют:

- при измельчении до 55% кл – 0,074 мм: меди – 57,6%, золота – 66%, серебра -63%;

-при измельчении до 70 % кл- 0,074мм: меди – 65,1%, золота -77,8% серебра -72,8 %,

Среднее содержание металлов в черновом концентрате: меди – 1,7 % золота – 4,1 г/т; серебра – 13,5 г/т; кремнезема – 45%,

Лабораторные и полупромышленные испытания обогатимости лежалых хвостов проведены на крупнотоннажной (около 3000 т) пробе, отобранной с четырех разрезов стометровой пляжной зоны,

Проба представлена преимущественно силикатсодержащими нерудными минералами с подчиненным количеством нерудных карбонатов, ангидрита, рудных минералов, Из последних преобладает пирит, мартит, гидроксиды железа, в несколько меньшем количестве находится халькопирит, Прочие минералы резко подчинены и встречены в виде единичных зерен,

Полезные минералы фиксируются, главным образом, в виде свободных зерен и в сростании с нерудными, Размер поперечника выделений халькопирита – 0,01-0,1 мм, молибденита -0,2мм, пирита -0,005-0,9 мм, В табл,3,4, 3,5 показаны химический состав пробы и фазовые составляющие медных минералов,

В лабораторном масштабе проведены испытания по обогатимости хвостов различными методами:

- гравитационными, с использованием отсадочной машины, винтового сепаратора, концентрационного стола;

- гидрметаллургическим, с применением прямого цианирования в среде цианистого натрия;

-флотационным,

Максимальное извлечение из хвостов полезных компонентов достигнуто при флотационном обогащении,

Разработка режима флотации лжалых хвостов проведена методом многофакторного планирования экспериментов, На основании полученных результатов установлен режим флотации, позволяющий достичь максимально возможного извлечения металлов:

- тонина помола – 68-70 % кл -0,071 мм в известковой среде при рН – 9,0-9,2,

- реагентный режим: карбамид – 40 г/т; сернистый натрий -70-75 г/т; бутиловый ксантогенат – 15 г/т; Т-80-40 г/т,

- продолжительность флотации – 15 минут,

При реализации разработанного режима флотации по стандартной схеме получен коллективный концентрат с содержанием меди – 11,66 % молибдена – 0,125 %, золота – 20 г/т, серебра – 76-64 г/т и извлечением 71,19%, 48,33 %, 58,0% и 48,06 % соответственно,

Основное количество золота, серебра и меди сконцентрировано в крупных классах хвостов, во фракции + 0,15мм, Среднее содержание в хвостах меди -0,4 %, золота – 1,93 г/т, серебра – 1,98 г/т, диоксида кремния – 66,9%, оксида аммония -11,7 %, оксида кальция -1,75%, оксида магния – 1,85%, оксида калия – 3,84%, оксида натрия – 0,44%, железа общего – 4,65%, в том числе: железа (II) – 2,14 %, серы общей -1,5 %, сульфидность меди – 79 % {8},

Для комплексного извлечения меди, золота и серебра из отвальных хвостов на АГМК проводится кучное выщелачивание комплексным аммиачно – тиосульфатным реагентом, Технология производства этого реагента освоена АГМК на базе сульфит – бисульфита аммония, получаемого из выбросных газов сернокислотного производства,

Комплексный выщелачивающий растворитель содержит специфические селективный реагенты для выщелачивания золота, серебра и минералов меди: тиосульфат, сульфит и гидроксид аммония,

При тиосульфатном выщелачивании кеков биовыщелачивания получают растворы с содержанием меди 0,05 г/л, золота – 0,6-1,0 мг/л, серебра – 0,4-3,0 мг/л, В отличие от прямого выщелачивания исходных растворов продуктивный раствор содержит очень мало меди, Из бедных по меди растворов осаждение ценных компонентов протекает не полностью, Образующийся осадок находится в растворе в виде устойчивой коллоидной взвеси, не коагулирующей при добавлении полиакриламида (8),

Для достижения требуемой полноты осаждения золота и получения компактного осадка обработан на продуктивных растворах способ осаждения с предварительным добавлением сульфата меди, Испытания показали, что наиболее приемлемой является добавка меди до концентрации 0,5 г/л, При этом достигается быстрое осветление раствора после осаждения сернистым натрием, получается сравнительно плотный осадок, Остаточное содержание золота в растворе составляет 0,1-0,2 мг/л, Более высокий расход сульфата меди не рационален, при меньшем (0,2 г/л) наблюдается неполная коагуляция взвеси,

Изучены количество и состав различных техногенных отходов, находящихся на территории АО «Алмалыкского горно- металлургического комбината»,

Определено общее количество редких и драгоценных металлов в составе техногенных отходов АО АГМК,

В результате исследований определены средние концентрации редких и драгоценных металлов, имеющих практическое значение, в составе техногенных отходов и изучены их физико – химические и технологические свойства,

Был проанализирован ряд современной литературы с целью изучения методов выделения драгоценных и редких металлов из техногенных отходов на основе их свойств,

На анализа литературы был дан ряд рекомендаций по извлечению драгоценных и редких металлов, имеющих практическое значение, от техногенных отходов,

В конце отчета добавлены приложения по существующим современным технологиям и технологические схемы промышленного производства драгоценных и редких металлов, имеющих практическое значение,

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SUPPOSITORY WITH NANOPARTICLES

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Abstract : Suppositories with nanoparticles have gained attention in recent years due to their potential advantages over conventional suppositories for drug delivery.

KEYWORDS: Nanoparticles, suppository, drug delivery, cells.

INTRODUCTION

Nanoparticles are microscopic particles that have a wide range of potential applications, including drug delivery. When incorporated into suppositories, nanoparticles can offer a number of advantages over traditional drug delivery methods. One of the main advantages of nanoparticles is their ability to target specific tissues or cells. This is because nanoparticles can be designed to have specific surface properties that allow them to bind to certain receptors or cell types.

MAIN PART.

This can be a major advantage for treating diseases that are localized to a specific area of the body. For example, nanoparticles have been used to deliver drugs to the colon for the treatment of colorectal cancer. The nanoparticles can be designed to target the cancer cells specifically, which can help to reduce the side effects of treatment. Another advantage of nanoparticles is their ability to improve the solubility of drugs. Some drugs are not soluble in water, which makes it difficult for them to be absorbed into the bloodstream. Nanoparticles can be used to encapsulate these drugs, making them more soluble and easier to absorb. This can be a major advantage for drugs that are poorly absorbed when taken orally. For example, nanoparticles have been used to deliver the drug ondansetron, which is used to treat nausea and vomiting, rectally. The nanoparticles improve the solubility of the drug, which allows it to be absorbed more quickly and effectively. In addition to these advantages, nanoparticles can also be used to prolong the release of drugs. This can be useful for drugs that need to be released slowly over time. For example, nanoparticles have been used to deliver the drug insulin, which is used to treat diabetes. The nanoparticles release the insulin slowly over a period of several hours, which helps to keep blood sugar levels stable.

Overall, suppositories with nanoparticles offer a number of advantages over traditional drug delivery methods. They can be targeted to specific tissues or cells, they can improve the solubility of drugs, and they can prolong the release of drugs. These advantages make nanoparticles a promising new technology for drug delivery.

Current research on suppositories with nanoparticles

There is currently a great deal of research being conducted on suppositories with nanoparticles. Researchers are investigating the use of nanoparticles to deliver a wide range of drugs, including antibiotics, anti-cancer drugs, and pain relievers. One area of active research is the use of nanoparticles to deliver drugs to the colon. The colon is a difficult organ to target with drugs, but nanoparticles offer a promising new approach. Researchers have developed nanoparticles that can target specific receptors in the colon, which could allow for the targeted delivery of drugs to this area. Another area of active research is the use of nanoparticles to improve the solubility of drugs. As mentioned earlier, some drugs are not soluble in water, which makes them difficult to absorb into the bloodstream. Nanoparticles can be used to encapsulate these drugs, making them more soluble and easier to absorb. Researchers are also

investigating the use of nanoparticles to prolong the release of drugs. This could be useful for drugs that need to be released slowly over time, such as insulin.

