ISSN: 2181-3337

International scientific journal

SCIENCE AND INNOVATION

Volume 2 Issue 1

B

PHILOSOPHY
PHILOLOGY
PEDAGOGY
PSYCHOLOGY
SOCIOLOGY

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ScienceInnovation
INTERNATIONAL SCIENTIFIC JOURNAL

International Scientific Journal
SCIENCE AND INNOVATION
Series B
Volume 2 Issue 1
January 2023

ISSN: 2181-3337 | SCIENTISTS.UZ

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METHODS OF TEACHING THE MORPHOLOGY OF THE RUSSIAN LANGUAGE TO STUDENTS NON-LINGUISTIC DIRECTIONS

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https://doi.org/10.5281/zenodo.7517111

Abstract. *In the university methodology of teaching the Russian language, the study of morphology is always a kind of stumbling block, especially for students of non-linguistic undergraduate areas. On the one hand, in order to master grammatical concepts, a certain level of development of abstract thinking is necessary, which is created in the learning process and requires special exercises aimed at developing certain mental skills and a complex of linguistic representations. On the other hand, the process of forming concepts is also the process of mastering by students such mental operations as analysis and synthesis, comparison, generalization and systematization, abstraction and concretization.*

Keywords*: morphology, university teaching, nominal parts of speech and verb, spelling skills, grammatical and lexical meaning of the word.*

Morphology is a branch of grammar that studies the forms of words and the totality of the forms of words in a language. The tasks of morphology include the definition of the word as a special linguistic object and the description of its internal structure.

The objectives of teaching morphology in the course "Russian language" are:

- to systematize students' knowledge about parts of speech; form the concept of the main grammatical categories of parts of speech;

– to give an idea of the inseparable connection of lexical and grammatical meanings in separate parts of speech;

– to identify the specifics of the formation of nominal parts of speech and the verb;

- to acquaint students with the functioning of various parts of speech in speech;

- to develop spelling skills, taking into account the partial belonging of words.

When studying parts of speech, a functional-semantic approach is carried out. The essence of this approach is to show the functions of linguistic phenomena in language and speech. The functional-semantic approach implies a close relationship between the grammatical form and the meaning, showing the contexts in which the meaning of the units of the language is realized, their contextual indicators, the patterns of functioning of grammatical forms and structures in certain types of speech.

The functional criterion involves an assessment of the functions that words of a given class perform in a sentence, for example: the most characteristic functions of a noun are the functions of the subject and object; the only function performed in the sentence by the verb in the personal form is the function of the predicate; the adjective is characterized by the function of definition; for an adverb it is a function of circumstance.

The tradition of distinguishing between the terms school and scientific (academic, university) grammar has firmly entrenched in the methodology of teaching the Russian language. These two concepts very often diverge not only in scope, but also in essence. Some researchers believe that there can be no "school" and "scientific" theory: a school theory should be a "school scientific theory". Others justify different approaches to many issues by the fact that the goals and objectives of language learning at school and university do not always coincide. The main task of university studies is to understand the essence of language as a special social phenomenon, the features of its structure and functioning.

Teaching at the university is much more focused on the cognitive value of the Russian language as an academic subject. The tasks of teaching the Russian language at school are focused on practical value.

The main difficulties that arise in the study of parts of speech include the following:

The difference between students of parts of speech in the case of the transition of words from one part of speech to another (words like dining room, manager, sideways, past, etc.);

Students mixing the concepts of “member of a sentence” and “part of speech” (errors of this kind persist for a very long time);

The difference in outwardly similar forms (dative and prepositional cases of feminine nouns with endings -е and -*и*: country, water, line, notebook, salt; comparative degree of adjective and adverb: was more beautiful and made more beautiful, etc.);

The difference in outwardly similar forms (dative and prepositional cases of feminine nouns with endings -е and -*и*: country, water, line, notebook, salt; comparative degree of adjective and adverb: was more beautiful and made more beautiful, etc.);

When studying the name of an adjective, students of non-linguistic faculties find it difficult to agree on an adjective with a noun;

Numerals are especially difficult when used in oral speech. In written speech, numerals are used in business papers, therefore, in the classroom, special attention should be paid to the declension of numerals, while using them with nouns;

Difficulties arise in delimiting the categories of pronouns and in determining their initial form;

The main difficulty in mastering the verb is connected with the study of the category of aspect, which is not in the Uzbek language;

When studying participles and gerunds, a semantic criterion is very important - the recognition of participles and gerunds. Students find it difficult to designate participial and participle turns in writing. The difficulty arises in the distinction between H - HH and in the spelling of NOT with participles.

In the course of morphology, students should acquire the following skills:

1. Be able to ask a grammatical question to the word.
2. Determine the grammatical affiliation of the word.
4. Distinguish between the grammatical and lexical meaning of the word.
5. Decline and conjugate words in accordance with grammatical norms.
6. Find the studied grammatical phenomena in the phrase, sentence and text.
7. Make a morphological analysis of words of different parts of speech, etc.

According to A. M. Smolkin, when solving difficult problems of morphology, three main groups of methods are used: 1) verbal; 2) visual; 3) practical.

Verbal (theoretical) methods include: storytelling, explanation, explanation, instruction, commenting, task, indication, conversation, analysis, analysis.

Thanks to the word, you can convey the necessary knowledge, activate and deepen perception, set a task and formulate the attitude of students towards it, you can manage the process of completing the task, analyze and evaluate the results, correct the progress of the task, comment on its implementation.

When solving difficult questions of morphology, the word can be used and expressed in the form:

- didactic story, conversation, discussion;
- instructions (explanation of the task, the rules for their implementation);
- accompanying explanation (concise commentary and remarks);
- assessments (method of current correction of actions or their results);
- verbal report and mutual explanation.

Visual (sensory) methods are diverse and aimed at activating sensory processes in students. First of all, these include: demonstration of exercises or their elements by the teacher. Auxiliary visual methods include: demonstration of posters with the rules for performing exercises, schemes (algorithm) for performing an exercise, the use of demonstration boards (for example, an interactive whiteboard), tablets, information technology.

It should be borne in mind that visual perception for some students "visuals" is much stronger than verbal explanation. Therefore, the implementation of the exercise by the teacher on the board, visual aids available to students help them form the correct ideas.

Orientation methods are of some importance (for example, landmarks in parsing a word by composition, etc.).

Visualization is provided through sensory methods. This is not only visual, but also auditory perception. Touch methods can be implemented in the form:

- showing the performance of tasks or exercises;
- demonstration of visual aids;
- computer demonstrations (viewing special educational videos).

Practical methods are based on the active cognitive activity of students. For example, performing exercises within the time limit - 10 or 15 minutes in a Russian lesson; performing exercises with the help of visual aids (textbook, workbook); performing well-known, learning exercises.

When solving difficult questions of morphology, dictations, essays, presentation, text copying, sentence analysis and morphological analysis of the word can be used.

Educational and search tasks are divided into two groups according to the sources of interest: problem tasks and tasks with entertaining components. Problem tasks are tasks with identification and explanatory functions. “The essence of problematic assignments lies in the teacher creating a problematic situation, in posing such a question that would become a problem for students, a task.

Such questions involve several answers - guesswork, and the student must find the key to solving this problem and choose only one correct answer. Finding the right way to solve the problem activates the mental activity of students.

Game technologies are one of the ways to increase the motivation to study the Russian language at a university, the formation of cognitive interest, allows you to overcome the barrier of

NATIONAL-CULTURAL FEATURES IN THE TRANSLATION PROCESS

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https://doi.org/10.5281/zenodo.7534012

Abstract. *With the honor of independence, the President Sh.M. Mirziyoyev of the Republic of Uzbekistan "Wide promotion and popularization of the best examples of national and world culture should be the basis of spiritual education of the young generation, our current youth"1, - A new approach to cultural heritage, including artistic creativity and its history, is being formed based on the high attention to the field of science and education, the demands placed on the scientific community. On December 10, 2012, First President Islam Karimov signed the decision PQ-1875 "On measures to further improve the system of learning foreign languages".*

Keywords*: observation and study of problems arising in the process of literary translation. Observing the steps and development of world translation as a science. Scientific analysis of issues such as the question of alternative in literary translation, the need to create an adequate translation. Scientific research of the specific aspects of the translation of national characteristics and lexical stylistic tools into foreign languages.*

The wide-scale conditions created for young people are the basis for them to reveal their talents. The development of foreign language teaching under the leadership of our President personally sets wide-ranging tasks for the officials of the field. After the independence of our country, the ancient and rich cultural heritage of our people, literary the scope of comprehensive and serious research of his monuments has expanded. In this regard, much attention is being paid to scientific research of direct and indirect translations from Western languages to Uzbek and from Uzbek to the languages of European nations in the comparative-typological aspect. In fact, the history of French-Uzbek translation is almost a hundred years includes annual history.

The history and practice of translations from French literature into the Uzbek language was studied and promoted by the translation scholar Muhammadjon Holbekov2. During the last century, the Uzbek reader has read the predecessors of French literature, Francois Rabelais, Moliere, Voltaire, Montesquieu. . , was able to read the works of writers such as A. Camus, Leclezio, F. Sagan in his native language. Regarding these translations, the history, theory and practice of French-Uzbek and Uzbek-French translation in general have been extensively studied by scientists of our Republic. In general, translation means the reproduction of a text written in one language or a spoken speech in another language. Translation is a means of communication between peoples and nations. Translation is used in so many areas of our society today that it is impossible to imagine development without it. is in a hurry.

It must be admitted that today more attention is paid to the translation of news related to science and technology, economy and politics than to the field of fiction. His creative spirit is deeply respected. Among them, the translators who not only translated "Boburnoma" into French, but also scientifically interpreted it, combined the heavy creative work with serious research, Alfred Kurella, Abdulla Qadiri's "Otgan Kunlar" The good work of hundreds of translators, such

as N. Tun, who translated his novel into German, Jan Komorovsky, who translated "Alpomish" into Slovak, is written in golden letters on the friendly pages of Uzbek literature.

In re-creating the best books of world literature, including Russian and other foreign literatures in Uzbek language, Oybek, Gafur Ghulam, Ismaili, Asqad Mukhtar, Abdulla Oripov, Erkin Vahidov, Jamal Kamal, Muhammad Ali, Abdulla Sher, Shavkat Rahmon and The translation skills of other creators are special scientific needs to be created in research. The purpose of the research is to conduct a scientific analysis of the issue of re-creating national characteristics and lexical stylistic tools in artistic translation and to study the specific aspects of the translation process.

Scientific novelty of the research. A number of large and fundamental studies have been conducted in our country on the lexical-stylistic problems of translation. Including G. Salomov, N. Komilov, M. N. Holbekov, M. Q. Bagoyeva, H. Karomatov, S. Olimov, Z. N. Isomiddinov, M. Sobirov, R. Karimov, R. Fayzullaeva, S. Rustamova, M. Javburiev, E. Z. Ochilov, K. J. Juraev, Y.Nurmurodov, A.Kh.Abdullajonov, N.M.Urmonova and Q.Sidikov's researches are among them. In these studies, the features of literary translation are thoroughly researched.

Research object. National characteristics and lexical-stylistic tools used in some artistic works were taken as a source for research. Methodological basis and methods of research. The methodological basis of the work is the theoretical ideas of the President of our Republic Sh.M. Mirziyoyev regarding the national idea, spiritual values, social development, the achievements and experiences of modern translation science, and the opinions of Uzbek and world translation scientists. The work mainly relied on the comparative-typological method.

Theoretical and practical significance of research. The study of the lexical stylistic elements that reflect the national features used in the works of art and the specific aspects of their translation into foreign languages, particularly Russian and French, and the comparative analysis of the translations allow us to draw scientific conclusions that are very necessary for the science of modern translation studies. The practical significance of the research is that its scientific conclusions and research results will be useful in teaching subjects in higher education institutions, in creating textbooks and manuals related to these fields, and in creating programs, textbooks and training manuals for different stages of education. .

The composition of the research work. The dissertation consists of an introduction, three main chapters (each chapter consists of three chapters), general conclusions and a list of used literature. The total length of the dissertation is 67 pages.

CHAPTER I. GENERAL INFORMATION ABOUT TRANSLATION AND ITS APPEARANCE YESTERDAY AND TODAY

1.1. General information about translation, its types and its recognition as a separate science

Translation, which is the spiritual heritage of peoples, serves to further develop people's lives and lifestyles. Just as peoples could never live in absolute isolation from each other, their material and cultural monuments, literature and art were never preserved only within one national border. The greatest examples of art and literature created by mankind knew no boundaries, they sometimes changed, sometimes shortened, sometimes merged, crossed, moved from country to country, from language to language, and spread.

In fact, the discussion about science, fiction, art and translation should be started from the issue of literacy, general cultural level of the people, and the state of press and publishing in the country. Literature, books, translations are created for the people who can read, understand and

evaluate them properly, because the value of each book is evaluated by the general, cultural preparation, demand and taste of the person who reads it. A work created at a high scientific, socio-political and artistic level, in particular, if it describes the life of other nations, or if it is written by a foreign writer or scientist, requires the active observation of the reader. Each translated work is a product of its time. The change of the relationship between the translation and the reader over time is also seen as an addition to our above opinion.

In general, the purpose of translation is using foreign language tools

It consists in recreating the created text on the basis of the native language material. The practice of translation has arisen, and the question of how to translate the original into the native language, literally or freely, is a problem facing translators. They had different looks and ideas in all periods. Artists who created at the beginning of the 20th century advocated literal translation. In their practice, they approached only this type of translation.

As for other creators, preferring free translation, they relied on the opinion that it is necessary to give some work or information freely. approached with the rib out. Below we will consider the types of translation. Creative translation is the original linguistic means, textual meanings and stylistic tasks are recreated in harmony with the universal language and grammatical rules. The national, historical, social and image-emotional characteristics of linguistic means are interpreted in an authentic and appropriate way. The phonetic and lexical-grammatical digressions used for specific methodological purposes on the pages of the work are restored using alternative linguistic tools in accordance with their functions. All this makes it possible for the author's purpose to reach the reader. Verbatim translation distorts the author's text, falsifies its meaningful and functional harmony, blurs the basis of artistic images, blurs the nature of emotional sensitivity, destroys the norm and culture of the translation language, and consequently, it is a complete and adequate translation of the original. refers to a secondary text that cannot be accepted as In this type of translation, the word combinations, stable phrases, grammatical construction, and word order in most cases are not adapted to the rules of the translation language. This situation leads to the interpretation of national, historical and emotional linguistic means with the help of stylistically neutral words and phrases without additional features.

In addition, if we talk about the type of free translation, this type of translation was often referred to in the middle of the last century. In general, we can divide the translation into two based on common sources.

These can be oral and, in turn, written translations. None of them have any flaws, and it is manifested in the form of a summary of the literacy and potential of the author and the translator. These types of translation were widely used by translators in their time. In regional councils and symposia held in various countries dedicated to the problems of literary translation, the practice of word-for-word translation was strongly condemned, and many critical opinions were expressed about it. considered the practice of word translation to be a bad method, T. Gnedich noted that it is not a creative work, but "a clowning like a circus performance". According to Kh. Khantemirova, "the best literal translation is ” is unable to fully interpret the richness and originality of the original.

On the other hand, if we talk about simultaneous translation, this translation began in London in 1946 with the participation of a group of simultaneous interpreters at the meeting dedicated to the UN General Assembly. It was the second type of translation method, and the written translation sings the biography of the people, its origin.

If we consider the national mirror of each nation as its literature, the written translation, in turn, was engaged in the translation of literature. Through this type of translation, the national culture began to rise. Thanks to the written translation, literature written in different languages of the world and scientific we have become widely aware of the magazines.

Through the works written at the beginning of the 20th century, describing the oppressive moments of the bloody war and lamenting it, we were in tune with the inner experiences of the people. On the other hand, it indicates that the role of written translation is incomparable. Another type of translation that approaches the original very freely is considered to be adaptive translation. In this type of translation, in the translation of more comedic plays and examples of poetry, the theme, composition of characters, and content are usually preserved, but the national identity, customs, and mental states embodied in the original are replaced by such aspects specific to the owners of the translated language. As a result, the author's text, which consists of a series of unique pictorial means, is covered in the folk dress of the translated language.

The adapted translation method was used more in the 30s and 40s of the last century. For example, it reached such a level that in many cases the names of the characters of stage works were replaced by the names of representatives of the local people, weddings and other events were shown on the stage. interpreted by approaching the Uzbek method. One of the reasons for the appearance of the adapted translation is related to the desire of the creator, who did not believe in the power of his pen, to see the work in the hands of the reader as soon as possible. It consists in the desire to deliver an artistic monument dedicated to his unique image to his readers in an acceptable and pleasant way.

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THE RELEVANCE OF THE APPLICATION OF THE MIXED FORM OF EDUCATION IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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Abstract. *This article will talk about the requirements imposed on the professional qualities of graduates of higher military educational institutions, about the importance of the educational form in which the knowledge gained plays an important role in the course of their professional activities and the involvement in the acquisition of such knowledge. The article also analyzes the achievements and disadvantages of the mixed learning method.*

Keywords: *mixed education, information technology, distance education, professional qualities, educational technologies, teaching educational process.*

INTRODUCTION

After humanity entered a new era, a new era of high technologies, artificial intelligence and digitalization, Society, Science, Science and education began to be informatized. The development of society is characterized by its characteristic features today. Such features can be attributed to the use of information resources at the global level, the need for information exchange, the integration of Science, Technology and education.

Informatization taking place in the world, like all spheres, affects the education system. As a result of the use of traditional and distance forms in education, the level of use of information technologies in the content of education, teaching methodology is changing. These created the need to use mixed forms of education in the learning process.

Great attention is paid to the fact that in our country, through the widespread introduction of modern knowledge and advanced foreign experience into the field of military education, it is important to raise the intellectual potential of future defenders of the motherland in the future development and its transformation into a great state, improve educational work, regularly explain them with the achievements of This justifies the need to create a modern teaching system that is flexible in the learning process and develop a mixed teaching system and content, taking into account the level of knowledge of cadets.