Nanoparticles could be used to create suppositories that release insulin slowly over a period of several hours, which could help to keep blood sugar levels stable. Future of suppositories with nanoparticles The research on suppositories with nanoparticles is still in its early stages, but the potential benefits of this technology are clear. Nanoparticles offer a number of advantages over traditional drug delivery methods, and they could be used to deliver a wide range of drugs. As research continues, it is likely that we will see more and more suppositories with nanoparticles being developed. These suppositories could offer a new and improved way to deliver drugs, and they could have a significant impact on the treatment of many diseases.

OVERAL: Suppositories with nanoparticles have the potential to improve drug delivery and provide new options for targeted therapy and gene therapy. However, more research is needed to fully understand their benefits and limitations.

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THE GENERAL INFORMATION ABOUT THE CONCEPT OF GOODNESS.**BibiMukhlisa Ghulamova****Andijan State Institute of Foreign Languages English philology,
teaching methodology and
student of group 303 of the Faculty of Translation Studies****ANNOTATION:**

This the concept is still not defined by a single general explanation. One of the linguists who conducted research on it, SAAskoldov, explains the concept as "a unit that reflects the process of thinking about one or another type of concept."

Key words: *concept, understanding, philosophy, ideology, folklore, national tradition*; NDaryutunova said, "The concept is a practical concept in philosophy, a national tradition, reflects the relationship between many factors and the thought process, such as life experience, religion, ideology, folklore, artistic images. It represents a cultural layer that establishes a connection between man and the world," he writes.

DLihacheva in his « Conceptosphere Russian yazyka » in his scientific work, the concept is defined as "a product of the thought process resulting from the collision of a word with the dictionary meaning of a person with his national views." - describes

As a result of comparing the scientific works of different linguists, many private conclusions were accepted. The adoption of the concept concept in linguistics served as a new stage for cultural, philosophical and cognitological aspects of linguistics in determining the main characteristics of culture, consciousness, thinking and linguistic unity.

There are different approaches to the concept of "concept" in linguistic literature. For this reason, there are many explanations about this term, and as a result of different approaches, the classifications of the concept are defined differently.

The concept has its own structure. A simple specific idea, a whole conceptual structure, a concept that forms stages of abstraction can also perform the function of a concept. According to its content and level of abstraction, APBabushkin classified the concept into the following types:

- 1) *concrete image*;
- 2) *scheme* ;
- 3) *concept*;
- 4) *prototype* ;
- 5) *frame* ;
- 6) *script*
- 7) *gestalt*

Concrete image is this imagination or in thinking concrete subject or of reality reflection to reach A type of concept with a higher level of abstraction is an image (picture of thoughts) - generalized images of various objects or realities. Imagination is a kind of reflection of the concept based on more external signs.

Schema - perceptions of generalized space-graphic images (a "river" is compared to a blue ribbon). *Concept* - reflects general or concrete signs, objective, logical characteristics of the subject. A concept arises as a result of step-by-step abstraction from secondary concepts

based on an imagination or schema.

Prototype is a unit that creates an initial idea of a typical object or reality of a certain category. For example, a vision of an ideal housewife, a vision of a car. These concepts serve as a unit that helps a person to categorize objects and realities in the world.

A frame is an association in memory. Concept- frame can be compared with the concept of "frame", because this type of concept can take out the symbols that typically go into the frame of a particular concept. In addition to the scheme of frames, there is also the concept of a scheme of events.

A scenario differs from a factor frame by the time dimension. The scenario contains knowledge about the plot development of events. This allows a person to focus on everyday life events: for example, in relation to the concept of "meeting", the representation of a lover's meeting in a restaurant with a candlelit dinner with romantic music, a business meeting around the office table with partners with coffee or mineral water in the imagination associated with this scheme of events, that is, a scenario.

Gestalt is a unity that reflects a conceptual structure or a whole image, including emotional or rational components, perception of the situation as a whole, the highest level of abstraction. Gestalt is the initial stage of the process of perception and understanding, a whole collection of undivided perceptions about an object, reality. When a person has enough knowledge about each object and component of the concept, gestalt is the highest unit of this knowledge.

Gestalt is a conceptual system that combines types of concepts into one unit, and the concept is used as the remaining term included in this system. The concept has its own clear structure. The researchers paid attention to the complexity of the structure, the multi-layered nature of the concept, and determined that they constitute a conscious construct in general. The structure allows to reshape the information about the concept. As the concepts differ in their structure, the development of their precise classification remains a problem for linguists that still requires a solution.

IA Sternin proposed the idea of structure-based classification. He distinguished three types of concepts. Single-layer - includes only the base layer. Multilevel - includes several cognitive layers of different levels.

Segmented - basic from the layer consists of to be, abstractness level according to one different voluminous from segments content found will be. AEMamatov, one of the Uzbek linguists, said, "Many variants of the world view depend on a person's social experience, in other words, as much as there is a world of feeling (understanding, understanding, perception) that the observer is looking at, there is only so much world view."

the linguistic person to understand more deeply what lies behind the verbal objectification of the world, it is necessary to explore the world of emotional images. It is the "figurative" and metaphorical component of the concept. For this, in our article, we used poetic texts of English and Uzbek authors of the 16th-20th centuries, wise words (aphorisms) of famous thinkers, as well as combinator dictionaries.

Thus, we try to determine what "GOOD" looks like in its metaphorical expression, the abstract concept of goodness is compared to the objects of the sensual world. First of all, it should be noted that this concept is often presented in the Uzbek text, as well as in English, through the subject of such relations, the metaphorical transfer is relatively low frequency. More precisely, in many such cases, the lexeme "goodness" is used as a universal concept that helps to reach

new concepts. But even in the conditions of the relative "scarcity" of research materials, it can be said with confidence that the connotation of the object - material objects or the images of abstract nouns arising from the lexical correlation of these nouns will have some differences in the English and Uzbek languages.

" *virtue* " is carried out in several parameters: For example, the concrete methods of metaphorization of the compared languages are carried out according to their universality, (their frequency, the type of image according to the correct meaning of the lexeme, which is expressed by the auxiliary subject, friendship is equated to it), the sign of similarity and the level of naming this image. Virtue is imagined as a sacred element for the owner of Uzbek linguistic thought. It can be in relationships like loyalty and sincerity.

For example , Hajr Sufferings - loneliness , health _ _ tortures It 's late in love to his eyes bright and _ wide the world narrow to the winter when spinning near friends , munis _ _ him looking alone _ they don't put it , sincere kindnesses showing his heart _ _ _ _ to get They strive , Loyal to a friend never time excess service by doing walking necessary not _ A judge was asked: "Which journey is a long journey?" answered: "A journey in search of a loyal friend"; It is possible to find what you are looking for, but finding a loyal friend is a problem. It is known that in Uzbek texts, *goodness* is expressed as the highest quality of friendship. All peoples always remember a friend who has this holy quality, respect him, do good deeds in his honor and memory / do smth for friendships sake. Such examples are also observed in the English poetic context , such as "holly / sacred friendship", "to swear eternal friendship" found in the dictionary.

SHE IS or this in case too goodness that 's why protect / value , it they keep , protect they appreciate , not to lose they are afraid / value , cherish , afraid until lose it , if if they do n't , it 's bitter they grieve _ and often _ _ others they blame They look for this precious element everywhere / look for, seek if they offer it to you / offer, exland, you can easily find it / find, gain. Sometimes friendship is won by struggle. As with all things of value , friendship has its happiness, but it cannot be determined in practice: "That friend by his loyalty increased his price, / Denied his worth before all the world. to set a valuation on friendship. It can be said in advance that goodness is a valuable feeling, real, chin / true, but it can also be fake / false. Obviously, in both cases, the subject is somehow valuable . It is characteristic for English linguistic thinking to emphasize its origin. It becomes more obvious over time: to make / form / knit / cement / strike up / cultivate friendship etc.

So , abstraction higher level universal linguomental structure the calculated concept of " virtue ". own _ _ nuclear in the structure it 's Uzbek and English language literary in the texts partially similar , basically _ _ anthropomorphic , to drawings have will be _ _

However, it is felt that there are peripheral differences in them. These differences relate to the presence or absence of one or another sign, their quality and quantity. The main distinguishing semantic sign is sanctity, which is strong in Uzbek thought.

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ВНЕЗАПНАЯ СМЕРТЬ ОТ ИШЕМИЧЕСКОЙ БОЛЕЗНИ СЕРДЦА ЗА РУЛЕМ: КАРДИАЛЬНАЯ ПАТОЛОГИЯ, КЛИНИКА, МЕРЫ ПРОТИВОДЕЙСТВИЯ ЖИТЕЛЕЙ ПРИАРАЛЬЯ.

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Абстрактный: Внезапная сердечная смерть (ВСС) - это естественная ненасильственная смерть от кардиальных причин, чаще всего вследствие желудочковых тахикардий (фибрилляция желудочков), возникающая в течение часа после начала проявления внезапных острых симптомов.

Ключевые слова: внезапная сердечная смерть, желудочковые тахикардии, острая ишемия миокарда, аритмогенный субстрат, имплантируемый кардиовертер-дефибриллятор

Под коронарной смертью понимают летальный исход, наступивший в результате прекращения эффективной работы сердца. Как правило, в этом случае развивается либо фибрилляция желудочков, либо первичная остановка сердца. Практически в 90% случаев острая коронарная смерть вызвана ишемической болезнью сердца. Бывает и так, что до этого ИБС никак себя не проявляла, то есть протекала бессимптомно. В некоторых случаях пациента беспокоили приступы стенокардии, аритмия. После перенесенного инфаркта риск внезапной смерти увеличивается в несколько раз.

Больные острым инфарктом миокарда, особенно в первый час развития инфаркта (следует заметить, что внезапная смерть, наступившая в ранней (острейшей) фазе инфаркта миокарда, верифицированного клинически или на аутопсии, расценивается как "смерть от инфаркта". Тем не менее, по своим механизмам, клинической картине и комплексу необходимых реанимационных мероприятий она полностью соответствует внезапной сердечной смерти, развивающейся при других формах ишемической болезни сердца, и поэтому рассматривается в данном разделе).

Тем не менее неотложная помощь при ВСС любой природы заключается в немедленном купировании приступа желудочковой тахикардии и формирует так называемую цепь выживания, основные звенья которой включают раннее обращение за медицинской помощью, раннее проведение сердечно-легочной реанимации и дефибрилляции и раннее последующее лечение. Применение имплантируемого кардиовертера-дефибриллятора (КВД) позволяет максимально сократить время основных этапов «цепи выживания», купируя любой потенциально обратимый эпизод угрожающей жизни аритмии. Кажется, что это и есть ключ к успеху в лечении желудочковых тахикардий – тем более КВД способен давать разряды несколько раз, неоднократно спасая жизнь своему обладателю. Эти факты были подтверждены в ряде крупных рандомизированных исследований по применению КВД для первичной (MADIT, MADIT II, MUSTT, SCD-HeFT) и вторичной (AVID, CASH, CIDS) профилактики ВСС, которые продемонстрировали значительное снижение аритмической, а также общей

летальности. Тем не менее вопрос о том, в каких случаях следует использовать имплантируемые устройства, остается открытым.

На вскрытии больных, умерших внезапно, как правило, обнаруживается поражение коронарных артерий атеросклеротическими бляшками. При этом просвет сосуда суживается на 70% и более. Очень часто на поврежденной поверхности сосуда находится тромб, который полностью прекратил кровоток в довольно большой области сердечной мышцы. Обычно, признаков инфаркта миокарда выявить не удастся, так как прошло слишком мало времени с момента начала заболевания. При гистологическом исследовании можно обнаружить признаки начавшегося некроза и перестройки клеток. В связи с электрической нестабильностью миокарда возникает жизнеугрожающая аритмия (асистолия или фибрилляция желудочков). Прекращается кровоток, в том числе по мозговым артериям. В связи с этим, человек довольно быстро теряет сознание и падает. Может появиться шумное хрипящее дыхание, пена изо рта. Через несколько минут мышцы начнут непроизвольно подергиваться. Кожа становится бледной, наблюдается цианоз губ и конечностей. Пульс и дыхание полностью прекращаются, зрачки расширяются и перестают реагировать на свет.

Симптомы внезапной сердечной смерти

- Резкая слабость
- Головокружение
- Потеря сознания, возможно появление тонических сокращений скелетных мышц, шумного дыхания

Через 2,5–3 мин. дыхание прекращается совсем. Следует помнить, что примерно через 3 мин. с момента наступления фибрилляции желудочков или асистолии в клетках коры головного мозга происходят необратимые изменения. Именно в связи со столь скоропостижными изменениями при внезапной сердечной смерти необходимо вовремя установить диагноз и провести ряд профилактических мероприятий (назначение фармакологических препаратов, эндоваскулярное лечение, интервенционное лечение в объеме имплантации кардиовертера-дефибриллятора).

Помощь при сердечной смерти. Внезапная коронарная смерть приводит к необратимым изменениям коры головного мозга в течение 5-6 минут. Поэтому неотложные мероприятия по восстановлению кровотока необходимо начинать немедленно и продолжать до самого прибытия врачебной бригады. Основы сердечно-легочной реанимации необходимо знать каждому человеку. В ее задачи входит проверить и при необходимости восстановить проходимость дыхательных путей, начать искусственную вентиляцию легких (рот-в-рот, рот-в-нос), непрямой массаж сердца. По последним рекомендациям, человек без опыта может пропустить первые два пункта и сразу приниматься за массаж сердца. В ряде исследований было доказано, что этот подход более эффективен и приводит к повышению выживаемости.

Подобные условия могут сформироваться в результате анатомических аномалий – обычно участков фиброза, вокруг которых легко закручивается re-entry; а также нарушений ионных потоков, обуславливающих различную рефрактерность соседних участков миокарда. Однако чаще за формирование re-entry ответственны динамические изменения рефрактерности в совокупности с анатомическими аномалиями миокарда. Таким образом, для возникновения круга re-entry важна любая неоднородность

миокардиальных волокон – структурная или электрическая. При остром некрозе миокарда вокруг абсолютно нежизнеспособного участка образуется периинфарктная (пограничная) зона – область, которая содержит в себе живую ишемизированную ткань. В отдаленном периоде после инфаркта миокарда вокруг сформировавшейся рубцовой ткани сохраняется пограничная зона, содержащая волокна жизнеспособного миокарда. Считается, что именно эта область является наиболее уязвимой в отношении злокачественных нарушений ритма как в остром периоде инфаркта миокарда (ИМ), так и при сформированном постинфарктном рубце в связи с разной проводимостью и рефрактерностью соседних участков миокарда.

Заключение. Исследования в области молекулярных, генетических и патофизиологических основ внезапной сердечной смерти позволили выявить ее основные этиологические и патогенетические причины. Однако до сих пор отсутствует чувствительный, специфичный, простой в исполнении показатель, применимый «у постели больного», минимально изменяющийся во времени. Тем не менее существуют действительно перспективные методики, в частности, магнитно-резонансная томография миокарда с отсроченным контрастированием, методы выявления вегетативной дисфункции миокарда, различные нейрогуморальные маркеры, совершенствование которых, применение отдельно и в совокупности способно приоткрыть занавес аритмической непредсказуемости.