LITERATURE ANALYSIS AND METHODOLOGY

The legislation of the Republic of Uzbekistan defines the requirements for the personal, intellectual, scientific and professional qualities of educators. This decision also indicates the support of innovative activities in educational organizations to ensure the right of an individual to education and the implementation of educational programs using innovative technologies. In our country, at present, the application of digital technologies to higher education is becoming widespread. The use of mixed educational technologies, which combines modern achievements of Science and technology to ensure that, while enriching the theoretical knowledge of students, they can apply their mastered knowledge in solving life-practical problems, expands the possibilities of

today's pedagogy. Mixed education is based on new didactic opportunities provided by electronic education, information and communication technologies and modern educational tools.

There are different opinions and views on mixed learning technologies. In his treatise entitled "The definition of mixed education", Norm Friesen determined that mixed education would be used from 1999 onwards. He also described mixed education as "a type of education that is offered by combining the Internet and electronic media with forms that require physical participation in the classroom between the teacher and the student." There are different opinions and views on mixed learning technologies. In his treatise entitled "The definition of mixed education", Norm Friesen determined that mixed education would be used from 1999 onwards. He also described mixed education as "a type of education that is offered by combining the Internet and electronic media with forms that require physical participation in the classroom between the teacher and the student."

The mixed education manual, published by Charles Graham and Bonk in 2006, describes mixed education as "computer-mediated learning is combined with face-to-face learning in mixed education systems."

As can be seen from the definitions of mixed education, mixed education is a learning strategy that combines traditional and distance learning and in which different forms of technology are applied.

RESULTS

Mixed learning is a combination of teaching methods that include elements of online and face-to-face learning. In this education, cadets can use teaching materials, video cards, textbooks and simulators. In order for the educational material to be preserved in the Information Resource Center, cadets have the opportunity to Re-study the topic. In addition to the lecture, a dialogue will be organized between the teacher–cadets and cadets. The materials for the lecture sessions are complete, and the presentation and slides should be enough for the cadets to engage independently. There are printed and electronic forms of textbooks and manuals on science, and the electronic form is interesting and convenient to master. Mixed education forms responsibilities and skills in working on the internet, analyzing information, working with a group, performing tasks. Hence, mixed education is an extremely flexible system that teaches cadets to organize their activities.

DISCUSSION

In a mixed educational method, various technologies and tools contribute to the inclusion of information in the educational material. The cadet can receive information from a book or from the internet at a convenient time for himself. To interest cadets, the data will consist of a clear structure. Each session will consist of several stages. At the initial stage, the cadet is prepared for the lesson, and this is done on the basis of an assignment. Then the lesson will be effective and there will be no excessive repetitions. At the present stage, the cadet has mastered the previous lesson well, and the lesson is strengthened by tests, questions and practical issues. At the next stage, the teacher first answers the questions of the cadet, and then comments on the tasks performed. At this stage, the cadet is guided by interest in the next topic. In each lesson, these stages are repeated, and the skills of cadets are formed, such as the ability to distinguish information, work independently, apply theoretical knowledge in practice.

The success of the mixed form of education depends on technical means. These tools should be reliable, easy to use and stylish so that they can be used efficiently. Mixed education has several disadvantages. Cadets may not have the conditions to access the internet or study wherever

he wants. Not every cadet may have access to computer and technical means. Unreliable Internet is also one of the problems.

CONCLUSION

When training in higher military educational institutions, of course, educational methods were used to take into account the educational institution, the specifics of cadets in it, while ensuring their active participation in training, aimed at cultivating, developing thinking.

It is necessary to form the world vision of the younger generation, to increase the educational importance of choosing a way of life. In terms of Science, the foundations of theory should be ensured by practice, the application of the issue with science, and with a creative approach to New pressing issues of the economy, the inextricable unity of theoretical facts with logic.

The current period is significant in that the forms of teaching are aimed at the excellent organization of the service of cadets to free, creative thinking. It is the basis of this teaching process when cadets can think independently, approach each issue creatively, search, analyze, draw the right conclusions. The main issue is how to apply the form of mixed education in higher military education, how to conduct part of the information to be provided online and which part to face. Through the use of mixed education, achievements such as improving the quality of education, developing independent educational skills in cadets, acting as a teacher-consultant can be achieved.

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ROLE OF INDEPENDENT WORK OF STUDENTS IN EDUCATIONAL PROCESS

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Abstract. *Independent work, its organization play an important role in teaching, as well as in the scientific and creative work of a university student. How well the student is prepared and included in independent activity depends on his success in studies, scientific and professional work. Independent work is not limited to homework alone, which is carried out in lecture classes, in the presence of a teacher and under his guidance. In pedagogical science, there are various approaches to the definition of independent work.*
Keywords *: independent work of students, professional activity, educational material.*

The main task of higher education is to form a creative personality of a specialist capable of self-development, self-education, and innovation. The solution to this problem is hardly possible only by transferring knowledge in a finished form from teacher to student. It is necessary to transfer the student from a passive consumer of knowledge to an active creator of knowledge, who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness.

The analysis shows that independent work still does not have the proper organization, and professional self-education as an important factor in the formation of the personality of a future specialist does not occupy an appropriate place in his training. The study of the real state of independent work indicates that students have little command of general educational skills and abilities: note-taking, reviewing, analysis and synthesis of what has been read. When independently studying the educational material and primary sources, students find it difficult to highlight the main, the main, in the formulation of conclusions, in the development of their opinion, their assessment of what they read.

Active independent work of students is possible only if there is serious and stable motivation. The strongest motivating factor is preparation for further effective professional activity. The essence of independent work, in our opinion, consists in self-organization of understanding of the material being studied, extracted from various sources, in building a student's own point of view, his attitude to what has been studied, in determining the practical significance of the material studied.

Organization of independent work begins, especially with: determining the content and scope of independent work each course; establishing a certain dose of material for independent study in each topic for a specific period of time; determining the content of the workshop on the formation of students' skills of independent work; from an introductory lesson, during which the student gets acquainted with the program and the nature of the tasks, with the requirements that apply to independent work, assessment criteria, methodology for completing tasks, forms of control and timing.

Practice shows that the upbringing of a creative specialist is impossible without mastering the theoretical foundations of disciplines, developing students' skills to operate with theoretical knowledge in a practical setting, and use it in solving professional problems. The student should be able to answer questions, understand the proposed situation, determine the ways out of it, review or annotate a monograph, article, and conduct direct observation of production processes during practice. A variety of tasks for independent work, giving them not only informational, but also professional orientation, establishing a close connection between theory and engineering practice is the incentive that motivates to master the skills and abilities of independent work and contributes to the restructuring of the student's personality structure into the structure of a specialist's personality.

The effectiveness of a student's independent work as a criterion for the quality of pedagogical management of the educational process is determined by its development in two directions: in the level of mastering by the student in the process of self-preparation the ability to navigate in situations that simulate future professional activity through tasks-situations, special exercises, in using theory to solve practical standard tasks; the degree of students' involvement in research activities through the implementation of non-standard tasks and tasks of increased complexity and in real industrial practice with the maximum use of the life experience of students, orienting them towards future professional activities. The effectiveness of students' independent work is largely determined by the presence of active methods of its control.

Based on the above, we can say that independent work, by its very nature, presupposes the maximum activity of each student. It manifests itself in the organization of work, and in the use of purposeful perception, processing, consolidation, application of knowledge and in a conscious desire to turn the acquired knowledge into beliefs, to be steadily guided by them in their daily activities. Properly organized independent work of students is of great educational and educational value. It is a defining condition for achieving high results in learning, in the formation of moral qualities and, therefore, is both a means and a goal of learning.

Conclusion

We agree with those methods that require that, in addition to lectures and textbooks, the student also pays attention to special literature, electronic library, etc. and we believe that the student most fully and deeply perceives only the information that he himself used and improved in the process of his activity, and no one will force him to perceive and process it if he does not want to.

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DEVELOPMENT OF CREATIVE SKILLS OF FUTURE PRESCHOOL EDUCATORS

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https://doi.org/10.5281/zenodo.7534288

Abstract. *This article describes the theoretical basis of improving the creative qualities of educators and the methodology of developing creative competence in preschool educational organizations.*

Keywords: *preschool education, future educators, science and education, creativity, professional competence, creative competence, creative potential.*

INTRODUCTION

One of the global tasks of modern innovative development is the formation of creative thinking of people.

Creativity refers to a person's ability to generate new ideas, find solutions to seemingly complex problems, the ability to take risks, a creative approach to his professional activity, and professional maturity. In the processes of the integration of science and education in the globalization of the world, the issue of developing professional preparation of future specialists is defined as one of the urgent tasks.

Modern society requires the education system to educate highly qualified, aspiring, competitive, enterprising, spiritually and physically healthy individuals.

As a result of the analysis of pedagogical experience and scientific research at the world level, it has been proven that 70% of all the knowledge that a person acquires during his life is acquired by the age of five. In fact, during this period, the child begins to perceive the world, thinks, gets acquainted with the environment, and prepares the ground for the knowledge he will receive throughout his life. Preschool education organizations and specialists of preschool education organizations play an incomparable role in educating the young generation, who are considered the future of our country, as well-rounded individuals.

RESEARCH MATERIALS AND METHODOLOGY

Among the requirements for the field of education, a number of measures have been implemented to increase the professional and creative competence of specialists of preschool educational organizations. The requirement for a teacher is to conduct research on himself first of all. Therefore, the most important need in the preschool education system is the professional maturity of the specialists of the preschool education organization, as well as the creative competence.

Creativity (lat., eng. "sreate"-creating, "sreative" creator, creator) expresses the meaning of the creative ability of an individual, which describes the readiness to produce new ideas and is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent.

According to the American psychologist P. Torrens, creativity is a problem or putting forward scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; expresses sensitivity to the mutual opposition of knowledge and practical actions in finding a solution to a problem.

Like any other quality (virtue), creativity is not formed suddenly. Creativity is consistently formed and developed at certain stages.

Possessing creative qualities of a teacher directs his personal abilities, natural and social energy to quality and efficient organization of professional activities. Having creative qualities of pedagogues working in the higher education system helps them to create new ideas different from the traditional approach to the organization of educational and educational processes, not to think in a single mold, originality, initiative, not tolerating uncertainty. Therefore, a creative approach to organizing the professional activity of a pedagogue with creative qualities, activeness in creating new, advanced ideas that serve to develop children's educational activities and personal qualities, independent study of advanced pedagogical achievements and experiences , also focuses on having the experience of continuous, consistent exchange of ideas with colleagues about pedagogical progress. Usually, the ability of pedagogues to have creativity is provided and formed by striving to solve pedagogical problems, carrying out scientific research or scientific projects and achieving mutual creative cooperation, and it gradually improves and develops. As in the case of any specialist, the foundation for future pedagogues' creativity is laid during their student years and is consistently developed in the organization of professional activity. It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively.

In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

RESEARCH RESULTS

While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the pedagogue confronts the evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently. The pedagogue's scientific and research work and the implementation of scientific or creative projects further develop his creativity potential.

A teacher does not become a creator by himself. His creative ability is formed by consistently studying and working on himself over a period of time.

Modern education requires educators and pedagogues working in all types of educational institutions to be creative.

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty. They emphasize that creativity is based on unconventionality, curiosity, imagination, sense of humor, and freedom (Murdoch, Ganim, 1993; Sternberg, 1985). Easterners, on the contrary, understand creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yuye, 2000). Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession (Kaufman, Lan, 2012). Many pedagogues-educators believe that they do not have the ability to be creative. This can be justified for two different reasons:

firstly, most pedagogues-educators cannot adequately explain what the concept of "creativity" actually means;

secondly, they are unaware of what qualities are directly reflected in the basis of creativity.

At this point, it is worth noting that every person has the ability to be creative by nature. So, how can they demonstrate their creativity? Here's Patti Drapeau's advice: If you don't think you're creative, I suggest you start organizing creative thinking classes right now. In fact, it is not about whether or not you are creative and creative, but about organizing lessons in the spirit of creativity and trying new ideas in practice.

According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking about a specific issue. Multidisciplinary thinking requires learners to rely on multiple ideas when completing learning assignments, problems, and tasks. In contrast, one-sided thinking is based on only one correct idea.

DISCUSSION

In observation, it is impossible to deny one of the one-sided and multi-sided thinking on the issue. Therefore, one and all-round thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the learner looks for several options for a solution (multiple thinking), and then stops at one correct solution that guarantees the most optimal result (unilateral thinking).

Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows:

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, "ensures the active involvement of learners in the educational process."

The creativity of the pedagogue is manifested in various forms in professional activity. They are as follows: creative products prepared by a pedagogue-educator based on a creative approach with the help of information, including computer technology, and which can be effectively used in the educational process are listed.

Multimedia is a general concept that applies to computer technologies that transmit information in several forms: graphic, text, digital, sound, music, video, audio, photography, moving images (animations) and other information in electronic form.

An electronic album is a collection in electronic form containing pictures, photos, drawings and graphic images, as well as their annotations. Electronic atlas (Greek "Atlas" - named after the legendary Libyan king who first created a celestial globe) - recommended for a specific educational module (a subject) and has unique graphic images , used for educational purposes.

Digital videos are a modern learning resource in 3D, containing information that helps to acquire knowledge, skills and competences in a learning module (subject).

Virtual booths:

1) electronic model of a real object, subject, process, event and events;

2) text, picture, scheme, table, diagram, etc. is a computer tool representing the creation, storage, processing, digitization and systematic implementation of information in the form, process and virtual environments.

Simulated virtual simulator (visually "train" - "educate", "train") is an electronic training device that simulates the real conditions of labor activity, certain activities (for example:

(managing a machine (mechanism), working on a complex machine or mastering the secrets of military equipment) are formed, skills are transformed into skills, and the resulting skills are improved.

Multimedia products are development (products) that embody the delivery of educational material to listeners on the basis of audio, video, text, graphic and animation effects based on the software and technical capabilities of ICT.

Audio and video visual materials - materials that provide audio and visual reception of educational information using computer technology.

Video animations are electronic images representing the movement of a drawn (pictured) or small-scale image (volumetric, puppet or toy object) and each step of this movement is filmed sequentially.

Presentation (presentation; Latin "prayesentatio" - to present) - working papers (plain or watman papers) of materials of an educational (scientific, practical) nature on a specific topic or problem, as well as information and communication tools (computer , projector, processor and other devices).

CONCLUSION

As in the case of any specialist, the foundation for future pedagogues' creativity is laid during their student years and is consistently developed in the organization of professional activity.

It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively. In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

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THE POSSIBILITIES OF INTEGRATIVE-MODULAR EDUCATION IN THE SCHOOL OF SUSTAINABLE DEVELOPMENT

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Abstract. *This article considers the implementation of integration under the condition of the organization of interdisciplinary and interdisciplinary courses and programs based on the principles of development and modular training. Integration is aimed at the formation of a qualitatively new type of generalized, "end-to-end" knowledge, which simultaneously acts as a method of knowledge and cognition.*

Keywords: *integrative and modular training, system knowledge, modular program, education for sustainable development.*

The organization of interdisciplinary or interdisciplinary content of the learning process in the form of training modules with a focus on the formation of students' "end-to-end knowledge" will contribute to the formation of a holistic picture of the world and a holistic worldview. The fundamental importance of the formation of a special type of thinking based on generalized, general scientific knowledge is connected not only with the intensification and humanization of the learning process, but also with the social order of modern society itself, the reorientation of education to solve the problems of sustainable development. Let us list the main requirements imposed on modern man and conditioned by the solution of the tasks of sustainable development of society.

1. The society of sustainable development requires from a modern person the development of such personal qualities as mobility, dynamism, constructiveness, adaptability, functional literacy.

2. The current situation on the labor market in modern society, when a person radically changes the sphere of professional activity every 10-15 years, imposes the requirement of universal professionalism — the ability to change spheres and methods of activity based on knowledge management skills [6].

3. The phenomena of globalization and integration in various spheres of life require a transition from the concept of a "good specialist" to the concept of a "good employee" who can work in a team, can make independent decisions, take initiative, manage himself, capable of innovation.

4. Informatization and globalization dictate the requirement of proficiency in the means and language of global communication (modern means of communication — the Internet, e-mail), and among foreign languages, English is distinguished by the level of globality.

5. Internationalization and integration of various spheres of social activity presupposes successful and effective intercultural communication, knowledge of social codes of representatives of other communities and spheres of activity.

6. The development of the economy, the commercialization of various spheres of public life presupposes that a modern successful person has a certain mindset, economic and environmental thinking, developed "business enterprise", "entrepreneurial spirit".

Achievement of the indicated result is possible, in our opinion, provided the organization of interdisciplinary (at school) or interdisciplinary (at university) content (which in its essence should be general scientific, end-to-end knowledge, organized at the level of leading content ideas). Interdisciplinary (interdisciplinary) integration of content is organized in the form of training modules. The question arises: what subjects or disciplines can we talk about integrating?

For example, we consider it possible to establish interdisciplinary relationships between general education courses at school: economics, ecology, economic geography, computer science, English. Or combine it into a training module at a university (direction "psychological and pedagogical education") "Modern educational technologies", such disciplines as "Active teaching methods in psychological and pedagogical activity", "Computer technologies in education", "Foreign languages in the field of professional communication". The need to integrate academic disciplines into modular programs becomes, at the present stage of society's development, a fundamental condition for the success of both the personality of a student — a future student, and the personality of a student — a future specialist who is aware of his role in creating a sustainable development society. Thus, there is a need to develop the didactic competence of a university teacher and a teacher [7].

In conclusion, we note that integrative-modular training can contribute not only to improving the effectiveness of the learning process and its developmental impact, reducing the learning load, but also to the formation of a certain type of universal knowledge in the student-a method that determines the type of general scientific thinking, and ultimately contributes to the formation of a successful personality of a sustainable development society, easily adaptable to rapidly changing environmental conditions, effectively operating in the global world community and having its holistic picture in its mind.

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DEVELOPING TECHNICAL THINKING OF STUDENTS IN THE PROCESS OF PREPARATION FOR PROFESSIONAL ACTIVITY

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https://doi.org/10.5281/zenodo.7534610

Abstract. *The article analyzes the scientific ideas of technical thinking and determines its role and importance in the professional activity of the engineer, analyzes the state of the problem of developing students' technical thinking in psychological and pedagogical theory and practice in higher education, specializes in the development of technical thinking generalization and systematization in accordance with the quality characteristics, as well as the development of technical thinking of engineering students and the development of a mechanism for its implementation.*

Keywords: *technical thinking, engineering, specialization, psychological and pedagogical theory, model, intellectual quality, skill, qualification, activity, research methods, assimilation, problem situation.*

INTRODUCTION

The ever-evolving technical complexity of the means of production in the world places great demands on the professional intellectual qualities of the engineer and his creative abilities. Being able to think technically is an important professional quality of engineering thinking. The development of this type of thinking skills and the future success of the engineer is largely determined by the quality of the educational process at the stage of vocational training in higher education.

In particular, the educational systems of the leading research centers of developed countries, such as P. Debrai-Retzen "Talented Student Teacher Model" (France), US "Merit" (USA), are working effectively in this direction. Therefore, the integrated use of non-standard forms, methods and tools for the development of technical thinking plays an important role in the preparation of technical students for professional activities.

In the world practice, the scale of research conducted on the basis of innovative-integrative and differential approaches to strengthen the technical thinking skills of students, increase their intellectual potential, skills in working with information is growing. In particular, the development of students' technical thinking is a priority in the training of future engineers as qualified specialists in line with international trends. Therefore, in the process of preparing future engineers for professional activities in technical higher education institutions, opportunities to study the methods of professional development of the individual, in particular, to develop a professionally important way of thinking for future engineers are becoming increasingly important. In particular, the development of technical thinking of technical engineers on the basis of modern approaches to the professional training of future engineers in technical education is an important factor in raising the quality of higher education to a new level.

The Action Strategy for the further development of the Republic of Uzbekistan includes "further improvement of continuing education, continuing the policy of training highly qualified personnel in line with modern needs of the labor market" and "improving the quality and efficiency of higher education institutions based on the introduction of international standards for education and training quality" [1, 39] functions are defined. Important tasks in the implementation of these tasks include, among other things, the description of the training of future engineers, increasing access to modular and programmed learning technologies in the e-learning environment and improving the process of training qualified specialists based on natural sciences.

The problem of developing people who have mastered their profession in every field has always been a priority of the educational process, which is traditional for both foreign and domestic science. The essence of the problem is that on the one hand, attention is paid to the requirements for a person who has mastered the profession, and on the other hand, to the individuality of the subject in this activity:

1. Political and socio-economic changes taking place in the modern stage of development of society, the legitimate growth of scientific and technological progress, the provision of production in all areas with technical and technological equipment in accordance with the rapidly developing period, set new requirements for higher education. This situation reflects the changes in the social order, placing high demands on the national economy and, accordingly, the labor of engineers.

2. The increase in the number of studies in the field of personal psychology, the problem of self-determination, the choice of life and career, and so on. focused.

When we think about *professional activity*, we need to define three concepts: profession, direction or specialization and qualification. A profession is a type of activity (occupation) that is conditioned by the distribution of labor in society, which is a socially justified source of material well-being [2, 285].

Qualification is the degree and level of professional training an employee needs to perform a specific job, including the availability of knowledge, skills and competencies. Qualification is characterized by specific knowledge, skills and competencies to perform professional tasks and is defined by professionally important qualities. ocational training should be based on science-based assumptions defined in the professiogram, such as occupation and professional skills. Their content and structure depends on the objectives of the study of the profession, its specificity and the theoretical basis of the research.

The methodological basis of our research is:

- the requirements for the personality of the engineer arise from the analysis of the functional aspects of his activities;

- the description of the engineering activity is created taking into account the proposal of the conditional content model of professional activity [3,4]. The psychological structure of the activity distinguishes three levels of generalization: a clear view and conditions of activity; types of professional functions and tasks; professional efforts [4, 49-50];

- perceptions of the professional activity and invariant components of any specialist can be expressed in the form of specialization. These components include technological, organizational, design, research and pedagogical activities [4, Z05].

U.I. Inoyatov scientifically substantiated the theoretical and organizational methodological bases of quality control and management of education in vocational education institutions [5,327].

The fundamental research of K.T. Olimov studied the theoretical and practical aspects of the creation of textbooks for vocational education. In this fundamental research, the concept of creating a new generation of educational and methodological literature for the process of teacher training in vocational education is scientifically based and scientific and methodological recommendations for improving the quality of the educational process are given [6,286]. Practitioner O.A. Abdukuddusov studied the problem of an integrated approach to the process of training teachers of vocational education [7,157].

Pedagogical scientist NA Muslimov studied the scientific and methodological bases of the formation of pedagogical qualities in the future teacher of vocational education, the formation of a new generation of specialists, the upbringing of a harmoniously developed person with a spiritually mature, independent outlook, creative thinking, devotion to universal and national values. special attention [8,325].

These analyzes allowed us to draw the following conclusions about the main types of activities in which the engineer participates: design, rationalization, project implementation, implementation, operator, document management, control, organization, research, analysis, consulting and training, communication, to give stimulus (motivation). If we give a list of the functions of the engineer in technical maintenance in production, it can be divided into three main types of activities of the engineer [9, 67]:

1. Engineering services in production:

- engineering development of management solutions;
- location of the production process in space;
- organization of labor and other groups;
- implementation of product quality control;
- control the performance of the device.

2. Future activities of engineers:

- development, organization and implementation of product quality and cost increase;
- technical preparation of the organization for the production and presentation of new types of products.

3. Research activities should ensure:

- Solve issues of general importance;
- strategic diagnosis of production development;
- Strategic diagnosis of future products.

Actions develop on the basis of knowledge. The result of their development is the skills and competencies of the students. In general, the way to develop intellectual abilities (or techniques of mental activity) is as follows: mastering the content of the method - its independent application in the process of exercises on different materials - transfer the method to other situations, ie using mastered methods to solve new problems (in other types of tasks).

The speed of technical thinking is manifested in applying their knowledge in a variety of contexts and solving specific problems in a limited amount of time. It is therefore a delicate adaptation of operating mechanisms to operating conditions. Improving the speed of operational mechanisms is the closest stage to skill development [10,787-794].

As a way to develop the speed of technical thinking at all stages of training were close to real conditions:

- uncertainty of the situation (tasks with incomplete or redundant information; tasks with partially incorrect information; tasks with different solutions and selection of the most optimal; multi-level tasks if the implementation of the first stage allows to determine the tasks of the next stage) develops relative observation;

- to solve technical problems that require a quick transition from thought to action in order to find a solution to them over time.

To develop the speed of technical thinking, V.A. Molyako [11,66] suggests the use of the following methods in the learning process: time-limiting method, sudden blocking method, high-speed sketching method, new options method, lack of information method, information-enriched method, situational drama method, and so on.

METHODS

The following were selected as the main research methods:

1. *Bennett test* - a standardized test to assess the level of development of technical thinking - to assess the ability to read drawings, to understand the drawings of technical devices, to solve simple physical and technical problems [8,325].

2. *Wild questionnaire* - used to assess the propensity of students in various professional activities - art, technology, working with people, physical labor, development and consumption of material products [12,26]. As additional assignments, students were given reflection assignments: Indicate no more than two areas of activity that are most appropriate for you.

3. Specially designed questionnaire for students.

4. Specially designed questionnaire for teachers.

The questions in the questionnaire provided for some teachers and students are similar in meaning and differ in expression. When using questionnaires and tests, the field of diagnostic parameters has to be limited to reliable and validated diagnostic materials. The use of non-standard self-accounting methods allows the engineer to cover a wide range of personal characteristics. Using the method of self-accountability, it was decided to determine the perceptions of students about personal thinking, the method and dynamics of its development.

In the development of technical thinking, it is advisable to focus primarily on the activation of the student's cognitive processes - intuition, perception, memory, attention and thinking, and the effective use of advanced teaching methods.

The use of the *"Pictogram"* method in this process allows the student to develop technical thinking.

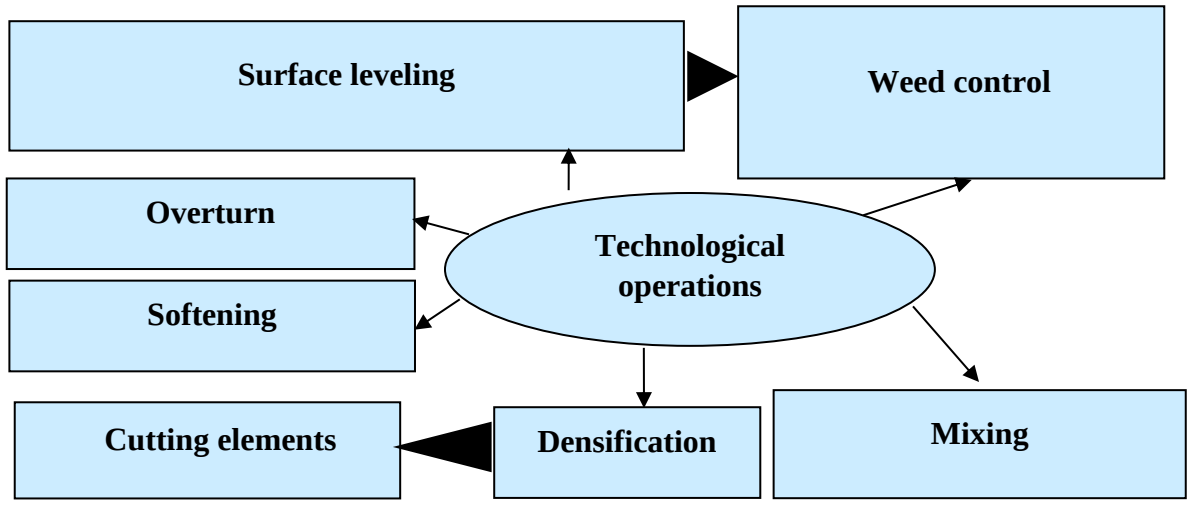
Pictogram - (used by LV Zankov). The student must memorize the exact word on the topic through the image in the picture. In doing so, he must invent a connection between the word and the image, which will then help him recall that figure. In the process of forming an associative connection between a picture and a word, the student chooses such meaningful connections that, in his opinion, these pictures will be useful for remembering the word. Therefore, the nature of thinking activity through this method allows the development of thinking.

The content of the method: the student remembers the parts of a particular technique (of course on a new topic) and draws an independent picture - a scheme. This drawn picture or diagram should help you remember the word-figure later. A separate letter is not recommended. For example, consider "Technological operations, processes and tillage systems." With this method, after understanding the topic, the student will be able to use the method of *"FOUR STEPS*", which

allows you to apply it in practice. The "four-step" method is a four-step method of the process of acquiring practical skills [14, 3344-3348].

This method helps learners to quickly and perfectly master the same repetitive knowledge and skills. When the “four-step” method is used, learners are introduced to as simple operations as possible, then repeat it and practice until they have mastered it perfectly.

1. Explains to the student the stage of the simple thinking process in the "Explanation" stage.



1. In the **“Explain what to do”** phase, students demonstrate in practice how to complete the task, understanding the main idea of the topic.

2. "It is called by its name"

1). Cutting

2). Densification

3). Cutting weeds

4). Push opening

separating the treated loam or a thin layer from the remaining solid soil.

a process that is the opposite of mitigation. This increases the capillary capacity of the soil and decreases the overall porosity.

mechanical removal of weeds by cutting and watering plant roots and stems.

creates conditions for adjusting the water, air - thermal and nutrient regime of the soil

In the third stage, the student repeats the work movements. They express their opinion on the actions they are taking and correct their mistakes (Table 1).

Create a blitz game to find the "hidden" operations of the stages of technological processes using the table below [15,100]**.**

Table 1.

	Step 1	**Step 2**	**Step 3**

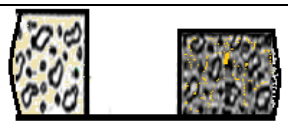
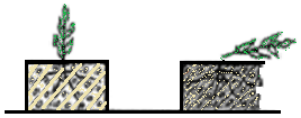
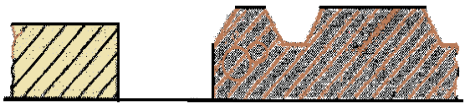
Basic processing	Milling 3	Plowing 1	Deep softening without turning the blade 2
Surface treatment	mixing the soil with cultivators, harrows, rollers, harrows, mowers 2	compacting the soil with cultivators, harrows, rollers, harrows, mowers, weeding 3	loosening the soil with cultivators, harrows, rollers, harrows, mowers 1
Special processing	softening at great depths 2	plantation and tier processing 1	soil milling 3

4. In the "exercise" stage, students master the work and perform it independently.

It is advisable to further strengthen the knowledge and skills of students on a particular topic during practical training. At the same time, it is necessary to use active methods that encourage students to think more to develop technical thinking (Table 2).

Table 2.

Combine the parts

1	**overthrow**	**A**	
2	**mixing**	**B**	
3	**soften**	**C**	
4	**condensation**	**D**	
5	**weeding; digging ditches, forming ridges and ditches.**	**E**	

ANSWER	**1-**	**2-**	**3-**	**4-**	**5-**

Assignments that allow students to think technically (analysis, synthesis, comparison, generalization) are important for actively processing the acquired knowledge. They provide an opportunity for the active phase to follow the relatively passive phase of technical knowledge acquisition. Completion of practical tasks or work independently and presentation of results allow to effectively develop technical thinking. In this case, we recommended the use of a number of practical tasks, such as "Find the similarity of technical objects", "Assistance", "T-Scheme" [14, 3344-3348].

RESULTS AND DISCUSSION

The acquisition or attainment of a profession by a person is an integral continuous process from the time of choosing a profession to the time when an individual becomes a professional. Based on the logic of this assertion, the main part of the study participants: from the beginning of the career (first stage of higher education), making their own career choice, on the verge of becoming a professional and facing various difficulties in obtaining a profession (graduate of higher education) stage) students.

The purpose of the empirical part of the study was to study the dynamics of the level of development of technical thinking in students in the educational process and the perceptions of teachers and students about the key moments in the development of technical thinking in future engineers [10, 787-794].

Ashkent State Agrarian University, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, National Research University, Karshi Engineering and Economics Institutes in the field of agriculture were selected as the place of the empirical part of the study: 5111007 - Vocational Education (Agricultural Mechanization). It was also decided to collect and analyze the opinions of the second subject (teachers) on the same issues, so that the information obtained is not one-sided, ie not obtained from only one subject (students) of the educational process.

In the research process, they participated in the role of the "reference" group. The purpose of this activity was to know the content of the concept of "technical thinking", the level of development of this type of thinking in students, their views on the dynamics of professional thinking in the study of technical sciences, because teachers have a deep knowledge of their profession, ie general, technical and technological.

Thus, the study participants were divided into four groups: Because empirical research has a descriptive and expressive character, and given the complexity and multifaceted nature of the problem being studied, we identified key areas of research..

First, we were interested in students ’attitudes toward technical thinking as an important professional expression:

- understanding of the term "technical thinking";
- be able to independently assess the level of development of technical thinking;
- to understand or how to understand the process of development of technical thinking in higher engineering education.

Second, we were interested in teachers ’views on technical thinking as an important professional view:

- the subjective content of the concept of technical thinking;
- assess the level of development of technical thinking in students' mastery of various stages of technical sciences**;**

-determine effective methods of psychological and pedagogical impact on the development of technical thinking in future engineers.

Third, it was important to determine the level of development of technical thinking in students of different levels and to study the dynamics of this level in different directions and to identify the causes of this dynamics. Such reasons include the following factors:

- the impact of the level of mastery of subjects that activate technical thinking;
- the impact of students' propensity for various activities;

- factors such as the impact of the level of awareness of students' propensity to work with technology were analyzed.

All this was necessary for students to know in order to create a system for the development of technical thinking during the period of technical higher education. A total of 1387 people participated in the empirical research, including: 1314 students, 332 of whom were girls and 982 were boys. teachers - 73 people, 14 of them women and 59 men (their work experience in a few months to 42 years).

The study consisted of two consecutive, logically conditioned steps.

The first phase of the study was aimed at studying the dynamics of the development of technical thinking during the period of study of students in technical higher education. Thus, the first stage of empirical research - a descriptive description - was obtained.

The organization and conduct of the second phase of the study is as follows:

- comparison of the level of technical thinking of students who participated for the first time in the first and second stages of the study (check the results obtained in the first stage);

-comparing the level of technical thinking of students who repeatedly participated in the first and second phases of the study (longitudinal analysis). If the results of the repeat diagnosis are higher than the results of the initial diagnosis, then a conclusion can be drawn about the developmental effect of the training; if an insignificant increase in results is observed, this test material testifies to the effect of learning.

Quantitative data on respondents as a result of the analysis of student responses are presented in Table 3. The easiest question for students was the importance of technical thinking for future professional activities, and the most difficult question was about the nature of this type of thinking in the process of obtaining engineering education and ways to develop it [10, 787-794]**.**

We begin our analysis of the results by defining the concept of “technical thinking”. Although this question was answered by a deficient percentage of respondents, it was given .198 definitions. Among them, we did not expect to find an absolutely correct explanation of the meaning of this concept.

Qualitative analysis of the responses showed that the definitions could be divided into 2 groups: “acceptable” reflecting specific aspects of this complex concept and “very broad” aspects that corresponded not only to this type of thinking but to many other things. It should be noted that students began their definitions with the word “skill” or “ability,” but then continued with “doing something ...” or “solving similar tasks,” meaning that they were “thinking” (problem solving). process) and "intellect" (the ability to solve certain problems).