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MODELS OF ORGANIZATION OF SPECIALIZED EDUCATION BASED ON GENDER APPROACH

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Abstract: This thesis discusses the models of using the gender approach in the introduction of specialized education.

Key words: Pedagogy, specialized education, gender approach, model, methodology.

One of the priorities for modernization of general education is the introduction of specialized education in secondary school. As part of a large-scale experiment on updating the structure and content of general education, testing of curricula in secondary schools was carried out based on experimental basic plans, various forms of organization of specialized education.

It should be emphasized that the educational institution (network of educational institutions) must offer students a choice from a list of elective courses with different objectives.

In the course of the research, a structural and functional model of the gender approach to specialized education was developed, introduced and experimentally tested, its feature is the effective interaction of its structural elements:

- vocational training (tests for determining aptitudes and abilities for high school students; study of gender characteristics in the unique concept of a person, selection of elective courses),
- self-determination of one's professional destiny (modelling of the curriculum at school and creation of individual study plans). Profile direction. Vocational training.

The first stage of vocational training involves testing high school students to determine their aptitude. The result of the test is a built personal potential Profile. Based on Jim Barrett's tests. The second stage of professional training is the psychological diagnosis of gender characteristics of a person according to the set of diagnostic methods proposed by L. G. Stepanova. The methods make it possible to determine the characteristics of gender identification and the level of awareness of a person's specific gender stereotypes. The proposed methods are based on a technique that uses non-standard self-description followed by content analysis. The study was conducted individually and in groups.

Questionnaire Who am I? Designed by M. Den and T. McPartland. It is used to determine the role of gender characteristics in the unique concept of a person, as well as to study the specific characteristics of a person. The question "Who am I?" logically related to the characteristics of a person's self-perception, that is, with his concept of self or self. Answering the question "who am I?", the student shows the definitions associated with his own characteristics, that is, the social position and the characteristics that he considers to be related to him. The test's requirement to make 20 statements related to the idea of self-identity stems from the recognition of the complex and multifaceted nature of self-concept. A more reflective learner will, on average, be more responsive than a less self-developed (more "closed") learner.

Processing of the results includes: analysis of the content of the characteristics recorded in the form of the questionnaire, that is, how many social roles (professional, gender and other social roles) and individual characteristics (self, which reveal the characteristics and characteristics of the person) in the answers specific descriptions). Assessing the degree of manifestation of gender stereotypes in a person's self-esteem, that is, determine how much there is in self-

description answers that correspond or do not correspond to traditional gender stereotypes, the content of social roles and individual characteristics.

The third stage of professional training is selection courses. The first two stages: determination of individual inclinations and abilities, the study of gender characteristics within the unique concept of personality allowed us to draw a conclusion about the existing contradiction: the spectrum of inclinations and abilities of each personality of a high school student is much wider than the spectrum of professions that he defined for himself. Career choice is more influenced by traditional gender stereotypes. For this reason, competitive courses are more suited to the characteristics of polorol.

According to the results of the research, professions for young people were divided according to the level of their prestige in the following way: lawyer, economist, programmer, doctor, engineer, businessman, translator, researcher. The professions of teacher and psychologist take the last place in their preferences - only 0.4% of young men want to be them.

Girls' choice of professions is represented by the following levels (in descending order): economist, lawyer, doctor, translator, teacher and creative professions, engineer and psychologist, businessman.

The next element of the structural and functional model of the gender approach to specialized education is the stage of professional self-determination (modeling the curriculum at school and designing individual curricula).

Mixed models can be implemented when a part of high school students do it in their one general educational institution, while another part of high school students use the educational opportunities of the network. During the experiment, different models and curriculum options were developed for the organization of specialized education in republican schools.

Compilation of the educational plan of the general educational institution and the school schedule based on the individual educational plans of the students can be done as follows. This stage begins with the creation of the initial version of the educational program of the educational institution, including the set of academic subjects that the institution can offer students to choose from. A high level of cognitive interest in a particular subject allows you to make a list of elective courses and determine a learning profile.

Then the curriculum of the general educational institution is supplemented by subjects, including regional components, elective courses. The list and content of elective courses is determined by the school (component of the educational institution).

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ГЕОХИМИЧЕСКИЕ ОСОБЕННОСТИ ПЛАТИНОВЫХ МЕТАЛЛОВ, СОПУТСТВУЮЩИХ ЗОЛОТУ И СЕРЕБРУ НА МАГМА- И ЭПИМАГМАТОГЕННЫХ РУДНЫХ МЕСТОРОЖДЕНИЯХ

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В породах мафит-ультраосновных, основных и умеренно кислых магматических комплексов МПГ образуют акцессорно-минеральные концентрации. В рудах и их рудных минералах контактово-пневматалитовые гидротермальные (плутоногенные и вулканогенные) и литоральные (верхнеэоцен-нижнеолигоценовые обломочные отложения) месторождения служат носителями МПГ в примесной (добавочной) форме. Работы А.Е. Антонова, С.Т. Бадалова, Р.П. Бадаловой, А.Т. Бадалова, Э.А. Дунин-Барковской, Р.Л. Дунин-Барковского И.М. Голованова Ф.И. Исламова, М.Р. Еникеева, Д.У. Ермекбаевой, Р.И. Конеева, В.А. Коваленкера, Н.Н. Королевой, Э.А. Марковой, М.И. Моисеевой, Е.Н. Николаевой, Л.Н. Николаевой, М.И. Новгородовой, Г.А. Осиловой, Н.В. Петровской, З.М. Протодьяконовой. С.К. Смирновой, М.О. Сулейманова, Т.С. Тимофеевой, А.Х. Туресебекова, А.С. Уклонского, И.И. Четырбоцкой по Ag и Au месторождениям с охватом Au-Te, Au-Ag, Ag-Pb, Zn и Ag-As формаций практически полно охватывают общие значимые особенности совместного нахождения Au, Ag и сопутствующих МПГ.

Материалы (табл. 1) по типоморфным особенностям минералов золота серебра (самородные, теллуриды сульфоселенотеллуриды и др) и МПГ служат показателями накопления в Ag и Au месторождениях МПГ.

Площадь выходов мафит-ультрамафитов Чаткало-Кураминской активной континентальной окраины занимает всего около 0,1% от суммарной площади развития магматических порных пород (Далимов 2007, Далимов, Ганиев, 2010) Породы комплекса контролируют железорудные проявления (Юсупов и др. 2013) апатитоносность (Юсупов и др. 1977) и др. Хромшпинелиды ильмениты сульфиды и др. а также самородные металлы (Fe/Cu, Au, МПГ и др.) определяют акцессорно-минеральные составы пород (АМС). На сопредельных территориях (массивы Атбаши-Джангджирский группы, Срединный Тянь-Шань) мафит-ультрамафитовые комплексы являются носителями самородных (Fe, Cu и др.) и соединений платиновых металлов при повышенной значимости Ru в них практически отсутствуют минералы Rh (Мусаева, 1988).