The combination of all the "acceptable" definitions made it possible to obtain the following descriptions of technical reasoning [10, 787-794]:

- technical thinking includes visual images (some students call this image abstract, some call it explicit) the separate parts of the mechanism and their spatial movements allow us to determine the cause-and-effect relationships and the principle of operation of the components of the mechanism; refers to the ability to read drawings and see projections (“understanding drawings, formulas, and calculations as text”), i.e., to create mental models of physical processes;

- these actions are aimed at solving technical and engineering problems in the operation and maintenance of equipment: troubleshooting and repair of equipment, the ability to design technical equipment itself, that is, to find new solutions that provide maximum profit and minimum loss;

- this thinking is necessary, on the one hand, to quickly understand, analyze and generalize a large amount of technical information (a condition for understanding the technical sciences), on the other hand, to adapt technical knowledge in practice;

- for the development of this type of thinking, children must first play with the constructor, and then study the exact and technical sciences (physics, theoretical foundations of electrical engineering, electrical machines, etc.); but, of course, the knowledge gained in the learning process must be put into practice;

- this thinking "has an algorithmic description, that is, it takes into account all possible options for the development of the situation (just like a computer)";

- if this type of thinking is sufficiently developed, it becomes a skill: defines technical ("mathematical, analytical") thinking and special technical observation; provides a direction to understand any process in the technical sciences as a technical process.

The analysis shows that two errors are hidden in these definitions: it is a specific feature of any thinking that is shown without explanations related to the “technical” attribute, or the type of thinking applied to a particular situation is understood. for example, “mind technique” and more precisely “thinking like a machine”, i.e. technical thinking refers to the technology of implementing any thinking.

The existence of such options for understanding the term **“technical thinking”** once again proves the urgency of psychological-pedagogical education and the development of psychological competence of future professionals (Table 3).

Table 3

The number of students who consider technical thinking to be an important professional quality for their professional activity (percentage of respondents who answered this question)

Faculties	Course				General
	1	2	3	4	
	97,4	97	97,4		97,3
Agricultural mechanization	91,8	96,4	95,8	100	96
Hydromelioration	95,3	100	95,6	97,7	97,2
Mechanization of hydromelioration works	83	73,6	75	80	77,9
Land resource management	82,3	88,5	72,4	64,5	76,9

The analysis of Table 3 shows that students of pure engineering faculties fully believe in the importance of technical thinking for their professional activities Students of Mechanization of Irrigation and Agricultural Electrification do not know how important this type of thinking is for future specialization. The answers of the students of the faculty of Agricultural Electrification are especially important: from the 2 nd year onwards, the number of respondents who answered “yes” to this question has been decreasing.

The reasons and assumptions of these arguments are different: they are underdeveloped technical thinking as a professional ability, primary professional relations, especially the teaching of technical sciences in these faculties, shortcomings in the development of professional consciousness during the study period. It should be noted that the study of self-assessment of technical thinking is the most important regulator of adequate performance appraisal. Low and high self-esteem does not ensure personal growth and self-improvement.

CONCLUSION

It is known that the main task of higher education is to develop the knowledge, skills and abilities of the future engineer, during which the important qualities of his professional activity will develop spontaneously.

According to the results of our research, the development of technical thinking in students occurs in the educational process, but the dynamics of this process is characterized by its instability [10, 787-794].

Thus, in the broadest sense, the goal of "development of technical thinking" should be stated in the state regulations, firstly, regulating the training of engineers, secondly, the management of the educational institution and its teachers of all disciplines, understanding that technical thinking becomes more active in the learning process. If the institution plans to implement this goal, the implementation of this goal at the level of the institution of higher education may be considered informal. Providers of the process of developing technical thinking All participants of this project must be active participants in the project.

While each teacher understands this responsibility, he or she should use his or her teaching tools to ensure the development of technical thinking based on ideas about the science possibilities taught for each lesson and the structure of technical thinking (i.e., developing specific goals).

The teacher should have a clear idea of the following during each lesson:

- what technical and technological knowledge should be developed during the training, and which of these knowledge should be implemented at the level of understanding and which at the level of images;

- which of these knowledge (concepts or images) can be developed in the classroom?

- what qualities of thinking (speed, creativity, integration and reflexivity) should be improved during the training; A clear understanding of the goal allows teachers to achieve their goals and plan with an understanding of their means.

By providing the conditions for the development of reflexivity of technical thinking and helping all participants to be active in the process of professional development, students should know the clear purpose of developing technical thinking in each lesson.

The development of technical thinking is the process by which a person becomes a professional. Therefore, it is necessary to analyze the content of education in accordance with this development dynamics in a specific specialty. The result of this analysis is the disclosure of the logical internal aspects of each specific component of the process of developing technical thinking: theoretical teaching sciences, teaching practice and educational design. At the same time, the processes under consideration should ensure strict alignment of the components, indicating their convenient distribution over the years of training and ensuring continuity using a system of interdisciplinary connections.

"In the system under consideration, practice is far ahead of theory. This was manifested in the absence of theoretical foundations in the existing set of disciplines for each period. The absence of a theory is characterized by a negative impact on the practical situation "[13; 53].

Analysis of the curriculum for the training of engineers at the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" provided the development of thinking.

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ISSUES OF ANTHROPONYMY IN UZBEK AND RUSSIAN LINGUISTICS

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https://doi.org/10.5281/zenodo.7534659

Abstract. *In the article, anthroponyms have a certain place in the Uzbek and Russian languages. They are also characterized by the presence of indicators unique to it. Also, anthroponyms are distinguished from other lexical compounds by semantic, stylistic and compositional features. Therefore, it is necessary to carry out onomastic research on the basis of a systematic structural and historical-comparative method in a synchronous and diachronic plan. Names also inform about the generation of a certain person, his place in society.*
Keywords*: anthroponym, indicators, onomastic, semantic, identification, linguocultural.*

The study of anthroponyms is a long-standing tradition in domestic and foreign linguistics. Over the past years, research has been carried out in five main areas: general theory of horses; history of Russian anthroponyms; current state of Russian anthroponymy; anthroponyms in fiction; practical questions of anthroponymy. This research examines the current state of Russian anthroponymy, the history of Russian anthroponyms, as well as issues of teaching methodology. The main distinguishing features of a proper name are as follows:

1) it is given to a separate object and not to a class of objects that are characteristic of all individuals of this class;

2) the object named using its own name is always clearly defined, limited, limited;

3) the name is not directly related to the concept and does not have a clear and unambiguous meaning at the language level. These features, even if the boundary between proper and common nouns seems to be blurred and unclear, make words allows i to be classified as an appellative. At the current stage, from the linguistic point of view, personal nouns form a sub-system in the language system according to their semantic, phonetic and morphological characteristics. A language chooses what fits its models and trends. Not all nouns are equally known to people who speak a certain language: there are words that are actively used and words that belong to the passive reserve. In the case of proper names, compared to common nouns, the passive fund is many times larger than the active one, and therefore the question arises about the level of their entry into the language and the limits of the actual composition of the language. at one point, the name change became a legal issue. Personal names, as an integral part of the history and culture of any people, try to preserve their national identity in any language environment, therefore even today personal names are not translated, they are transmitted by transcription.

3) the name is not directly related to the concept and does not have a clear and unambiguous meaning at the language level. These features, even if the boundary between proper and common nouns seems to be blurred and unclear, make words allows i to be classified as an appellative. At the current stage, from the linguistic point of view, personal nouns form a sub-system in the language system according to their semantic, phonetic and morphological characteristics. A language chooses what fits its models and trends. Not all nouns are equally known to people who speak a certain language: there are words that are actively used and words that belong to the passive reserve. In the case of proper names, compared to common nouns, the passive fund is many times

larger than the active one, and therefore the question arises about the level of their entry into the language and the limits of the actual composition of the language. at one point, the name change became a legal issue. Personal names, as an integral part of the history and culture of any people, try to preserve their national identity in any language environment, therefore even today personal names are not translated, they are transmitted by transcription.

Subjective adverbs in personal nouns have an emotional-evaluative feature, and the emotional value in them comes to the fore and clearly dominates. The direct purpose of subjective adverbs is a new 'z is not to create, but to change an existing word by introducing an emotional-modal shade into it, to show the subject's personal relationship to the person called, i.e. these. word forms. Primary subjective evaluation forms are formed by adding forming morphemes to the full noun (Petr-Petrusha) or to separate syllables (Anna-Anya). 2nd evaluation line is output. Additions are added to them and the 3rd row is obtained (Peter - Parsley - Parsley). This is an additional method of creating emotional-evaluative forms (Mitrofanova, 1958, 125) Sometimes it can be a selection of syllables from a full or diminutive noun without adding formative elements - the real form of "subjective evaluation" abbreviation: Valentina - Tina; Alexander - Sasha - Sashura

- Shura (4th row and cutting); Boris - Borussia - Busya (3rd row and cut). Only 5 lines. In fact - there are not many truncated forms, and it is worth noting that they often resemble stems that can be called "bound", since only one sound remains from the full name, followed by a subjective evaluation suffix comes, is taken as a final vowel. Formative Suffix (Sho'ra). In personal nouns, the method of forming the suffix is dominant. If the forming stem ends or begins with a consonant, morphemes consisting of or beginning with vowels are added (- a, - I, - kulak, - point, - onka, - kulak, - happy, - unya, - uta

- ik and - ka). If the forming stem ends with a vowel, then suffixes starting with a consonant (-sha, -nya, -ha) are added. - yes, gives names a "final" design, ie. suffixes cannot be added or cut. - sha, - nya, - kulak, - unya, - hurray, - uta and affixes - make intermediate character forms. In addition to specific changes in the formation of personal names, the general order morphological processes occur. For example, complex adverbs are formed on the basis of simple adverbs - ush + -ka, -ur + -ka. There are several groups of nouns, depending on the nature of the relations / feelings, evaluations accompanying the address to the interlocutor:

1) informal - neutral names are common, everyday names that do not come with a pronunciation phrase. They convey the intimacy of a relationship. Common forms are nouns with the suffixes - a, - e, and - sha.

- nya, - ka (in the environment of children, youth and youth). If such an appeal applies to adults, then these are familiar - neutral names (Tanya, Sasha, Anya)

2) affectionate names mean affection, love, friendship. They are characterized by the additions - dot, - onka, - ear, less often - urka, - duck (Lenochka, Mishutka, Temochka) 3) moral - derogatory nouns express contempt and neglect, and add - ka (Mashka, Tanya) is formed using the suffix '. , Dimka)

4) emotional - negative forms represent a temporary expression caused by the speaker's anger.

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KHOJANAZAR HUVAIDO IS A MAJOR REPRESENTATIVE OF UZBEK CLASSICAL LITERATURE

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Abstract. *This article discusses the role of Huvaido in Uzbek classic literature, the artist's ideological direction, artistic skills, and his uniqueness in the depiction of divine love. It is summarized that the views about the life of Huvaido are reflected in some articles of scientists. Thoughts on the role of didactics in his works are presented.*
Keywords: *divine love, ghazal genre, Qur'an, hadith, didactics, virtue, goodness.*

Huvaido, son of Khojanazar Goyibnazar, is one of the great poets who made a worthy contribution to the treasury of Uzbek classical literature. Huvaido lived and worked in the 18th century.

The purpose of publishing information about Huvaido's work in international magazines in this article is to introduce his personality and work in world literature. The reason why representatives of classic literature were not studied in the Soviet era is not a secret to anyone.

Information about the poet's year of birth has not arrived. Researchers interpret the year of his birth in different ways. R. Orzibekov gives the following information about the poet: "Huvaydo was born in Osh and spent his youth in a beautiful place called Chimyon of Fergana. He lived and created here until the end of his life."[1]

"The year of birth of Huvaido is not known. The poet's contemporaries and admirers, Maulona Noseh, his student, poet Mirhasan Sadai, and his grandson Mulla Yoldosh Khilvati, described Huvaido's personality and qualities, and indicated the date of his death as 1780 AD. In one such definition, we come across the article of history: “Xirad ustodi tarix vafotin, Bitibdur: “G’oyib o‘ldi qutbi xodiy” This date corresponds to 1195 Hijri, 1780-1781 AD according to the abjad calculation. In our opinion, relying on the results of scientific studies rather than saying that the year of Huvaido's birth is unknown, taking into account that each of the six generations after Huvaido lived an average of 71-72 years, the poet wrote about 1704. It is closer to the truth to say that he was born in Chimyan village.[2] Q. Rozmatzoda's article "Huvaydo and Sufism" in "Sino" magazine, fall-winter 2011 issues 43-44, also talks about the life and creative heritage of the poet. "Ghoyibnazar was born in the Eshon family in the village of Chimyon, far from the capital of the Kokand Khanate," he says.[7]

Therefore, we rely on the information of Q. Rozmatzoda, who has comprehensively summarized the available information about the poet. Huwayda's father Goyibnazar was one of the murids of Hidayatullah Afaqkhoja Eshan, who was famous in Koshkar and Eastern Turkestan in his time, came to Chimyon and built mosques. According to Fakhriddin Eshon Hokiy’s (Huvaido's great-grandson from Chimyon) “Nasabnomai eshon Huvaydo“ ("Genealogy of Eshon Huvaido"), Huvaido's ancestors were originally from Osh, and his father Goyibnazar Eshon went to the Afaqkhoja from Kashgar and spent thirty years in his service, learning the secrets of Sufism from him. He made a home in Chimyan. According to the legends, Afaqkhoja predicted to Goyibnazar that a son would be born from him. After the death of Afaqkhoja, when a child was

born, Goyibnazar eshan said, "As it was predicted by my master, he should be named Khojamnazar for this reason." As it seen, Huvaido was brought up in a family of Eshans, studied in schools and madrasas.

Huwayda married a girl from Chimyan and had a son from her and named him Khalmuhammed. According to Noseh Chimyani, "Huwaydo died in 1194 (1780 AD). According to his grandson Fakhriddin Eshan Hoki from Chimyan, Sheikh Khalmuhammad lived in Chimyan for many years, learned science from his father and had two sons in Chimyan. He named them Sharafiddin and Sirojiddin. Khalmuhammad Eshan moved to Osh in 1822, taking his younger son Sirojiddin with him. He lived in Osh for forty years and continued the traditions of his ancestors."[3]

To restore Huwaydo's biography, the work "The History of the Death of Hazrat Eshon Huwaydo" written by his student Noseh Chimyoni dedicated to the death of Huwaydo. The work "Nasabnomayi Huwaydo Quddusa Sirrihul Aziz" written by his great-grandson Fakhriddin Eshon Hokiy (1832-1919) from Chimyon, the work of Salahiddin Saqibi "Ma' muloti Saqibi" treatise, Huvaydo's "Rohati dil", "Sultan Ibrahim Adham" story and works included in his book are the main sources of information about his biography.

The reason for the lack of other information about Huvaido was that rare manuscript sources were buried in cemeteries in the 1930s as a result of the mass repression against priests and monks by the Soviet government.

The creative heritage of Huvaydo has been learned from them since the beginning of the 19th century. After Turkestan was taken over by Russia, Russian scientists began to study the culture, science, and ethnography of the local people. Russian orientalists B.B. Bartold, A.N.Samoylovich, M.F.Gavrilov, G.R.Andreyev, V.N.Nalivkin and other researchers have published articles devoted to the study of the culture of Turkestan peoples. Huvaido's work is also studied in this period.

Huvaido's poetry has a didactic direction, and in each of its verses you can find advices that call a person to perfection:

Xoki poyi yaxshilar bo‘l, xok bo‘lmasdin burun,
Bu qaro Yer qo‘yni senga choh bo‘lmasdan burun.
Mo‘mineni g’iybatidin munda og’zing pok qil,
Ando do‘zaxni o‘ti misvok bo‘lmasdin burun.

In this, the poet wants to say, do good until your body turns to dust, be the dust under the feet of good people, that is, do good to everyone, refrain from gossiping about someone, and when you reach the end of your life, for gossiping, the fire of hell can be made into miswak[4] (toothpick)., he says.

Huvaido continued the traditions of didactic prose and epic stories in our classical literature and created the works "Rohati Dil" and "Ibrahim Adham". Indifference, ignorance, and carelessness lead humanity to decline and distance it from goodness, condemns humanity to spiritual poverty. That is why the representatives of our classical literature considered to educate a perfect person an important task and duty. They showed their contemporaries the way to maturity and spiritual treasures. For example, Huvaido dedicated the epic "Rohati Dil" to the same problems. His epic, written in a masnaviy way, is popular among the people. This epic complements and deepens the content and ideas of Huvaido's poems.

So, the purpose of the poet in writing "Rohati Dil" is to wake up his contemporaries from spiritual ignorance. He originally wrote the work in prose. Since the population of Chimyon were

Turkic, the epic was written in Turkish. The epic consists of 30 chapters and the story of Ibrahim Adham. The work traditionally began with praise to Allah and to the prophets. Then there is a description of the exemplary actions of the chahoryors (cheerleaders) - Abu Bakr Siddiq, Umar, Usman and Ali. Sharia laws and requirements are explained. Since then, a number of advising stories have been presented. The idea of Rohati Dil's work consists of topics such as enriching the inner world of a person, consciously following Islamic Sharia with deep faith.

One group of images in them arouse faith, purity, honesty, humanity, and the second group are images that arouse anger and hatred. Thus, the manzuma is a work dedicated to influencing the people through literary means, images, and poetry of Sharia guidelines written and propagated in our centuries-old literature.

"Rohati Dil" is a religious-didactic work, in which the universal ideas of Islam and Sufism are analyzed through instructive stories.

Putting greed for wealth, the consequences of being a slave to the ego, the greatness of learning, the honor of the people of knowledge; fulfill the filial duty to the parents and get their consent; neighbors to be kind to each other; the virtues and defects of human nature such as hypocrisy, betrayal, greed, arrogance, and hypocrisy are at the center of the work. Each of these problems is presented in short stories in a simple, understandable language in a popular style. This work is aimed at educating a perfect person.

In general, Huvaido's ghazals and epics are works in a didactic spirit, and the ideas in them never get old.

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PREPARATION OF SPECIALISTS IN VOCATIONAL EDUCATION FOR PROFESSIONAL ACTIVITIES ON THE BASIS OF THE DUAL SYSTEM

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Abstract. *In addition to social economic developments in our country, today's educational programs have been radically changed and updated, taking into account the modern achievements of modern education, science, technology and technology, economics and culture in the world, modernizing the educational system, structurally rebuilding it.*

Keywords: *professional education, dual education system, engineer-educator, methodology, phenomenology, integration.*

A number of scientists who have studied engineering and pedagogical professional education say that its emergence and development as an independent field of Education has been of an empirical nature over the past years, that is, it has not had scientific-theoretical and methodological evidence-proof to the extent required. Therefore, it is no exaggeration to say that a new qualitative indicator of engineering and pedagogical professional education is relying on a scientific approach in its development and implementation. Research in the field of engineering and pedagogical professional education has an increasingly deep and comprehensive nature, which, in turn, can provide a full-fledged scientifically based content in the training of teachers of professional education, provide it with a solid methodological basis.

In current social practice, education is valid as a set of many systems. The indicators of the systematicity of education in the normative legal aspect will be as follows:

- Level of educational content;
- Level of Education Management.

In accordance with the first indicator, systems of preschool, general education (primary, basic, unfinished secondary), professional (secondary special, higher, post-graduate) education, etc.are distinguished. In accordance with the second indicator, regional, municipal and other systems of education are considered.

These systems have an isomorphic nature in relation to the country's education system, that is, they are similar to each other and have mutually identical structural features, and therefore can be considered in all aspects characteristic of education as a whole.

Another indicator of systematicity in the practice of alternative professional education is Real, if it is also educational specialization. Although the concept of specialized education is not reflected in legal regulatory legal acts, it has a rich tradition. Chunonchi, specialization education arose in a certain cultural and historical situation, that is, in a period when education as a whole was aimed primarily at meeting the needs of production. Therefore, this circumstance determined the features of its organization, management and validity, and many educational institutions specialized not only in a specific area of the national economy, but also possessed sectoral and departmental belonging.

When developing the theoretical foundations for the construction of a Dual system of training specialists in engineering and pedagogical vocational education in higher educational institutions, we proceed from the point of view of its compliance with:

- to the needs of social production of educational goals;

- organizational approach to the socio-philosophical, scientific worldview foundations of educational activities;

-to the didactic foundations of the methodological nature of engineering and pedagogical professional education.

- Clarification of the main, conceptually significant ideas that meet these requirements was carried out on the basis of principles of "internal", phenomenological and methodological, as well as social pedagogical nature, which have a decisive influence on the development of engineering and pedagogical professional education as a special integrative field of professional education.

For the construction of a Dual system of engineering and pedagogical professional education in higher educational institutions, the rule that continuous engineering and pedagogical professional education allows to optimally embody humanistic principles with the sphere of production and the needs of society is of conceptual importance.

Of particular importance in engineering activities is the issue of responsibility. As a civil servant, the engineer continued to carry out the tasks that were usually set before him, despite the fact that there were doubts about the quality of the product being developed by him or the hidden danger to nature or man. Despite the fact that the laying and solution of engineering issues is laid by the engineers themselves and methods of solving are found, it is approved by the state.

Today, the analysis of the modern socio-pedagogical situation in terms of determining the conditions and factors that directly and figuratively affect the development of engineering and pedagogical Professional Education testifies to the fact that the main directions and goals of its renewal and improvement are determined by the following leading areas of evolutionary development:

– the increasing importance and humanistic orientation of education in modern conditions, in turn, requires its content and quality, the introduction of optimal forms and technologies of Education;

- the change in the role and place of technology and technologies in the development of mankind, their importance in overcoming the crisis situations of man-made civilization and, ultimately, the origin of the need to change the ideology of technical, in particular engineering education;the need for the formation of a certain type of socialization, which ensures the stabilization of evolutionary processes and, ultimately.

The Dual system of engineering and pedagogical vocational education in higher educational institutions requires practical consideration of the conceptual model in determining didactic conditions, which reflects the construction of the conceptual-theoretical foundations of the Dual system of training of engineering and pedagogical personnel in higher education, as well as the structural-component features and interconnection and involvement of the educational process.

According to modern systemic-pedagogical ideas, the educational process is systematically interconnected and it is advisable to interact with the following components: 1) objectives of activity, 2) Teacher, 3) Student, 4) content of activity, 5) forms of activity, 6) means and methods

of activity, 7) result of activity. The systemic feature of the pedagogical process is its integrity, which means the internal connections of the components of all its elements. The integrity of the pedagogical process is the external and internal (direct and reverse) connections between its elements (structural units). The structure of the pedagogical process is characterized by a strict and logical arrangement of elements in the system.

The Dual system of engineering and pedagogical professional education is associated with the practical organization of the development of the composition and content of professional training of engineering and pedagogical personnel in accordance with the conceptual-theoretical and didactic foundations in a higher educational institution. At the same time, it is necessary to take into account the problems that characterize the state of this educational sphere today.

Analysis of the professional training of engineer pedagogical personnel, development of the structure and content of training personnel in the Dual system, taking into account the meaningful problems of the system of engineering and pedagogical vocational education, as well as in the form of cyclical-repetitive stages of training were discussed. In doing so, the following four main stages can be distinguished:

- Analysis of needs in preparation.
- Development of the preparation program.
- Implementation of the preparation program.
- Evaluation of the preparation program.

- The use of a systematic approach makes it possible to understand not only different stages - from determining the needs of preparation to assessing the implementation of the program, therefore, the possibilities of visualizing the interconnection of these stages in the management and implementation of training.

One of the features of the Dual system is that it increases the importance of educational methods aimed at the formation of universal independent qualities. The Dual system used in the educational process remains an important didactic condition for methodological communication, which professors and students apply in practice in engineering and pedagogical professional education, and therefore requires special attention.

The content of the concept of" innovative educational technologies", Educational Innovations – a form, methods and technologies that can be used in the educational sphere or in the educational process in order to solve the existing problem on the basis of a new approach and guarantee a much more effective result than before .their types, the innovative activity of the educator. innovative activity is the activity of new social requirements aimed at solving complex problems that arise as a result of non-compliance with traditional norms or the denial of existing ideas of newly formed ideas, giving concepts about personality-oriented innovative education.

Concepts of competence, competence, founders of the competence model, an active approach to competence, a personality-oriented approach, factors, indicators and criteria that affect the effectiveness of the development of pedagogical qualifications of teachers of vocational education.

Principles of assessment: justification for educational goals, validity, truthfulness, reliability, adherence to the principles of convenience are the foundations of the effectiveness of the assessment system. The examination and evaluation of knowledge must meet certain didactic requirements. Verification nor control must be in a systematic, continuous way, which, if the requirement is not met, can lead to a decrease in the audience's interest in learning. Finding answers

to questions such as" why to evaluate"," what to evaluate", and" when to evaluate " indicates that cognitive learning objectives have been achieved (the listener's psychomotor, behavioral, and personal qualities), knowledge, skills, and skills have been further improved.

At the higher educational institution "students of The Bachelor's degree in vocational education (mechanization of Agriculture) were offered to develop a software product using the capabilities of the Visual C++ programming language. The possibilities of programming languages were comprehensively comprehended. Most of the students noted that it is advisable to develop a software product in the Visual C++programming language. The reason for this is the fact that it has high capabilities in modeling, algorithmization, visualization, formalization of phenomena and processes. An algorithmic block-scheme of the mentioned methods is developed;

- From the palette of components of the Visual C++ programming language, the corresponding components are placed in the form;

- Descriptions of the components placed in the form are given to students and program codes are entered (- application);

- Software product design is formed;

- The compilation process is carried out.

During the lesson, the orientation of professionals in vocational education using the innovative environment of the object-oriented programming language will lay the foundation for the development of excellent software products for all areas in the future.

It forms the professional skills of students of the vocational education direction, such as activating practical, creative activities, ensuring their participation in the development of electronic laboratory training programs, automation of technological processes, visualization of production personnel. When creating software products, it is recommended to use object-oriented programming languages (C++, Delphi, Visual Basic, Java Script, Python, etc.).

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THE CATEGORY OF SPACE IN THE OIKONYMIC PICTURE OF THE WORLD

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https://doi.org/10.5281/zenodo.7534932

Abstract. *The category of space is a universal category in conceptual and linguistic world-views. This article considers Turkic oikonymic system in terms of the national specificity of space perception, which is determined by various extralinguistic factors. The conclusion is made that the formation of an oikonymic world-view is influenced by the natural surroundings of an ethnic group and that this landscape space is axiologically marked in the consciousness of the people belonging to the ethnos.*

Keywords: *space, concept, oikonyms, ethnonyms, toponyms, space category, ethnogenesis, hydronyms, oronyms, microtoponyms.*

The development trends and the emergence of new research directions in modern linguistics, studying the relationship between language and culture, allow us to assert that the specifics of the semantics of natural language units, the linguistic picture of the world of its speakers, determines the national-cultural component. As the researchers note, the units of language "reflect and convey the way of life and way of thinking characteristic of a given society (or linguistic community), and represent invaluable keys to understanding culture." [1]. The semantics of the words of each language reflects the historical, social, cultural, and economic changes taking place at different stages of the development of society. Language acts as a keeper of information about the world, which is obtained by all members of a certain ethnolinguistic, cultural and linguistic community of people [2]. In accordance with this provision, the study of oikonymic units in terms of the content of national and cultural information is relevant. The results of the study of toponymic systems of various territories indicate the indisputability of this phenomenon. For example, the well-known onomast Sattarov notes that "the transformation of personal names, nicknames and surnames (i.e. anthroponyms) into names of settlements (into anthropoiconyms) and other geographical objects is known as a typical and universal phenomenon" [5],

The study of the problem of perception and interpretation of fragments of reality verbalized by proper names is an urgent task of modern linguistic research. Acting as an integral part of the overall picture of the world, proper names also serve for the nomination of so-called geographical fragments of the world. In this regard, it is interesting to describe and interpret the knowledge represented by proper names from the standpoint of linguistic consciousness, the language system and the linguistic picture of the world in their interrelation. The process of cognition of reality and the mental associations arising in this process, accompanied, in turn, by such processes as conceptualization and categorization, are associated with linguistic consciousness, in which reality is reflected. A person perceiving the surrounding objects tries to organize them into a cognitive system corresponding to certain realities. Reality is reflected in a person's consciousness not through direct and direct perception of external events and facts, but through transformed images actualized due to their axiological significance. At the same time, the process of structuring

knowledge in human consciousness and language occurs through universal concepts (concepts). One of the most important universal concepts that give an idea of a person's perception of the world is space. Space is the fundamental concept of the linguistic picture of the world, including toponymic, which is interpreted as "spatial reality, represented in the linguistic consciousness and framed as the concept of "place" (in all modifications of spatial orientation)." [1]. The concept of spatial concept, the problem of representation of space in the toponymic picture of the world are considered by many researchers (M.V.Golomidova, Y.L.Berezovich, L.M.Dmitrieva, S.P.Vasilyeva, etc.). The interest in this problem is due to the fact that it is the main one in the system of relations between a person and reality. The economic picture of the world is understood as the mental existence of the system of names of settlements existing in a particular language, formed under the influence of both linguistic and extralinguistic factors. The initial premise in the study of the economic picture of the world from the perspective of the linguistic consciousness of the individual is the understanding of natural language as a certain way of perceiving and conceptualizing the world. This thesis assumes that the category of space is conditioned by national perception of the world and territorial specifics. The interpretation of the concept of space in such a proprietary fragment of the linguistic picture of the world as the oikonymic picture of the world gives answers to the following questions: how a certain people represents spatial relations; how this understanding is reflected in oikonyms; what is reflected first of all; what are the pragmatic attitudes of the members of a particular language collective.

Oikonyms, being the names of objects created by man and becoming part of the world around him from the moment of their appearance, contain an internal connection with natural objects that form a kind of natural background for them due to the primacy of their existence. Oikonyms are formed on the basis of spatial-event descriptions, since the objects they call are included "in the zone of the inhabited territory and the current life activity of its inhabitants... The called object is thought of not only as belonging to the natural world, but also as a place where the events of human life take place. The toponymic "distinction" of an object is made in relation to those who inhabit or use it in their economic and other activities, in relation to its individual types and results, in relation to those incidents, events that took place in this place, etc.". [2].

The main vector of the study of the economic picture of the world in this regard is determined by the relevance of existential values for a person. Traditional worldview can be understood as the basis of social consciousness. As a result of the long-term residence of the people in one territory, a socio-historical environment is gradually being formed, which is closely related to the natural landscape and climatic conditions. The geographical environment and climatic conditions largely affect the way of human economic activity. At the same time, the peculiarities of economic activity are reflected in the parameterization of space, in the way of mental arrangement of surrounding objects.

Geographical and climatic conditions also have an impact on ethnic culture, on the formation of national character. This is what L.N.Gumilev says in his fundamental study "Ethnogenesis and the Biosphere of the Earth", noting that the national character is formed "in specific landscape and climatic conditions with a unique combination of ethnic substrates and the presence of various traditions." [3]. The peculiarities of the psycholinguistic and national-cultural perception of the surrounding reality in various linguistic pictures of the world are determined by the existence of a perceptual space: "Mastering and classifying the world, a person proceeds from himself as a reference point." [4]. According to this thesis, oikonyms, denoting an object relative

to the location of a person, reflect the physical space of the locality and the natural objects closest to it that are of existential value to a person. According to Suprun, in the field structure of toponyms, and oikonyms represent their variety, "an important indicator of nuclear attribution" is "the size of the designated object". [5]. This factor is determined by the obligatory regularity of nuclear-peripheral relations in the toponymicon: "the larger the physical-geographical object, the more likely it is to be included in the onomastic core." [5]. With regard to oikonyms, it is necessary to note such an indicator as the significance /value for a person of a particular natural object. Oikonymy reflects the egocentric position of space exploration: the core is the place of residence of the subject (collective). The near-nuclear zone, or the near remote zone, is represented by the names of the nearest objects that are important for life, less significant objects belong to the periphery. Here it is also necessary to note the openness of the structure of the oikonymic field and the mobility of the units that make up this field. The nomination in this type of toponyms is largely related to the existential and value role of natural objects.

To convey spatial relations in oikonymy, the following are used:

– substantive units with spatial meaning that characterize the concept of "residence" (city, village, village, village, station, etc.);

– ottoponymic units (hydronyms, oronyms, micro- and macro-toponyms);

– subjective units (old – new, near – far, upper –lower);

– quantifiers (numbering units – first, second, etc.; one, two, etc.).

The nuclear group of means of implementing the concept of space in oikonymy can consist of names with economic terms and toponymic units, the peripheral zone is represented by names with subjective and numeral units. As it was noted, the concept of Space has a national specificity, since its multidimensional volume contains one of the important categories of the objective world – people's ideas about the world around them. Traditional ideas about the structure of the world and the meaning of surrounding objects are not just reflected in the language, but affect the ways of nominating objects and ways of expressing relations between them. People brought up in different national cultures perceive space differently. Let's consider this thesis on the example of the Turkic oikonymy. Man and nature are perceived by the Turks, as well as by many other peoples, in an indissoluble unity. In this regard, it is important to appeal to the worldview of nomadic peoples. In the conditions of a nomadic lifestyle, as A.V.Superanskaya notes, the established system of world perception played the role of a kind of "certification" in the Turkic society and served as a way of securing the names of clans and tribal divisions for individual natural and material objects. This was due to collective ancestral property and collective ownership of pastures, water sources and other lands that supported the viability of the genus. During the transition of the nomadic population to settlement, land plots were assigned to individual clans, and the names of the clans began to form the names of lands, and later settlements. [6].

The desire to explore space, to gain a foothold on it is primarily connected with the physiological need of a person for security, which has its origin in the instinct of territoriality. By giving a proper name to an object, a person (ethnos) outlined the zone of his living space. There are various options for structuring space and building a toponymic picture of the world. The interpretation of the cognizable space depends on the level and aspects of its comprehension. According to Y.L.Berezovich, the system of basic parameters of the description of space includes the following indicators: "1) localization of the object; 2) coverage of the terrain; 3) extent; 4) livability of the space. The first of them makes it possible to determine the point of view of the

nominee in relation to spatial objects (localization is always carried out in the presence of a certain coordinate system); the second and third – to characterize the nominee's field of view; the fourth – to give a qualitative characteristic of the space mastered and not mastered by man." [8].

In the spatial characteristics of Russian toponymy, there are: 1) the sides of the horizon; 2) localization in space; 3) top – bottom. [9]. In microtoponymy, according to Klimkova, the following parameters are relevant: 1) location, degree of remoteness; 2) direction, vector; 3) size, extent; 4) shape, configuration. [10]. In our opinion, localization in space and the habitability of space were important factors in the formation of the Turkic oikonymy. The characteristic of an artificial object by localization in space is expressed in the choice of natural objects as landmarks. The transfer of the name of a well-known natural object to the name of a locality is explained by the desire to keep in touch with the surrounding world, harmony with nature. Nomadic and semi–nomadic methods of cattle breeding, due to the seasonal use of pastures, constant movement in space, contributed, on the one hand, to a deep understanding of nature, and on the other - facilitated the development of the space itself. This is reflected in toponymic names formed from the designations of natural objects (hydronyms, oronyms, microtoponyms). For example, the city of Irtysh received its name from the Irtysh River, the city of Temirtau – from the Temirtau Mountain, the city of Zhezkazgan – from the Zhezkazgan locality, etc. The results of studies of Turkic names of settlements in most cases confirm their toponymic nature. In addition, the analysis of the Turkic names of settlements shows that among the toponymic names, the otgidronymic ones predominate (from the names of rivers and streams, springs, lakes, wells): Aksu, Karasu, Ainakol, Zhaltyrkol, Akbulak, Akkudyk, Zhalgyzkuduk, Kokozek, Mynbulak, etc.

In the structuring of space in the consciousness of a toponymic personality, two levels are distinguished: route and radial. With the route type, the reception of space is carried out as the subject moves forward in the direction of the river flow or along sequentially located objects. With the radial type, the subject, taking a nuclear position in relation to the objects of the surrounding world closest to him, acts as an evaluator of the suitability / unsuitability of objects of reality for habitation. The perception of space in this case goes through a "series of concentric circles". Accordingly, these "concentric circles" represent two zones, two levels of space: vital, or being-value, and peripheral. [11].