Мафит-ультрамафиты образуют геохимическую специализацию на МПГ. Их металлогенический фон определяют платиноиды «легкого ряда» совместно с Au, Cu, Ni (золото-медь-платинометалльная формация) В мафит-ультрамафитах МПГ обладают сидерофильностью и халькофильностью в которых присутствуют минеральные фазы МПГ и Au. Суммарные содержания МПГ на один-два порядка выше кларка. В породах (см. табл. 1) концентрация легких платиноидов (Pd) превышает «тяжелые» (Pt). Перспективы (ресурсный потенциал) мафит-ультрамафитовых массивов (Акча- Шаваз, Беляуты, Актепа и др) на МПГ связаны

Таблица 1

Содержание (г/т) металлов семейства платины в рудах и минералах месторождений Срединного и Южного Тянь-Шаня (по материалам Р.Г.Юсупова, З.М.Протождяконовой, Т.С.Тимофеевой, М.М.Мусаевой)

Типы месторождений	Pt	Pd	Rh	Os	Ir	Ru	Сумма	Соотношение содержаний «легкой» и «тяжелой» платины
1	2	3	4	5	6	7	8	9
Магматические (позднемагматические)				0,15	0,25	1,75	2,15	<1,0
Породы мафит-ультрамафитового комплекса Кыргызата								<1,0
Пирротин	0,20			0,01	0,05	1,75	2,01	<1,0
Ультрамафиты Тамдытау:	0,025	0,03					0,028	<1,0
Хромиты	28,00	0,10			0,02		28,12	<1,0
Феррит (α -Fe)	2,80	0,10			0,01		2,91	<1,0
Породы средние субщелочные плутоногенные (монцодиориты, монцониты и др.) С ₁₋₂ возраста (ангренское плато)	0,05	0,90	0,21			0,34	1,50	3,41
Контактово-пневматолитовые (скарновые; Курутегерек)								
Молибденит	0,220	6-341,9	34	0,27-0,90		0,014-0,058		>1,0
Моихукит	0,330	0,550	0,0					>1,0

с составами магнетит-апатитовых руд, эпитамагматогенными производными гидротермального типа (Ag и As формации). В мафит-ультрамафитах ведущий

аксессуарно-минеральный парагенезис-**самороднометалльный** (Pt, Ru, Os, Ir и др.) в комплексе Fe, Mn (Cr, Ni, V, Ti, Al...) -Si-C (металлы-кремний-углерод) (Юсупов и др 1994, 1997) совместно с **интерметаллидным** (платина папладистая, золото палладистое и др.) при участии позднемагамтических сульфидов ильменита сфена магнетита и титаномагнетита и др. От пород мафит- ультрамафитов в сторону основных средних средних типов пород сменяются элементы группы платины на интерметаллидные минеральные комплексы или сплавы образуют Au-Fe, Au - (Fe, Pt) Au-(Fe, Pd) связи и др. В аксессуарном самородном Au кроме Fe и Pd (до 9-10% Pd) (Юсупов 1983), присутствуют Cu, Ni, Co, Hg и др.

Серебряные месторождения систематизировались на основе формационной принадлежности **Рудная формация** (Дунин-Барковская 1978)-собственно ведущие устойчивые минеральные ассоциации, образование которых происходило в одну или несколько стадий минералообразования в сходной геологической обстановке.

А.Е. Антонов (2009) собственно серебряные рудные формации дополняет «серебросодержащими» Для совершенствования рудно-формационного анализа в классификационные схемы вводятся количественные данные. Группа **сереброносных формаций**-рудные формации позднеорогенных этапов активизации (серебро-порфировые, серебро-арсенидные, серебро-карбонатные и кварцевые), а также **полиметаллические** (скарново-цинковые), золото-серебряные медные серебросодержащие (медистые сланцы и песчаники меднопорфировые), оловорудные (серебро-оловянные).

Золото-серебряные рудные формации. Значимость Ag в рудах достаточно высокая, могут образовывать крупные запасы Ag. Месторождения золото-серебряных формаций с собственно Au-Ag, Au- Te, Au-Te, Au-As их минеральными типами обогащаясь теллуридами, сульфотеллуридами селенидами и сульфосолями, разнообразят формационные минеральные типы Au-Ag формации.

Месторождения золото-теллуровой формации (Кочбулак, Кайрагач, Гульдурема, Самарчук, Каульды Актурпак и др). Ведущие микро-и наноминералы месторождений формации (табл. 29) представлены, главным образом из Au (Au₃ Ag, Au₂ Ag₁, Au₈ Ag и Au) тетраэдрита (Zn-содержащий) петцита, калаверита, гессита алтаита. В минеральном составе тетраэдрита кроме Zn, присутствуют примеси Te, Se, Bi, Ag, Hg и др. Самородное Au (от наноразмерностей до 0,005-0,2 мм) вариации пробности котрого (рис. 33) остаются относительно невысокими (до 900 %). Форма золотин комковатая жильно-пластинчатая дендритовидная, образуют срастания с теллуридами. Нередко Au находится в коллоидном состоянии (Каульды) Минералогическая особенность и специфика рудных тел кроме нахождения теллуридов и селенидов связана с минералами айкинит-висмутовой (фредрицит, хаммарит гладкаит, пектолит) джуноитовой (эмплектит, годрушит, купропоковит) лиллианитовой (ширмерит трежерит, эскимойт, берийт) серий и др Ранние микропарагенезисы образуют Sn-фаматинит курамит, гольдфельдит мохит, эмплектит касситерит, теллур-тетраэдрит, халькопирит более поздние-муассанит гольфсонит, хемосит и некрасовит. Геохимические показатели формации-высокие содержания в составе руд Te, Ag, Bi, Hg, Pb индикаторы Te, Bi, Sb, As, Se, Cd, Sn, Hg, Pt, Pd (Конеев, 2006) со значимостью Pd, Rh, Pt.

Месторождения золото-серебряной формации (Кызылалмасай Чумак, Арабулак, Школьное Пирмираб, Реваште и др.) принадлежат к убогосульфидным Ведущий наноминеральный состав полибазит стефанит акантит алларгентум серебро штернбергит богдановичит, агвиларит науманит. В составах руд присутствуют пирит, халькопирит пираргирит блеклые руды галенит электрум и др. Ауростибит и кюстелит замещают блеклую руду а также пираргирит и др. Кюстелит содержит Se (0,553%) (Королева 1970). Для месторождений формации характерны признаки (Конеев, 2006) надежно определяющие их формационную принадлежность (низкая пробность золота-электрум и кюстелит AuAg, Au₂Ag, AuAg₃ включая геохимическую индикаторность Ag, Sb, Se, Ni, Pd, иногда при полном отсутствии Te).

Полиметаллические (Ag-Pb, Zn) рудные формации в которых Ag связано с сульфидами Pb, Zn, Cu. В месторождениях формации Ag является основным компонентом руд (Лашкерек) и по промышленной значимости мало уступает Pb, Zn, Cu. Серебро образует наборы собственных минералов (самородное Ag аргентогеннантит, полибазит, Hg-Pb тетраэдрит, штернбергит, гессит, акантит-галенит, Ag-галенит). Месторождения Ag-Pb, Zn формации (Лашкерек, Кенкол и др) связаны с проявлением магматизма поздних S₃-P₁ стадий (риолит-трахириолитовые оясайско-кызылнуринские вулканогенные комплексы P) располагаясь в пределах вулканоструктур и центров извержений.

На *месторождениях Ag-Pb, Zn (серебро –полиметаллической) формации* (Лашкерек, Кенкол, Кургашинкан, Агронкул, Наургарзан и др) преобладают галениты над сфалеритами и характерны блеклорудность и участие в составе руд халькопирита и др. Сфалерит уступает распространенности галенита светлый маложелезистый (0,32-1,21% Fe) (Королева 1970) В минерале присутствуют относительно повышенные содержания Cd Ga. Самородное Ag образует ассоциации с сульфидами блеклыми рудами и кальцитом. С глубиной месторождения в блеклых рудах возрастают содержания Ag и Sb падают примеси As и Co в сфалеритах увеличиваются примеси Sn, Zn, Fe в галенитах слабее значимость присутствия Cu, Ag, Bi, Sb. В галенитах повышенные содержания Ag и Sb служат геохимическими показателями особенностей состава руд.

Скарново - *полиметаллические месторождения* представлены скарново-галенит-сфалеритовыми или Fe-Pb, Zn (серебряными) и Cu, Bi-Pb, Zn (сереброномными) формациями. Главные рудные минералы галенит сфалерит пирит в меньшей степени халькопирит пирротин борнит блеклые руды магнетит и др (самородное Ag аргентит, гессит, алтаит, молибденит, антимонит, киноварь и др). Руды комплексные в них Ag принадлежит к попутным компонентам, присутствуют Cd, Se, Te, Bi, Zn, Ti, Ga, Sb, As, Hg и металлы «легкой платины».

Серебро-арсенидная (Ag- As) формация со значимостью Ag (самородная форма нахождения) в присутствии арсенидов Fe, Ni Co. Здесь значимость Ag

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COMPETENT APPROACH IN ORGANIZING INDEPENDENT WORK**Atamatov Abdukhalil Salomovich****The first vice-rector for academic affairs of the Academy of Labor and Social Relations**

Abstract: This article presents the purpose and principles of competency approaches. Competence-based approach is the basis in the field of education and should also ensure the formation of a professionally qualified personality of the teacher. This includes certain demands on the teacher in terms of promoting students' self-awareness, self-esteem, self-direction and self-development. The teacher needs to set a clear goal and plan to develop the main directions of the person.

Key words: competence, pedagogical condition, independent education, didactic tool, communicative features

The idea of competency-based education is one of the options for teacher training with the necessary basic, academic and professional competencies. At the same time, along with all the obvious need to use a competency-based approach in organizing students' independent work, the main problem is the insufficient development of this problem in pedagogy, in particular, the lack of systematization of didactic conditions. This complicates the application of this approach to the practice of higher pedagogical education.

As a pedagogical condition, the promotion and management of self-organization of independent work consists in the correct application of the reward and punishment system. However, it was found that independent educational activities of adults cannot be managed by direct methods of management. An important condition for the organization of independent work by students is indirect control. It affects the person indirectly, without strict regulatory actions, has the right to choose his own behavioral strategy, and is carried out based on the methods of indirect influence, reflection and creative interaction in the process of effective activity .

The condition of indirect control of independent learning activity can be implemented most effectively with the help of learning situations. In psychology, the idea of a change in a person's motivation, attitude, and attitude under the influence of the situation was established as a cause-and-effect relationship . Characteristics of the situation include: the goal, the possibilities of achieving it, the inconsistency between them, the degree of difficulty, the process of solving the problem (or achieving the goal). The variables of this situation are: 1) the organized and operationalized content of the educational process; 2) procedures forming the process of mastering educational content and generalized methods of educational activity; 3) the system of mutual relations and relations in education between the teacher and students and the students themselves; 4) dynamics of relations of all these variables. The design of independent learning activities of students with the help of educational situations should be carried out taking into account the requirements for the development of individual characteristics of each person.

to the improvement of the independent work of students is the mental state of the intellectual difficulty that arises in a person in a problem situation - an objective situation (assignment

situation). He cannot explain a new fact with the help of existing knowledge or perform a certain action with the previous ones, and for this he has to find a new way of action in familiar ways.

Basically, any problematic situation has an integrative character. This is given by the integrative nature of problem-based learning. Any situation is the product of a certain contradiction that requires a solution, which cannot be realized without a necessary minimum of synthetic activity. Therefore, the basis of integration situations is basically the same types of conditions as in problem situations :

a) confrontation of students with the need to use previously acquired knowledge in new conditions;

b) the presence of contradictions in the impossibility of implementing the chosen method;

c) there is a conflict between the practical result and the lack of theoretical reasoning of the students ;

d) students ' understanding that their previous knowledge is not enough to explain a new fact, phenomenon. At the same time, we believe that specific integrative situations can be distinguished. In particular, it is situations imitating the content of professional activity related to the so-called problem model . The role of integrative tools can be performed by most of the methods and methods of creating problem situations, which are interpreted in a slightly modified form:

- encourage students to explain conflicting events, the facts of finding a common language between them;

- use of life situations and personal experience of students in the educational process ;

to encourage students to analyze the facts and events and reality that cause conflicts between their worldly ideas of personal experience and the scientific interpretation of these facts .

Analysis of the theory and practice of organizing independent work in higher education institutions allows us to draw the following conclusions:

- the organization of independent work in higher education institutions in the real educational process is based on the principles of higher school didactics, at the same time:

1) the principles of adult education are not taken into account;

2) direct methods of managing the educational process of adults are used;

3) a set of tasks and exercises is used that does not help the formation of independent work skills of older students ;

4) the demands of the employer are not taken into account.

At the same time, at the level of theoretical developments, the following trends of improving the organization of independent work in higher education institutions can be distinguished:

1. More advanced typologies of independent work in academic subjects are being created .
2. Ways to problematize educational content are being improved.
3. Computerization of the educational process is underway.
4. Methods and tools for dialogizing education are being developed.
5. A situational-positional approach to the study of adults is being implemented.
6. A certain set of indirect methods of managing students' independent work is being developed.

In conclusion, the pedagogical condition of providing the opportunity for self-realization in creativity in connection with the competence-based approach to improving the independent work of students is especially relevant, because the creative person has always become a request of employers . Its development is carried out in the active use of heuristic methods and recipes for the development of individual information and cognitive competences and self-development.

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THEORETICAL ASPECTS OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE AMONG THE SUBJECTS OF THE EDUCATIONAL PROCESS IN THE PRESCHOOL EDUCATION ORGANIZATION

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The educational process is a specially organized, developing interaction of teachers and students during the period and within the framework of a certain pedagogical system aimed at achieving the goals and tasks of education, training, education and personal development. .

Preschool education - ensuring the intellectual, personal and physical development of a preschool child from 3 to 6-7 years old. Preschool education organization is a typography institution that implements general educational programs for school education in various directions in the Russian Federation. Preschool education organization provides education, training, supervision, care and health care for children aged two months to seven years.

The following types of preschool education organizations can be distinguished:

kindergarten (implements the basic general educational program of preschool education in groups of general development);

Kindergarten for young children (implements the basic general educational program of preschool education in groups in the direction of general development for students aged 2 months to 3 years;

creates conditions for social adaptation and early socialization of students);

Kindergarten for children of pre-school (pre-senior school) age (preschool education in groups in the general development direction of the basic general educational program, as well as, if necessary, compensatory for students aged 5 to 7 years and implements in joint focused groups activities to ensure equal initial opportunities for teaching children in general educational institutions);

control and health care kindergarten (sanitary-hygiene, treatment - health and prevention measures and procedures with priority implementation of activities in health-oriented groups, the main generalization of pre-school education ' executes the lim program);

Kindergarten of compensatory type (implements the basic general educational program of preschool education in compensatory-oriented groups with priority implementation of activities on competent correction of deficiencies in physical and (or) mental development of one or more categories of disabled children) ;

Kindergarten of a combined type (implements the basic general educational program of general development, compensation, health and preschool education in various combinations in combined groups);

Kindergarten of the general development type, which prioritizes activities in one of the directions of student development (in the direction of general development, which prioritizes the development of students in one of the directions, such as cognitive-speech, social-personal, artistic-aesthetic or physical implements the basic general educational program of preschool education in groups);

child development center-kindergarten (the main general educational program of preschool education in groups in the direction of general development and, if necessary, rehabilitation, compensation and combined groups of activities for the development of students in several in

directions, for example, cognitive-speech, social-personal, artistic-aesthetic or physical) with priority implementation.

Priority implementation of rehabilitation, compensation and development of students in combined groups is carried out in areas that help to strengthen their health and correct deficiencies in their physical and (or) mental development.

The main tasks of the preschool education organization in our country are as follows:

- protecting children's lives and strengthening their health;
- ensuring intellectual, personal and physical development of the child;
- carry out the necessary correction of deviations in the child's development;
- introducing children to universal values;
- interaction with the family to ensure the full development of the child.