The Turkic language picture of the world reflects the horizontal model of space. "This is due to the fact that the development of living space for the Turks was directly related to nomads, that is, moving along a horizontal plane. Their living space was located in the horizontal direction, and the vertical was comparable to the invasion of other non-human spheres of the world." [12]. The movement of nomads in space was not limited to the direction "along the river" (route type), it covered the entire visible space, which, in our opinion, corresponds to the radial type of perception of the surrounding world. The Turks led a nomadic lifestyle, assuming unlimited horizontal movement. Oikonyms containing correlating units big – small, old – new, reflect spatial-temporal relations. For example: Kazaly – Zhanakazaly (New Kazaly), Talap – Zhanatalap (New Talap), Enbek – Ulken Enbek (Big Enbek). At the same time, it should be noted that in such names there is an existing tendency in the language to save means of expression, manifested in an ellipsis, in the truncation of affixes or even whole words, which is confirmed by studies on the toponymy of Central Asia [13].

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METHODOLOGY OF CONSTRUCTING COMPLEXES OF EXERCISES OF ADAPTIVE PHYSICAL CULTURE BASED ON METHODS OF MIXED AND PSYCHOPHYSICAL TRAINING

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https://doi.org/10.5281/zenodo.7537436

Abstract. *The aim of the study was to develop a methodology for constructing complexes of exercises in the field of adaptive physical culture and paralympic sports based on methods that take into account the psychoemotional factor, with a combination of exercises from various training systems.*

Keywords: *adaptive physical culture, para-Olympic sport, training process, psycho-emotional state, neurophysiology, psychophysical training.*

Introduction

Currently, complex methods based on combining traditional exercises with exercises from various non-traditional systems of health-improving gymnastics (such as aerobics, fitness, Pilates, breathing practices, stretching, yoga, etc.), the so-called mixed training, have become widespread. Also, methods based on taking into account the psychological and emotional factors are becoming widespread. Complexes of exercises and the methodology for constructing such trainings are called psychophysical training (PFT). It is based on the idea that in order to obtain maximum results, physical culture and sports methods should integrate the methods of mental self-regulation at the system level, consciously control the state of the whole organism, mood and emotions, and they can be considered as the development of mixed training methods.

The application of these techniques is especially promising in the field of adaptive physical culture (AFC) and Paralympic sports (PS). However, today there is no systematic approach to the construction of mixed (complex) and psychophysical training, including in the field of their adaptation to use for persons with disabilities. This determines the need for research in this area and evaluation of the effectiveness of this approach in practice.

Research methods. On the basis of the developed methodology, the most effective exercises were selected that satisfy the criteria selected according to the methodology from various training systems. From their basis, an original set of exercises was compiled that meets the requirement of maintaining a positive psycho-emotional balance and an experimental substantiation of the effectiveness of its use in the conditions of a pedagogical experiment was carried out.

Results and conclusion. The positive effect of the exercises according to the proposed method was established, which is expressed in a greater increase in the level of physical fitness, functional state and morphological and functional indicators in comparison with classes according to standard training programs. Practical recommendations have been developed that clarify the specifics of the application of the technique for athletes with disabilities. It is also important to note that the focus on the psychoemotional factor ensured that the classes brought more satisfaction and joy to the trainees and they developed a certain need for constant physical education and sports.

Methods

A wide range of exercises from different training systems were considered. At the same time, for each training system, their specific features were identified [1, 2, 3]. On the basis of the approved methods of classifying exercises [4, 5] for all exercises, a "exercise passport" was compiled according to a special template that fully describes this exercise, including its classification according to various criteria.

When selecting exercises, the main criteria were determined by the factor of their application for training people with disabilities [6, 7] and the use of the psychoemotional factor [8, 9, 10]. Also, taking into account such conditions as training phases, all-round development of all muscle groups and physical qualities of the trainees, on the basis of the selected exercises, nine subcomplexes were developed that formed the basis of the full complex.

It should be noted that this complex was developed for people with impaired vision and hearing and has its own specific indications and limitations. The general selection and recruitment criteria remain the same, but for other groups of persons with disabilities, their specific criteria should be applied.

To analyze the practical value of the developed complex, a nine-month pedagogical experiment was conducted with observation in two groups: experimental and control. At the beginning and at the end of the experiment the basic morphological and functional indices and indices of physical development were measured in all the trainees according to the approved methods [5]. Using the methods of mathematical statistics, these changes in indicators were analyzed and on their basis conclusions and recommendations were made [11].

Results and discussion

To select exercises from various training systems and bring them into a complex, widely used signs of systematization and classification of exercises were used. [12].

1) Classification of exercises according to the predominant effect on the development and improvement of qualities and abilities (Q). On this basis, exercises are distinguished for the development of speed, strength, coordination abilities, endurance, flexibility.
2) Classification of exercises by anatomical characteristics (M) by the involved muscle groups.
3) Classification of exercises by intensity (performed by the student) (I).
4) Classification of exercises by the pace of execution (T).
5) Classification of exercises according to the mode of muscle contraction (R) - dynamic (isotonic) and static (isometric).
6) Classification of exercises by the structure of movements (S) - cyclic, acyclic and mixed.
7) Classification of exercises according to the way of satisfying the energy demands of the body (working muscles) (E) - anaerobic, aerobic and mixed.

The main criteria for the selection of exercises, determined by the PFT method itself and the peculiarities of its application for persons with disabilities, were safety and maintaining a positive emotional background. Therefore, exercises with increased injury risk and intensity of performance, as well as exercises of a monotonous nature, were immediately eliminated.

Also, based on the classifications of exercises, a universal template-passport of exercises was developed. On the basis of the main defining classification signs - according to the predominant effect on the development and improvement of qualities and abilities, according to the muscle groups involved, according to the intensity and pace of performance - a classification diagram was also built for each exercise. Based on this template, passports were compiled for all selected exercises. An example of an exercise passport is presented in Table 1.

Table 1.

Example of an exercise passport.
(Abbreviations: EM - exercises with movement, EC - exercise classification).

EM-1	Jumping with oblique knee lifts
EC for qualities (Q)	Q1. Force. Q2. Speed. Q4. Agility.
EC by muscle groups (M)	M3. Abdominal and pelvic muscles. M4. Muscles of the thighs and buttocks. M5. Muscles of the forearms and hands. M6. The muscles of the legs and feet.
EC by intensity (I)	I3. Great intensity.
EC by tempo (T)	T4. Quick.
EC by mode (R)	R1. Dynamic.
EC by structure (C)	C1. Cyclical.
EC for energy supply (E)	E3. Mixed.
Description of execution	Spread your legs wide, bend your arms at the elbows near the body, your back is tilted forward. Begin doing side-to-side jumps, shifting your body weight from one leg to the other. Raise your thigh high to parallel with the floor. The body does not remain static, but turns towards the knee. In these exercises, it is very important to catch your pace.
Reps	30 reps on each side (60 total).
System	classic
Note	Benefits of Exercise: This is a super effective cardio exercise for weight loss. It accelerates the metabolic processes of the body and helps to additionally load the lower abdominal muscles, oblique muscles of the abdomen, thighs and buttocks, leg extensors. The exercise, which is easy at first glance, is of high intensity. How to simplify: To simplify this at home cardio exercise, do gentle step without jumping to change sides.
Classification diagram	Q: 1 2 3 4 5 / M: 1 2 3 4 5 6 / I: 3 4 5 6 / T: 1 2 3 4 5



Based on the analysis of various complexes and systems of exercises, a scheme was developed for the use of psychophysical training exercises in the training process of persons with disabilities.

Classes were divided into three stages: beginner, intermediate advanced. At each stage, a separate group of exercises is used with increasing characteristics in terms of complexity and physical load. This allows you to smoothly increase the load while maintaining psycho-emotional balance.

In addition, when selecting exercises for the complex, the exercises themselves were individually divided into three phases: warm-up, main part and cool-down, each of which allows you to achieve certain goals in the course of the lesson.

As a result, a set of exercises was created, consisting of nine subcomplexes ranked in three stages of the entire course of classes and three phases within the classes. For each subcomplex, classification diagrams were created on the basis of exercise passports, allowing you to control the subcomplexes for their balanced development of all muscle groups and developed qualities and compliance with the tasks being solved in terms of increasing loads and the pace of execution (an example is presented in Table 2).

Table 2

Summary classification diagram of a set of exercises for a group with an initial level of training, part of the lesson - Preparatory part (warm-up) (PW - initial / warm-up).

Exercises	Q					M						I				T				
EM-10																				
ES-65																				
ES -53																				
ES -12																				
ES -7																				
ES -15																				
ES -90																				
ES -17																				
ES -39																				
ES -47																				
ES -81																				
ES -24																				
ES -23																				
ES -45																				
ES -62																				
EL-50																				
ES -29																				
EL -85																				
ES -69																				
			7	**1**	**7**		**2**	**0**	**1**				**6**					**4**		

Classification accounting in the diagram was carried out according to the following parameters: developed qualities (Q), involved muscle groups (M), intensity of performance (I) and pace of performance (T).

Below are the results and analysis of the pedagogical experiment. The total number of lessons and the total time of lessons, the intensity of physical activity during the pedagogical experiment in both experimental (experimental and control) groups were practically the same. Differences in training between the experimental and control groups were expressed in the use of various programs (complexes) of exercises for training during the training. For the experimental group, the developed complex of psychophysical training was used. In the control group, classes were conducted according to a widespread and generally accepted training program.

The research results were analyzed in three groups of physical condition and development, physical development and anthropometric indicators of the trainees. For all indicators, the average value measured at the beginning of classes in both groups was approximately the same.

Comparison of the dynamics of changes in both groups at the beginning and at the end of classes is presented in Tables 3, 4 and 5.

Table 3

Comparison of the dynamics of changes in the indicators of physical development and health status of athletes with disabilities from the experimental and control groups from the beginning to the end of training

№	Statistical parameters	Dynamics of changes in the experimental group			Dynamics of changes in the control group		
		Average at the end of training	Student's t-criterion	Signifi-cance level P	Average at the end of training	Student's t-criterion	Signifi-cance level P
1	Height, (cm)	176,8	0,8	P > 0,05	176,1	0,6	P > 0,05
2	Body weight, (kg)	70,4	0,5	P > 0,05	69,4	0,3	P > 0,05
3	Resting heart rate	75,2	2,9	P < 0,05	77	2,2	P < 0,05
4	BP mm Hg Systolic	114,6	3,8	P < 0,05	117,1	2,3	P < 0,05
5	BP mm Hg Diastolic	75	3,4	P < 0,05	77,1	2,3	P < 0,05
6	Dynamometry of the left hand	35,8	3,9	P < 0,05	33,3	2,4	P < 0,05
7	Dynamometry of the right hand	37	4	P < 0,05	34,6	2,6	P < 0,05
8	Stange test, (sec)	55,6	4,1	P < 0,05	50,1	2,1	P < 0,05
9	Gench test, (sec)	43,8	4,9	P < 0,05	38,3	3	P < 0,05

10	Orthostatic test (lying pulse)	70,9	2,8	P < 0,05	72,7	2,4	P < 0,05
11	Orthostatic test (standing pulse)	80,7	4,5	P < 0,05	84,6	3,4	P < 0,05
12	Difference orthostatic test	9,8	7,8	P < 0,05	11,9	4,9	P < 0,05
13	Rufier sample index	5,8	4,7	P < 0,05	7,4	2,9	P < 0,05

In general, the experimental group showed the best growth dynamics, especially in terms of Stange's test, Gench's test, the difference in the orthostatic test and the Rufier's test index. That allows us to assume a better development of the respiratory and cardiovascular systems in those involved with the use of a complex of psychophysical training.

Table 4

Comparison of the dynamics of changes in the indices of physical fitness of athletes with disabilities from the experimental and control groups from the beginning to the end of training

№	Statistical parameters	Dynamics of changes in the experimental group			Dynamics of changes in the control group		
		Average at the end of training	Student's t-criterion	Signifi-cance level P	Average at the end of training	Student's t-criterion	Signifi-cance level P
1	Flexion and extension of the arms in the lying position	30,3	7,6	P < 0,05	26,9	4,4	P < 0,05
2	Raising the torso from position lying, hands behind head	38	5,6	P < 0,05	33,8	2,7	P < 0,05
3	High bar pull-up	11,2	4,3	P < 0,05	9,5	2,2	P < 0,05
4	Hanging leg raises	12,8	6,2	P < 0,05	10,9	3,4	P < 0,05
5	Squat on two legs	55,3	6,6	P < 0,05	53,4	4,5	P < 0,05
6	Long jump from a place, (cm)	220,2	6,1	P < 0,05	214,1	4,7	P < 0,05
7	Long jump with a run, (cm)	299,5	3,9	P < 0,05	289,4	2,4	P < 0,05
8	Running 100 meters, (sec)	13,8	2,3	P < 0,05	14,1	2,1	P < 0,05

9	Bend forward, from a standing position on a gymnastic bench, below bench level (cm)	5,6	8,4	P < 0,05	3,5	4,4	P < 0,05

Analysis of the data given in Table 2 shows that as a result of the 9-month experiment, there was a significant improvement in physical development in all indicators in both groups. It should be noted that, in general, the experimental group showed the best growth dynamics. The least significant difference is observed in the indicators: running on 100 meters, which is associated with less influence on this indicator of better development of general flexibility and strength indicators of the upper and middle parts of the body.

Table 3

Comparison of the dynamics of changes in anthropometric indicators of athletes with disabilities from the experimental and control groups from the beginning to the end of classes

№	Statistical parameters	Dynamics of changes in the experimental group			Dynamics of changes in the control group		
		Average at the end of training	Student's t-criterion	Signifi-cance level P	Average at the end of training	Student's t-criterion	Signifi-cance level P
1	Neck circumfe-rence	38,3	0,2	P > 0,05	38,3	0,7	P > 0,05
2	Chest circumfe-rence, inhale	98,1	1,1	P > 0,05	97,4	1,0	P > 0,05
3	Chest circumferen-ce, exhalation	91,0	0,7	P > 0,05	90,6	0,6	P > 0,05
4	Chest circumferen-ce, pause	93,3	1,0	P > 0,05	92,9	0,8	P > 0,05
5	Chest excursion	7,0	6,0	P < 0,05	6,8	4,0	P < 0,05
6	LVC	3861,5	6,5	P < 0,05	3708,3	4,1	P < 0,05
7	Right shoulder circumferen-ce, tense	32,9	2,6	P < 0,05	32,1	1,4	P > 0,05
8	Right shoulder circumferen-ce, at rest	30,0	2,3	P < 0,05	29,2	1,2	P > 0,05
9	Left shoulder circumferen-ce, tense	32,6	2,6	P < 0,05	31,8	1,5	P > 0,05

10	Left shoulder circumferen-ce, at rest	29,8	2,3	P < 0,05	29,0	1,2	P > 0,05
11	Waist circumferen-ce	78,2	0,4	P > 0,05	77,9	0,4	P > 0,05
12	Right thigh circumferen-ce	55,2	2,4	P < 0,05	55,3	2,5	P < 0,05
13	Left thigh circumferen-ce	55,0	2,3	P < 0,05	55,1	2,5	P < 0,05
14	Right shin circumferen-ce	37,0	0,7	P > 0,05	37,0	0,8	P > 0,05
15	Left shin circumferen-ce	37,0	0,7	P > 0,05	36,8	0,8	P > 0,05

The analysis of the data given in Table 6 shows that the experimental group showed significantly better growth dynamics in terms of indicators: and chest excursion 4.7 versus 3.2 and LVC 4507.7 versus 4416.7. The best dynamics in all indicators of shoulder circumference is also obvious.

Thus, the use of the developed methodology based on a complex of psychophysical training led to a noticeable increase in the indicators of physical development and health status, physical fitness and anthropometry of athletes with disabilities.

The proposed methodology based on a complex of psychophysical training for athletes with disabilities allows to achieve better development of the cardiovascular and respiratory systems, general flexibility and strength characteristics of the upper and middle parts of the body.

Conclusion

1. Analysis of special literature on physical culture and sports technologies indicates the great popularity and demand for various types of exercise complexes based on mixed training and PPT, however, no research works on their use for persons with disabilities have been found in existing sources.

2. The main factors influencing the effectiveness of the use of training loads in the developed methodology of physical culture and sports lessons with persons with disabilities when using PFT exercises have been determined: 1) the number of repetitions; 2) the intensity of the exercise; 3) the content of the complex; 4) the number of exercises; 5) the magnitude of the load; 6) the size of the rest intervals; 7) volitional efforts.

3. The main criteria for the selection of exercises are determined and the division of the set of exercises into subcomplexes for the initial, intermediate and advanced stages of training is substantiated. The criteria for the selection of exercises were identified and the division of classes into three phases was substantiated: warm-up, main part and cool down.

4. The conducted 9-month pedagogical experiment showed the advantage of using the developed methodology based on a complex of psychophysical training in the training process for athletes with disabilities.

Application of the developed complex of psychophysical training showed the effectiveness of its use, providing the best growth of all indicators in comparison with standard training

complexes. For most of the indicators, this was statistically reliable. The most significant benefits were seen in the development of the cardiovascular and respiratory systems. It also improves overall flexibility and muscle development in the upper and mid-body.

5. The pedagogical experiment confirmed the effectiveness of the application of the developed methodology of physical culture and sports training PFT and a set of exercises based on it for persons with disabilities. The set of exercises made it possible to significantly increase not only the level of physical development, but also the level of physical fitness, to achieve the optimal level of functional state and health in general. It is also important to note that the focus on the psychoemotional factor ensured that the classes brought more satisfaction and joy to the trainees and they developed a certain need for constant physical education and sports.

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COORDINATION OF THE PEDAGOGICAL PROCESS AND THE CHOICE OF THE RIGHT TEACHING METHODS - AN IMPORTANT ASPECT OF THE EFFECTIVENESS OF EDUCATION AND UPBRINGING

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https://doi.org/10.5281/zenodo.7541557

Abstract. *This article describes the theoretical and practical problems facing the education system, the importance of coordinating the pedagogical process and the right choice of teaching methods in overcoming them to ensure the effectiveness and prospects of education.*
Keywords: *process, coordination, teaching, selection, education, problem, efficiency, perspective, essence, provision.*

The high efficiency of education and upbringing of the continuing education system in many ways requires the implementation of important tasks such as the appropriacy (optimization) of the pedagogical process and the correct selection of teaching methods (styles).