To overcome the programmatic and personal uniformity of pre-school educational institutions and to eliminate the real differentiation of education and development of pre-school children requires the creation of the necessary regulatory and legal framework. Therefore, it is necessary to raise the problem of developing the socio-pedagogical potential of the preschool educational institution and to recognize its priority and relevance in order to develop all subjects of the educational process, to interact and create creative cooperation. It's done.

This includes creating conditions for the operation of a preschool educational institution as an open socio-educational system that contributes to the development of the personal potential of all subjects of the educational process. Thus, the preschool education organization faces the following tasks:

- analysis of existing studies and practical experience of interactions between all subjects of the educational process.
- creation of conditions that will help to determine the requests of the subjects of the educational process and preserve their interests in the process of functioning of the preschool educational organization as an open socio-educational system;
- to determine the content of the activity of a modern preschool educational institution as an open social-educational system for the development of the personal potential of all subjects of the educational process;
- creating conditions for full cultural communication between all subjects of the educational process of the preschool educational organization;
- creation of conditions for establishment of strong integration relations between pre-school and additional education system, striving for new forms of interaction;
- attracting specialists, teachers and psychologists to work with families of different categories;
- creating conditions for communication and mutual understanding with the family for the purpose of health, development and upbringing of children;
- to determine the effect and effectiveness of the conditions created on the successful development of the personal potential of all subjects of the educational process in the educational space of the preschool educational organization.

From the point of view of L. I. Bojovich, the subject is a person who creates himself. According to M. M. Bakhtin, the subject is a person characterized by conscious activity, purposefulness and creativity.

Subjects of the educational process:

- children (pupils of a preschool educational organization) act as consumers of educational services provided by a preschool educational organization for education, upbringing, development of personal potential;
- parents of students of a preschool educational organization form a social order at the level of social need.
- teachers (teachers and specialists) are direct providers of educational services;
- social partners - representatives of public, educational, socio-cultural institutions.

The role and function of an entity such as parents in the child's education process is very large, without the help of parents it is impossible to effectively influence the student. The child looks at the teacher through the eyes of his parents, so it is very important to establish a relationship with parents, but it is difficult to do in the modern world where consumer demands are developing.

If the child is the subject of the educational process (with his individual natural characteristics, his social experience, his own personal qualities), then the teacher should build a relationship with him as a pedagogical interaction. The child manifests himself as a subject of educational interaction in this way:

- ✓ is open to educational interaction with the teacher, perceives him as a great friend, benevolent mentor;
- ✓ accepts the educational goals established by the teacher as important for him;
- ✓ shows activity, independence, responsibility in joint activities and communication;
- ✓ openly expresses his personal dignity, seeks to protect his views and beliefs.

A characteristic feature of the subjects of the educational process is their motivational field, which is formed from two sides. The subject of pedagogical activity works in an ideal scheme to achieve a common goal - "for preschool children, and then for themselves." The subject of the educational process acts in the opposite direction of this scheme: "to achieve a common goal" as a distant and always exploitable perspective. A common point for the educational process for preschool children is a pragmatic, "real action" motive, determined by the teacher and the preschool child "for himself", in the terminology of A. N. Leontiev. It is he who describes the actions of the aggregated ideal subject presented by the teacher and the preschool teacher. The "understood" motives, which supposedly underlie the educational process, are not always fully understood not only by the child, but also by the teacher.

According to S. L. Rubinstein, an important feature of the subject of activity - it is both formed and developed - is relevant not only for the development of a preschool teacher, but also for self-development, self-improvement of a teacher. A distinctive feature of the educational process is the complementarity and mutual implementation of these two phenomena: the development of a preschool teacher includes the continuous development of teachers and parents. The teacher as a subject of education is a carrier of social knowledge and values. Therefore, axiological (value) and cognitive (knowledge) planes are always combined in the subjective characterization of the teacher. At the same time, the latter includes two plans: general cultural and scientific and professional knowledge. As a subject of education, the teacher always represents a person in all the diversity of individual psychological, behavioral and communicative qualities.

The teacher plays the main role in the construction of the educational situation, and the ability to build such a system of educational (developmental) situations within a certain age range

(educational stage) is the general level of the teacher's pedagogical professionalism, professional competence. is a reef. Social partners, as subjects of the educational process, are various social groups that have their own interests in the field of education and organize joint activities to increase the effectiveness of this interaction.

The educational process reflects such an important feature as the individual characteristics of the subject, as well as the formation of the subject in the system of relations with others. The learning process in any pedagogical system is provided by different people, groups, and communities. Therefore, the problem of a collective subject becomes a problem of independent education and production, a problem of relations between preschool children and teachers. personal status of the social community.

The subject of the educational process is the activity of the general subject, that is, what is directed to it - a set of values of social consciousness, a system of knowledge, methods of activity, their transmission by the teacher to preschool children and the means of their development. lum meets in a certain way. If the method of mastering it corresponds to the method of action proposed by the teacher, then the common activity will satisfy both parties. If there is a discrepancy at this point, then the generality of the subject is violated.

The educational process can be presented as an integration of interrelated processes between teachers and students, parents, the public; interaction of students with each other, with objects of material and spiritual culture, etc. Interaction is the process of direct or indirect influence of subjects on each other, causing their mutual conditionality and connection.

It is in the process of interaction that informational, organizational and operational, communicative and other connections and relations are established and manifested. However, from the variety of relations, only those in which educational interactions, which lead to the acquisition of some elements of social experience and culture by students, turn out to be educational. The wealth of a person's true relationships depends on his true spiritual wealth. The relationship of the student included in the pedagogical process is a universal phenomenon that characterizes education. According to the level of their formation, the general level of personality development can be assessed.

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CULTURAL ASPECT OF "THE CURRENTS OF SPACE" BY ISAAC ASIMOV

Fayzullayeva Dilfuzakhon Gulyamjanovna

Culture is ways of life; it includes art, language, beliefs – religion, dress, holidays and others. In addition, literature is the best way to show and to teach one country's culture. Because every author gives kinds of elements of culture with their work. Isaac Asimov's *"The Currents of Space"* is one such a book that can show cultural elements of America. The novel is written in fantasy genre, that is why, events happen in the imaginary planets. However, cultural elements, problems are belongs to earth.

During the novel reader can notice that, it does not matter how old are you, if you are right, if you have your own perceptions you do not have to keep silent in front of people who elder you. You can express your opinion and this is not a shame or obscenity for American people. Even Asimov paid attention to the characters' clothes. For example, yachtsman should wear yachting costume, glossy black uniforms belongs to the patrollers, Squires wear hat in order to express that they are Squire (Squires are aristocrats) and and other types of dress

There is special holiday for the harvest of the kyrt in the Florina planet, only Squires wear special holiday jacket and gloves that made from kyrt. However, only two thousand Florinian can participate in this holiday, and more than twenty million Florinian watched from a distance and wished to participate in that holiday. There was dancing, trimensional shows, and couples losing themselves along the winding walks.

"He spoke to his pale, fish-white secretary with the special lifeless tone he reserved for mechanical appliances and Florinian civil servants." "I presume all have accepted?"

In the passage from the novel mentioned above, it is about Great Squire Fife. Not only Fife, but also all sarkities speak with florinians with special lifeless tone. In addition, Florinians and Sarkities have special greeting with each other. When florinian encounter with Sarkities, he or she should kneel. So, there are five Great Squires, when local people meet with them, they have to look at down, for local people do not have right to look at Great Squires' eyes.

"Legends of a past of conflict had lingered, for some reason, on the dark worlds. Libairian myths, for instance, spoke of times of war between men of different pigmentation and the founding of Libair itself was held due to a party of browns fleeing from a defeat in battle."

Isaac Asimov wrote some legends in his *"The Currents of Space"*. For example Libairian myths. The novel is anti-racism, because of this reason, author wanted to wrote about Liberian myth in his work. This myth is also anti-racism myth. There were described a war between men and different pigmentation. It is symbolic war, different dark pigmentation symbolize dark skin people.