Pedagogical process is very complex, and its coordination requires taking into account many scientists, including: what part of the day the lesson takes place; whether the student's brain is not tired in the first hours or in the last hours; what is the complexity of the subject matter; the role of students in the formation of independent knowledge of this topic and many factors.

Therefore, the teacher should always face the following problems.

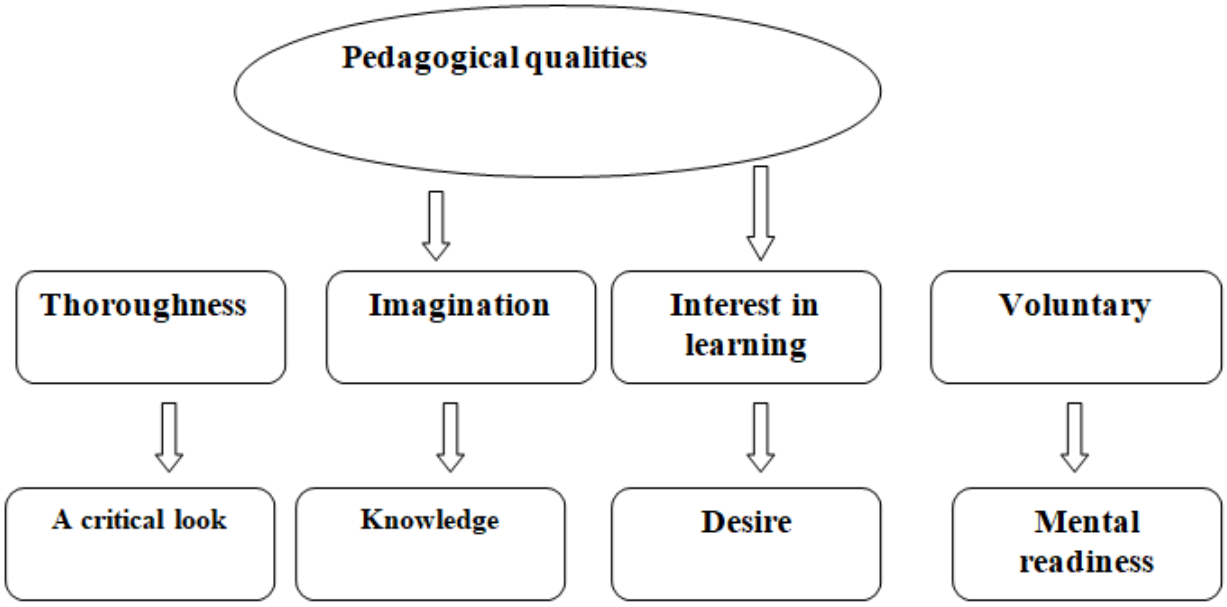
1. Why does a lesson go differently?
2. Why are the results of the lessons different?
3. Why does a particular lesson excel in one learning group and fail in another?

Even in different lessons of the teacher, students behave differently, they become unrecognizable, like different people.

A lesson is creativity, but creativity is creativity not only for the teacher, but also for the student. A teenager's lack of active participation in the lesson will lead to a failure of the lesson. No matter how much the teacher works in the lesson, without the participation of the students he is isolated in the lesson and teaches to himself.

The quality and effectiveness of the lesson does not depend on a multi-page structured lesson plan. Although the goals, tasks to be carried out, who will do, what and when, the time of each action are divided into seconds in the plan, no matter how much effort and time is spent on preparing for the lesson, it is possible to be not satisfied with the lesson and not to achieve the intended goal. Sometimes a well-crafted lesson plan can become overwhelming, and the teacher can seem like he's teaching in an empty classroom.

The teaching process is very complicated, and the teacher has to consider many factors. In this sense, each teacher should have the following pedagogical qualities to ensure the effectiveness of coordination of this process.



An important task in this process is to organize the teacher's preliminary preparation correctly and appropriately. This ensures that the essence of the above pedagogical qualities is correctly understood. Below are brief descriptions of the essence of these concepts.

Thoroughness: it is considered the most important factor in the pedagogical process, in which it is necessary to observe the events of the lesson process not with the naked eye, but with deep attention, to pay attention to the fact that even "insignificant mistakes" can lead to great success or ineffectiveness; refers to the questions to this situation and event - why so? what to do?

A critical look: It involves looking critically at observable bad situations, looking for the cause of the negative consequences, and trying to identify the causes and consequences of what needs to be done in order to find the answer to the question why.

Imagination: trying to logically imagine the reasons for what should be done and the ways of its implementation. Involves, imaginary experiments imagining and comparing solutions to problems in different ways.

Knowledge: in the pedagogical process, as in any creativity, imagination begins with the emergence of an idea to find a solution to a problem. An idea is a bud of knowledge. A person without a certain amount of knowledge cannot have any imagination or breakthrough idea no matter how hard he tries. The proverb " One is won with a good wrist – thousand are won with a good knowledge" is not said in vain.

Interest in learning: it is not enough for any professional to know only his field, but it is necessary to know other fields as well in the pedagogical process. For this, it is necessary to have an interest in learning. Only then will it be easy to solve the problem. What is the difference between a pedagogue who only repeats information from textbooks and a parrot?

Desire: Although desire in the pedagogical process is similar to interest in knowledge, they should not be confused with each other. Desire is, in general, dedication and enthusiasm to eliminate the negative situation associated with an event, situation, condition and its consequences. As in other fields, in the pedagogical process, positive qualities such as great enthusiasm, desire and will to do one's work are necessary. Vipers who do not have these qualities can be compared to beggars carrying someone else's child.

Voluntary: is to resolutely overcome mental, spiritual, physical and other organizational difficulties in the way of the realization of the goal. Voluntary action is complex, and to achieve it, it is necessary to go through a series of steps. In it, mental processes such as attention, thoroughness, perception, thinking, imagination, reflection, memory take a certain direction and appear consciously under the influence of volitional effort, enthusiasm. Execution plays a crucial role in the stages of volition. No other force can accomplish such a task. Unwilling pedagogues can be compared to birds looking for grain in search of dung, as mentioned in the essence of Navoi's wisdom.

Mental readiness: to achieve constant readiness in any situations where mental and physical effort is required. Mental work is not visible, it is much harder than the work of those who create material wealth with physical work, because mental work creates spiritual wealth, exhausts the brain, quickly tires a person, and the result is not always as expected. The Arab saying "Even if you tire your body, don't tire your mind" is not said for nothing. For the development of mental readiness, "chain links" such as health, patience, tolerance, good character, financial security, peaceful family life, working in an intellectual team are necessary. The following teaching methods are widely used in the pedagogical process:

1. Oral method of teaching (consists of such methods as lecture, conversation, story);
2. Demonstration methods of teaching - consists of methods of the use of demonstration, improvement, coordination, selection of conditions.
3. Practical method of teaching (consists of methods of using, improving, and developing practical tasks)
4. The problem-search method of teaching (consists of ways of creating a problem situation, the connection of oral, visual and practical methods, appropriate recommendations)
5. Critical method of teaching (consists of methods of defining inductive, deductive and other logical bases, selecting and applying important ones)
6. The method of independent work of teaching (consists of methods of choosing independent work, different approaches to independent work, forming important conditions for improvement)
7. The method of encouraging and justifying students' activities (consists of methods of forming their interest in knowledge, correctly assessing their duties and religious responsibilities)
8. Control method in teaching (consists of oral and written, laboratory-practical, computer control methods)

Coordination of the above-mentioned pedagogical process, in turn, requires the correct choice of teaching methods. At this point, it is necessary to correctly interpret the meaning of the terms "way" (method) and "style" (methodology).

“Way” can be compared with the russian term “способ” and it came to us as an integrated word.

The word “style” have come from greek word “stulos”, it means "stick", which was used by the ancient Greeks for writing letters. That is, it means the method of using a stick when writing a letter.

“Style” can be referred to russian “стиль” (“слог”). [1] Besides, in sports “style” (in wrestling) often has a meaning of “technique”, in the military - "tactics", "maneuver". For example, when explaining sewing, dressing or singing of a performer in western “style”, it is said explaining

sewing, dressing or singing of a performer in Europian “manner”. Also, when comparing the sewing of Kokand and Andijan doppy, the first one is said to be sewn in Kokand "style" and the second one in Andijan "style". In this sense, "style" is used to describe the final result of a sample of creativity, its form, content, color, embroidery and other specific scientific features in a broader sense, and this, in turn, is also used in the pedagogical process. Regardless of which "style" it is made in, considering that the process of sewing the above doppy consists of several specific "methods" and operations, it means that "style" is a set of "methods". In other forms of creativity, "style" means the sum of "technique" and "maneuver".

In particular, "Soviet encyclopedic dictionary" in the 1980 edition interprets methodology not as a way to achieve any goal, but as a set of methods or operations of practical or theoretical mastering (knowledge) of reality.

Coordinating the pedagogical process and choosing teaching methods from a psychological point of view is an intellectual-volitional act of accepting and implementing more effective solutions to certain educational tasks, which requires accepting pedagogical tasks before making a decision (for example, tasks of choosing the most appropriate teaching method for this class); the presence of several possible ways of solving the given task; understanding the need to choose the most suitable combination of them for these conditions; getting acquainted with information on the comparative effectiveness of possible methods of solving similar tasks; reducing the number of possible options for connecting methods to two as much as possible; comparing their effectiveness and expected time consumption; selecting one option from a combination of styles that best matches the coordination criterion. All of the above is directly related to the behavior of the pedagogue who, relying on general pedagogical recommendations, concretes his activity taking into account existing situations.

The criterion for coordination of the pedagogical process is: firstly, to achieve the educational results that correspond to the set goals and the specific educational opportunities of all students, and to observe the hygienic norms of the time spent on doing homework.

If these two criteria are followed when choosing teaching methods, then such a choice can be recognized as appropriate.

The idea of a suitable combination of styles is always concrete. What is successful and effective for some conditions may be completely inappropriate for other conditions, another topic. The suitability of this or that style is not explained by its name and the fact that it has become a habit. Appropriately chosen methods allow enough time to solve the assigned tasks as desired. That is why it is possible to solve the tasks of education and upbringing successfully and appropriately with respect to various combinations of methods. Adherence to the standard in choosing the appropriate option does not allow to go blindly towards the use of all teaching methods in each situation, but requires to find the appropriate standard of combining methods for the relevant conditions.

In this sense, the basis of appropriate selection is systematic clarification, generalization and standard.

Since the use of teaching methods depends on a concrete pedagogical process, it is impossible to calculate the constant weight of each method in the educational process, to set a certain percentage for demonstrativeness, difficulty, etc. In short, in every pedagogical situation, it is necessary to choose the teaching methods not by default, but by understanding and in a clear way. Choosing teaching methods is determined by:

1. The laws of teaching and the principles arising from it;
2. The goals and objectives of education in general and at this stage in particular;
3. The content and methods of this science in general, generally and particularly with this subject, topic in particular;
4. Educational opportunities of students:

a) age (physical, mental capabilities);
b) level of preparation (educational and upbringing opportunities);
c) with the characteristics of the class team.

5. The characteristics of external conditions (geographic, production, etc.).;
6. Pupils' capabilities: their previous experiences, certain combinations of styles, knowledge of typical situations of a more effective pedagogical process, the level of their theoretical and practical readiness, the ability to use certain methods and tools, the skills of choosing appropriate options, personal qualities and so on.

Such a group of requirements is determined by the approach directed to all the main elements of a system of requirements: students, teachers, external conditions, as well as components of the teaching process - the purpose, content, methods, forms, means and expected results of teaching.

The choice of teaching methods should be subordinated to the laws of teaching and the problems arising from them, these methods should be used to comprehensively solve the tasks of education, upbringing and maturation; to ensure the scientificity of the methods used; specifies the need to focus on their convenience for students, the development of activity and independence in learning, and ensuring the strength of knowledge, skills and qualifications.

Understanding the possibilities of each of the teaching methods saves the pedagogues from the template in teaching and copying from one to the other, and leads to the choice of appropriate methods for the relevant situation.

Due to the fact that teaching tasks are carried out through its specific content, teaching methods should take into account the nature of the educational material and the character of the students' actions necessary for mastering that content.

From this, there is a criterion between the compatibility of the methods with the characteristics of the teaching content. If we assume that style is defined as content and form of movement, then the importance of the criterion becomes clearer. Because one content can be better revealed by inductive, another – by deductive method; one content is easy to search and learn, while another does not allow to use such a method, and so on.

In modern pedagogy and psychology, the events that cause student failure are divided into the following main groups.

Internal:

1. shortcomings in personal education (in the development of personal moral qualities; in the attitude of a person towards teachers, community, family, etc.; in labor education).
2. Defects in mental development of the person (slow development of the intellect, will of the person, lack of emotional spheres of the person, interest in knowledge).
3. Deficiencies in biological development (deficiencies in sensory organs, physical weakness, features of higher nervous activity that negatively affect the student, psychotopological changes).

4. Deficiencies in a person's learning experience (deficiencies in knowledge and special skills, academic work skills).

External:

1. Shortcomings in school influence (in the teaching process, individual approach to the student; in the educational influence of the school - teachers, student group, etc.).
2. Disadvantages under the influence of the environment outside the school (family, peers at school, children and adults at home).

Only after teachers know the exact scope of the causes of non-learning, they can correctly determine the methods of their elimination and prevention of any unpleasantness.

Some basic requirements for the appropriate selection of teaching methods can be expressed in advance as follows.

1. First of all, it is necessary to ensure the selection of the system of methods of mastering a new subject in advance.
2. Determining the leading method of learning new material, taking into account the nature of the lesson tasks and the content of the educational material, according to the place of this lesson in the system of lessons.

Applying this method with various teaching methods in the system of lessons in order to ensure the activities of students with different types of memory, attention, motivation, attitude to learning.

3. It is necessary to use and deepen the methods that require students to show more independence and activity in order to increase the real opportunities of students. It is not possible to specify a default set of methods for a class. As the class capacity increases, you should also consider updating the methods.
4. After that, it is necessary to clarify the choice of methods, taking into account the capabilities of students and the teacher, first of all, the level of educational readiness and attitude of the student group.
5. When choosing teaching methods, preference should be given to methods that can maximally demonstrate the strengths of the teacher in his individual pedagogical technique.
6. During teaching, it is necessary to take into account changes in the situation and make adjustments in accordance with the choice of methods in order to ensure the constant preservation of the resonance of methods and class possibilities.

In conclusion, it should be noted that the main issue in coordinating the pedagogical process and choosing the right teaching methods is to achieve the adoption of the most optimal and effective solutions in pedagogical activity. Selection of the appropriate teaching process and teaching methods can only be done using a dialectical systemic approach that requires their manifestation in legitimate interaction. This implies a pedagogical process equivalent to the concepts of innovation, creativity, and competence. This process includes three directions and they are:

1. pedagogical neology (Greek neo - new and logos - education, teaching about innovation) is a process of studying and summarizing all innovations in the field of pedagogy;
2. pedagogical axiology (Greek axiom - to respect, unprovable doctrine) is the process of selecting the most effective pedagogical innovations;

3. pedagogical praxology (from the Greek prax - action and logos - teaching, teaching about practical application) - this process involves the practical application of selected pedagogical innovations.

Only with fine coordination of pedagogical processes associated with the coordination of the above-mentioned pedagogical process, pedagogical activity can gracefully and objectively convey to ordinary students those successes or lags that they did not see (or saw with difficulty) as quickly and deeply as a ray of light, and can impress pupils (students) as if they were talking with a saint, and lead them to a bright life.

Pedagogical process is an educational process in which goal-oriented interaction of participants obeying the laws of pedagogy takes place.

Coordination is a pedagogical technology that takes into account all the influencing factors of the environment in education, upbringing and development.

Methods are the basis of didactic principles of building and implementing of not putting too much "burden" on students in education, consciously mastering that these burdens are not a disease, but a symptom of it, achieving prevention of "disease" by developing the ability to analyze, think, and imagine.

Today's urgent problem facing the continuous education system of our republic is to achieve coordination of the above three interactions of the pedagogical process. This, in turn, provides an appropriate pedagogical process based on the regulation of the continuous education system, the development of management documents and its implementation, and serves as an important perspective for the development of the heirs of our great future.

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MANIFESTATION OF IMPROVISATION SKILLS IN THE TEACHER'S PROFESSIONAL SKILLS

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https://doi.org/10.5281/zenodo.7541284

Abstract. *This article talks about the competence of pedagogical improvisation, the importance of pedagogical improvisation in the educational system, ways to implement improvisation in the work of a future primary school teacher.*

Keywords: *elementary school, improvisation, pedagogical improvisation, character of improvisation, pedagogical communication, pedagogical creativity, creativity, criteria of improvisation.*

One of the main qualities of a modern teacher - his devotion to his profession, ideological conviction, love for his profession, and his boundless devotion to this profession distinguish him from other professions. Because the high level of education in the continuous education system depends only on the teacher and his professional training. One of the important requirements for a teacher is that he must have deep knowledge of the subjects he teaches. Deep knowledge of the subject and its theory increases his interest and raises the reputation of the teacher. Teachers not only appreciate the student's ability to convey this knowledge to children, but also appreciate his interest in this subject and his dedication. The high culture of the teacher, his deep knowledge will help him to successfully carry out educational work. A modern teacher should not only know national values, but should also be a firecracker propagator in the classroom among the wider community of parents. Pedagogical activity is creative in nature. It is known that creativity is needed only when a person faces a problem. Teaching activity has such characteristics. The main essence of pedagogical creativity is the purpose and experience of pedagogical activity. Pedagogical experience is rich in problematic situations. By advanced pedagogical experience, we understand the teacher's creative approach to his pedagogical task, searching for new, effective ways and tools in the education of students. Modern science and technology development requires the teacher to be creative, to be able to think freely about the important problems of science, to be able to convey the achievements of science to the student, and finally to teach the student to think creatively, do scientific research work, to carry out educative and innovative research. Therefore, the teacher must acquire research skills first of all. During the course of scientific research, the teacher collects and analyzes the works of great thinkers and scientists, draws conclusions based on them. He acquires very important qualities necessary for a modern teacher in the process of using science conclusions in his practical work. Pedagogical experience is the sum of knowledge and skills acquired by a teacher in the course of educational work. This is the teacher's pedagogical skill, which is the primary factor in the development of the science of pedagogy.