In addition, there were given a fairy tale that mothers tell to their kids while they are putting to sleep their children. But after years and years, old fairy tale is forgotten. The fairy tale is about one of the ancient worlds of the Centurion. The fairy tale is also anti-racism story. In the Centurion, people is divided into two groups: whites and blacks. There is always conflict between them. Even, The Whites had special word for a man with dark skin.

"Now why should there be a special word for a man with dark skin? There was no special word for a man with blue eyes, or large ears, or curly hair."

From the history until now, still we can see elements of class distinctions in our modern society. Social class is a grouping of people that divided into the upper, middle and lower classes.

Asimov showed this kind of problem in his “The Currents of Space” with elements of racism, slavery and others. As for the “anti-racist theme” that Pringle mentions, it is surely there, with kyrt standing in for cotton, and the Florinians the slaves to their Sarkite masters. Junz, a black man from the predominantly black planet of Libair (read: Liberia), denounces the Sark/Florina political and cultural situation at several opportunities

Historically, there are many different types of slavery including chattel, bonded, forced labour and sexual slavery. The key characteristics of slavery are ones generally agreed such as the loss of freedom of movement and legal rights. In the ancient world, slavery developed for a number of reasons including economic necessity especially in civilizations and agricultural economies where larger workforces were needed. Domination was another factor. War produced not only spoils such as gold but also people to take as slaves which eventually also became a form of status symbol. The more slaves you had, the wealthier and more influential you were.

The inhabitants of the planet Florina harvest “kyrt,” which can be made into the most desirable cloth in the galaxy. For some reason, kyrt can *only* be grown on Florina: people have tried taking kyrt seeds to other planets and reproducing the exact environmental conditions of Florina, but everywhere else in the galaxy, it is just cotton. That is why, The Sark planet occupy the Florina. Local people of Florina became slave in their own planet for the sarkities. Florina itself is divided into two part: Upper city and Lower city. Then too there is the matter of the Lower City and the Upper City in Rik’s town. While the Lower City houses the poor indigenous populace, the Upper City, 30 feet overhead, features a luxurious wonderland of sorts for the Sark Squires. In other words, complete segregation, which the author castigates time and again. There was a big huge beautiful library in the Florina, but local people cannot go to the library. Still most of the local people were illiterate.

- “Terens gave him a quick, surprised glance. He had been accustomed to all this on Sark, but he, too, found the garishness of Upper City somewhat vulgar. But then, Upper City was more Sark than Sark itself. On Sark, not all men were aristocrats. There were even poor Sarkites, some scarcely better off than the average Florinian. Here only the top of the pyramid existed, and the library showed that.”

- “To any Florinian, of course, Captain Racety would have been a “Squire.” Simply that. To any Florinian, all Sarkites were Squires. But to the Sarkites there were Squires and real Squires. The Captain was simply a Squire. Samia of Fifewas a real Squire; or the feminine equivalent of one, which amounted to the same thing.”

It does not matter, whether you are poor or rich sarkites, still your position is higher from Florinians. Florinians can only work in menial jobs. Only a descendant of Florinians may qualify for the position of resident, but still the status of a resident is lower than a simple squire.

As I mentioned below, literature is the best way to show countries’ culture. Learning culture through literary works is easy and interesting. Teach culture with the help of literary works is good method. Isaac Asimov wrote his “The Currents of Space” with understandable language.

I can say that reader can learn lots of information about culture, with help of one novel. If you want to travel abroad, and you do not want to have culture shock, you should read literary works of writers who was born in country where you want to travel.

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INFLUENCE OF ROUTE COMPLEXITY ON BUS EFFECTIVE TIME

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Abstract: The operating conditions of city bus routes of different levels of complexity require a unique approach to planning the traffic structure, taking measures for fast and safe movement along the route, standardizing the quality of services, and introducing fair financial support systems from the state. This scientific publication proposes a universal method for assessing the processes of efficient use of vehicles on regular routes served by bus companies operating as part of urban public transport, taking into account the complexity of the route.

Key words: Urban public transport, route complexity, vehicle technical resource, vehicle economic resource, effective service life, route complexity index, operating costs.

Introduction

The operating conditions of city bus routes of various levels of complexity require a unique approach to planning the traffic structure, taking measures for fast and safe movement along the route, standardizing the quality of services, and introducing fair financial support systems from the state. When determining the service life of vehicles, scientists in this field introduced the concepts of "economic" and "technical" resource, and also proposed an assessment method based on the distance traveled or period of operation [3]. According to him, the term "technical service life" of cars means the period when cars can be technically used, that is, the period until the car is completely physically destroyed. And their "economic life" is the period of use from which economic benefits can be obtained from cars, and it can also be called the "effective life of cars". The emergence of new and high-performance models, various social or environmental quality requirements imposed by society, require the replacement of these cars even before the end of their "economic life".

- The increase in the life of vehicles and the complication of operating conditions in the directions of their movement lead to an increase in the cost of maintenance and repair (M and R), as well as to the wear of mechanisms and assemblies, to an increase in fuel consumption, fuels and lubricants. The calculation of the amount of expenses is carried out depending on the distance traveled by cars. In practice, vehicle maintenance and repair costs are calculated based on the distance traveled and include:

- labor costs for maintenance and repair;
- consumption of spare parts and materials;
- the cost of servicing service companies.

Vehicle maintenance and repair costs per kilometer run are "variable" and costs increase as the vehicle "ages".

As a logical confirmation of the above considerations, the mathematical model for calculating the effective life of the car, taking into account the complexity of the route, can be expressed as follows:

$$\frac{B_{ab} + \sum_{i=1}^N (S + \Delta S_i)}{\sum_{i=1}^N L_{ort.yil_i} * I_m} \xrightarrow{N=1..k} \min \quad (1)$$

here:

N - effective life of the car, years;

k - useful "technical life" of the car, years;

S - annual declared costs under specific operating conditions are taken for the base period, thousand soums / km;

ΔS_i - The amount of additional operating costs for the i -year, taking into account the influence of the complexity of the route, thousand sums / km;

$L_{\text{ypm.}\dot{y}u\lambda}$ - average annual car mileage, thousand km;

I_m - routing complexity index;

B_{ab} - purchase price of a car, thousand soums;

Data obtained as a result of assessing the change in the useful resource of buses under the influence of route complexity (*In the example with Mercedes-Benz 0345*)

On the section of routes belonging to 2 bus palaces in Tashkent:

№ 14				
№	Average annual mileage, km	Total annual operating expenses, thousand soums	Total annual expenses, thousand soums	Total costs corresponding to 1 km of distance, thousand soums
1	75000	1068825	2507325	33,43
2	150000	2210860	3649360	24,33
3	225000	3427605	4866105	21,63
4	300000	4719060	6157560	20,53
5	375000	6085225	7523725	20,06
6	450000	7526100	8964600	19,92
7	525000	9041685	10480185	19,96
8	600000	10631980	12070480	20,12
9	675000	12296985	13735485	20,35

№ 63				
1	75000	940350	2378850	31,72
2	150000	1946524	3385024	22,57
3	225000	3018522	4457022	19,81
4	300000	4156344	5594844	18,65
5	375000	5359990	6798490	18,13
6	450000	6629460	8067960	17,93
7	525000	7964754	9403254	17,91
8	600000	9365872	10804372	18,01
9	675000	10832814	12271314	18,18
10	750000	12365580	13804080	18,41

Based on the results of the analysis of buses running on routes 14 and 63, belonging to the 2nd bus palaces of Tashkent, it can be noted that when determining the effective technical and economic resource of buses, it is not correct to take into account only the total distance traveled by them. Therefore, taking into account all the specific features of service processes through the widespread introduction of modern information technologies in the processes of servicing urban public transport, summing up by conducting various comparative analyzes based on the data obtained, serves as a guarantee of achieving fair and positive results.

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