Pedagogical experience collection system:

1. Goal setting;
2. Analysis, generalization, conclusion;
3. Identifying achievements;
4. Collecting information.

The improvisational nature of pedagogical activity creates the necessary conditions to meet the teacher's moral and psychological needs for success, professional and personal growth, which is measured both by career growth and by rising to the highest level of skill and wisdom.

The modern trends of education development, the increase in professional requirements for the individual have increased the need to form the creative individuality of the teacher, to realize his creative abilities, and to develop the individual activity style. One of the components of creative activity is pedagogical improvisation. Experienced teachers have many techniques that can be used to solve various pedagogical problems during their career. But there are situations when the teacher needs to make quick decisions, be flexible in non-standard situations in the classroom and extracurricular activities. [1, 54]

What is improvisation? In dictionaries, the concept of improvisation is etymologically related to elements of surprise and surprise itself. In fact, this is a creative process, which is also its result. There are musical, dance or other improvisations. Teachers use pedagogical improvisation in their work. How to choose a way in situations that arise suddenly or unexpectedly, improvisation is born here and now. This is a stream of creative activity that is not interrupted by criticism, judgment or evaluation, that gives itself a form and direction, that flows "through" the author, that passes through him and finds time to observe the development of the theme and content.

Pedagogical improvisation (Latin improvisus - unexpected) is the teacher's ability to develop new solutions, as well as to quickly, flexibly and clearly respond to emerging pedagogical tasks.

All teachers use a certain scheme in their lessons. However, among them there are many who consider it appropriate to improvise - to deviate from the planned course of the lesson, to include in it unexpected, unprepared, sudden, here and now things.

In the process of improvisation (due to an unexpected situation), different actions are possible for teachers:

- **natural type:** effective improvisation actions do not cause psychological and emotional difficulties for the teacher;
- **stress-transformation type:** there is a mobilization of all the resources of the person to overcome the difficulties that have arisen;
- **a type of deliberate avoidance:** the teacher's conscious avoidance of eliminating an unexpected pedagogical situation ("not noticing");
- **involuntary braking type:** confusion and a full sense of the teacher's actions;
- **emotional disturbance:** the teacher is out of control, acts randomly, escalates conflict, cannot control himself or hide his feelings;
- **inadequate type:** the teacher hides his feelings, but cannot turn them into pedagogically appropriate experiences and actions.

According to L. Yu. Berikhonova's opinion, pedagogical improvisation is not an accidental phenomenon, but a natural, integral and very important component of the teacher's creative teaching activity, and works as an effective method of optimizing what is invented and a means of quick correction of the pedagogical plan in accordance with the pedagogical plan. [4,64]

Changed conditions of activity; in accordance with the main components of the educational process, pedagogical improvisation can be aimed at clarifying the goals of a particular lesson, the content of the educational material, methodological reception and communication.

According to V. N. Harkin, pedagogical improvisation is characterized by the following features [7, 264]:

- compatibility of creation and execution processes or their minimum gap;
- their immediacy;
- public character;
- the unity of logic, the concept of initial support.

The criteria of pedagogical improvisation can be distinguished.

1. Objective criteria

- suddenness (this is the surprise from the obstacle, the speed of response to an unexpected situation or a suddenly changed situation, the novelty of action, its unusualness and incompatibility with expected actions);
- immediately (immediateness of action);
- novelty (level of originality);
- openness (presence of audience, improvisation partners);
- pedagogical value (contribution to education, personality development).

2. Criteria for improvisation by the subject

- demonstration of thought work;
- spiritual and emotional growth;
- a sense of satisfaction.

3. Criteria of improvisation as perceived by the audience

- surprise (reaction to something unexpected);
- input;
- activity;
- emotional sensitivity;
- concentration;
- increase in interest;
- increase in tone and mood;
- depth of empathy.

Raised eyebrows, bright eyes, involuntary gestures, comments, laughter, etc. can be indicators.

In pedagogical improvisation, the components of the creative dominant are attention, imagination and inspiration.

Imagination is a mental process of creating new images, ideas, and thoughts based on existing ideas, knowledge, and experiences. Imagination is stimulated by the tasks facing a person, his needs, feelings, outlook, and the need for foresight. Imagination is characterized by the novelty level of created images, it can be recreational and creative. In the process of creative imagination, new and original images are created, often images of objects that do not exist now. Knowledge, feelings, experience, strong willed and intellectual actions, unconscious attitude, intuition of a person are involved in creative imagination.

The peculiarity of **pedagogical attention** is that it should be distributed to different objects (students, lesson content, etc.) at the same time and should be aimed at solving specific

pedagogical problems. Due to the distribution of attention, the teacher can "catch" changes in the educational situation and decide to change the action plan, that is, to improvise.

The presence of inspiration is of great importance for improvisation.

Inspiration is the highest state of elevation in which the cognitive and emotional spheres of a person are connected and directed to solving a creative problem. Inspiration is closely related to a sudden understanding of how to solve a task or problem.

The internal mechanism that activates pedagogical improvisation is intuition, and the main driving force is inconsistency between the original pedagogical idea and the new idea that appeared directly in the teaching or learning process, a more effective version of its implementation and a lesson project (cases, events, etc.) and object-subject conditions of its implementation. Pedagogical improvisation in the educational process can be aimed at organizing and clarifying educational communication, methodological techniques, content of educational material, education or educational goals.

As V. I. Zagvyazinsky noted, improvisation does not appear out of nowhere. Successful improvisation is possible only on a well-prepared ground. After all, it is not for nothing that they half-jokingly say that the best improvisation is a pre-prepared improvisation. The basis of successful improvisation is the experience of analyzing typical situations, knowledge of laws and trends, prediction based on reasonable hypothesis. "Creativity," noted V. A. Sukhomlinsky. - this in no way means that the pedagogical process is incomprehensible, only intuitive and unpredictable. Just the opposite. Precise foresight, learning the interdependence of many factors and laws of the pedagogical process allows a true master to change the plan in an instant". [9, 196].

There are different approaches to classifying improvisation.

According to the source of the event, pedagogical improvisation can be "natural", "unprovoked" (it serves as a means of implementing the pedagogical plan and operational adjustments to it) and "forced", "provoked" (it is a means of clarifying, the pedagogical project of the lesson in accordance with the creative capabilities of the teacher and the specific conditions of the activity).

According to the quality of the content, the level of novelty of the decision made, improvisation can be "standard", its implementation uses typical, standard methods of solving certain pedagogical situations, and can be "creative" in the process. The teacher identifies non-standard methods of influencing students or new combinations of already known methods.

According to the structure, the process can be

- Classic
- improvisation with homework
- Mixed or transitional improvisation (can be classical at first or homemade at first).

V.A. Kan-Kalik identified five options depending on the source of pedagogical improvisation in the classroom:

1. Indirectly induced improvisation (practical thinking and emotional stability play an important role);

2. "Inside" improvisation (depending on the individual creative characteristics of the teacher);

3. Improvisation arising from the logic of presenting the material (performed through the active participation of pedagogical thinking);

4. Improvisation based on introspection and class perception;

5. Improvisation limited to pedagogical discovery (result of "pedagogical insight").

V. N. Harkin emphasizes that pedagogical improvisation is a complex process that is carried out in four stages. [8,288]

Step 1 - insight. At this stage, an unexpected intuitive discovery of an idea, an original action, a paradoxical thought, etc. occur. Often, the concept appears in a non-standard situation or on the background of emotional upsurge.

Step 2 - intuitive and logical understanding the idea and choosing a way to implement it.

Stage 3 - mass implementation of the idea with intuitive and logical correction.

Step 4 - instantaneous intuitive-logical analysis of the result of improvisation. A decision is made to continue improvisation or reconstruction.

Improvisation should be taught to future teachers and young teachers with the help of a specially designed system of exercises, which are characterized by the purposeful reduction and gradual reduction of the time allocated for solving an unusual pedagogical task. Here it is necessary to talk about the teacher's readiness for improvisation.

V.A. Kan-Kalik determines readiness for improvisation by the presence of the following components:

- professional pedagogical component: the general content is determined by the teacher's professional qualification, consistency, dynamism, mobility of special knowledge and skills on the background of general high culture and knowledge level;

- individual-personal component: in some unusual situations of pedagogical communication with students, requires the mediating nature of the teacher's actions, prompt guidance and prompt adoption of pedagogically competent decisions;

- motivational and creative component: it is determined by the creative motives of the teacher, his passion for the content and progress of the educational process, the state of "working" creative inspiration. [2,78]

V.A. Zagvyazinsky defines the stages of formation of improvisational preparation of the teacher:

Stage 1 - includes the development of pedagogical improvisation skills aimed at organizing educational communication, i.e. quick identification of speech means of presenting the content of the educational material adequate for a specific act of pedagogical communication, conveying the content to the audience the ability to quickly determine methods of emotional, intonational and expressive delivery, organization of spontaneous communication.

2nd stage - improvement and development of pedagogical improvisation skills aimed at concretization of methodological techniques, including analysis of the methodological structure of the lesson, connecting the technique with the content of the educational material embodied by it, analysis of legality, using immediately determined methodological techniques

Stage 3 - formation of improvisational skills aimed at adapting the content of the educational material. The main focus is on the development of skills to connect the content of the educational material with the learning situation formed in the lesson. [9,45]

Thus, we briefly touched on the characteristics of pedagogical improvisation as a component of pedagogical creativity. Creative pedagogical activity cannot be fully implemented without the ability to implement and correct the pedagogical plan in time to the conditions of the teacher's work, his own creative potential and well-being, the mood of the student body, that is, it is difficult to improvise without appropriation and the ability to justify pedagogically.

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SCIENCE AND INNOVATION
INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 2 ISSUE 1 JANUARY 2023
UIF-2022: 8.2 | ISSN: 2181-3337 | SCIENTISTS.UZ

CALCULATIONS RELATING TO PROPORTIONAL QUANTITIES. WORKING METHODS

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https://doi.org/10.5281/zenodo.7541328

Abstract. *Finding the fourth proportion (according to a simple rule of three parts), proportionality and finding unknown numbers based on two differences, traffic problems, problem solving based on knowledge of the corresponding relationships between quantities.*
Keywords: *proportions, unknown numbers, initial class, problem solving.*

Introduction

Resolution No. 140 of March 15, 2017 of the Cabinet of Ministers of the Republic of Uzbekistan "On Approving the Regulation on General Secondary Education, Resolution No. 187 of April 6, 2017 on Approval of State Educational Standards of General Secondary, Secondary Special, Vocational Education of the Cabinet of Ministers of the Republic of Uzbekistan, President of Uzbekistan Sh. Based on the requirements and content of Mirziyoyev's speech at the celebration of the Day of Teachers and Trainers on October 1, our main task will be to organize teaching processes in a high-quality and efficient manner.

Based on the topic of the article, the following problems related to proportional quantities are made in elementary school: finding the fourth proportion (by the simple three-way rule), proportionality and finding unknown numbers based on two differences. In addition, issues related to movement are considered separately.

The solution of these problems is based on knowing the appropriate relationships between the quantities; For example, if the price, quantity (amount) of a product is known, it can be found by adding the total money (cost), which means that you should consider solving such problems when preparing a successful work. Let's look at the methodology of working with these problems.

Research materials and methodology.

In the problem of finding the fourth proportion, two values of one variable and three corresponding values of one variable are directly or inversely proportional, one constant and two variable. Another variable can be searched for its second value. Using any three proportional quantities, the second value of this variable will be the finder. Using any of the three proportional quantities, you can construct six types of problems to find the fourth proportional.

Table (Table 1) shows the classification of the fourth proportional discovery problems with values such as cost, quantity and total money. As we can see from the table, the first four questions are about direct proportionality of quantities, and the last two questions are about inverse proportionality of quantities.

Table 1

Prob lems	Dimensions			Problems
	Dimensions price	Amount (quantity)	Total cost (value)	

I	Without change	Two values are given	One value is given and the other can be searched	3000 soums were paid for 2 kg of carrots. How much should you pay for 6 kg of carrots at this price?
II	Without change	One value is given and the other can be searched	Two values are given	9000 soums were paid for 6 kilograms of carrots. How many kilograms of carrots can be bought for 3000 soums at this price?
III	Meaning is given	Without change	One value is given and the other can be searched	One meter of fencing material cost 16,000 sums for 2,000 sums, and a long fence cost 8,000 sums. How much is paid for each meter of fencing?
IV	One value is given and the other can be searched	Without change	Two values are given	Silk material costing 4,000 soums per meter was 16,000 soums, and a piece of silk of this length was 8,000 soums. How much is paid for each meter of fencing?
V	Two values are given	One value is given and the other can be searched	Without change	Six children's suits, each of which cost 12,000 soums, were paid for, as well as children's coats, which cost 36,000 soums. How many coats were bought for the children?
VI	One value is given and the other can be searched	Two values are given	Without change	For six children's suits

Search results

Each of these six problems can be solved by finding the value of the constant, that is, you can first find the value of the constant and then use it to find the number you are looking for. For example, the solution of problem I is as follows: $30 : 2 \times 6 = 90$ (first we know the price of carrots - the set amount, then we know the total amount of 6 kg of carrots). For problems of type I and II,

this method is also called the parallel method. This method is often used in elementary school, and from the third grade on, it is used to construct equations. This method is often used in elementary school, and from the third grade on, it is used to construct equations. These issues are covered in classes II and III. Class II deals with more directly proportional problems (types I-IV), which include the following groups of quantities: value, number (total), total money; mass of one object, number of objects, total mass; capacity of one container, number of containers, total capacity; product produced per time unit, working time, total product; material used per item, number of items, total material used. Class III includes all six types of problems. Here are new groups of quantities: speed, time, distance; the length, width and area of the rectangle; in the unit, the product from the field, the field, and the whole crop are included.

Discussions

Preparation for finding the fourth proportion should include an introduction to quantities and their relationships. Introduction to a number of quantities (section length, mass, capacity, time, area) is directly related to the study of arithmetic and geometric material. To include the problem of finding a fourth proportion, children should be introduced to estimates, totals, rates, and other quantities. In this case, their introduction should be accompanied by the discovery of the relationship between proportional quantities. For example, to introduce measurements, amounts, common money and the relationships between them, you can play the game "Shop" in the classroom: "goods" are placed on the board: notebooks, books, rulers, etc., the price of which is: "Price 5000 sums" and so on. .p. Today we will play the game "Shop" and generate trading reports. Here is the store (teacher shows the board). What is sold in the store? (says). The price is in the items. Tell me the price of the notebook. (2000 sums). Tell me the price of the notebook (5000 sums). What does cost mean? (How much does one notebook cost?) 3 notebooks cost. What does the number 3 mean? (How many notebooks were taken.) In other words, the number of notebooks. 4 notebooks were purchased. What does the number 4 mean? (Number of notebooks). The teacher puts 4 notebooks on the blackboard, under each notebook the price "5000 soum" is written. How much should I pay for 4 notebooks? (20,000 sums). How did you know that? (5000 * 4 = 20000.) 20000 soums is the total amount of the notebook. The board will have the following entry:

Price	The number of	Total cost
5000 sum	4 notebook	?

What do you know about it? (Rating and number.) What to know? (Total money.) If the price and quantity are known, how is the total money found? (By multiplication.) Then the game itself begins: one student is appointed as a seller, and several students are appointed as buyers. Buyers come to the seller in turn and buy several goods. Students in the class compose questions about these items, write them in a short table and solve them, each time determining the following relationship: the price and quantity are known, multiplied by the total amount. (This conclusion does not require special memorization). Pupils in the class make up questions about these objects, write them in a short table and solve them, each time they determine the following relationship: determine the price and quantity. if the total amount and the price are known, the amount can be found by dividing the amount, multiplied by the total amount. (This conclusion does not require special memorization). In order to consolidate knowledge about the relationships between quantities, it is necessary to add oral solving problems, in which it is useful to practice the inverse problems of simple problems. In addition, it is necessary to present complex problems related to

this amount, for example: "At the beginning of the school year, a student bought 10 notebooks for 2000 soums and a picture book for 6000 soums. How much does the student pay in total?" In such cases, students should not be asked each time to explain how to choose an activity. In class III, the work is performed according to two groups of measurements: speed, time, distance, and the length, width, and area of a rectangle. The relationships between the quantities in each of these groups can be determined by the students themselves, as they can apply their knowledge of relationships learned earlier. In the process of solving simple and complex problems, it is necessary to strengthen the knowledge of relationships between quantities, and at the same time, to observe how the third quantity changes when one of the three quantities does not change and the other does not. For example, a set of one-method exercises is offered: "The notebook costs 5,000 sums." 2 notebooks; 3 notebooks; 5 notebooks; 8 notebooks; How much are the notebooks?" The solution should be written in the table as follows:

Notepad price	5000	5000	5000	5000	5000
Number of notebooks	2	3	4	12	*a*
The total cost of the notebook	10000	15000	20000	60000	5**a*

By observing the changes in the number of children, if the notebooks are bought for the same price, they determine whether their total money increases or decreases as the number of notebooks increases or decreases. Another link can be observed: if the price of a notebook does not change, if the number of notebooks is increased or decreased several times, how many times will its total cost increase or decrease? Another link can be observed: if the price of notebooks does not change, the number of notebooks increases or decreases as many times as the number of notebooks increases or decreases. After the preparatory work, it is not difficult for students to solve the problem of finding the fourth proportion by finding the value of the constant. Therefore, it is very important to guide children in solving problems. Let's consider the features of working with this type of problem. It is better to include problems such as value, number and total money first, because children have experience working with these quantities, which should be considered first. It is useful to describe the first of the issues under consideration and write a small note on the table. For example, the following question is proposed: "The student bought 6 notebooks and 3 notebooks of the same price. Pays 12,000 soums for a notebook. How much does it cost to write in a notebook?" After reading the report, the teacher draws a picture on the board or uses a ready-made picture. Then, under the guidance of the teacher, the following brief reminder is given:

Price	Apparently	Total money
The same	6 notebook 3 notebook	12000 sum ?

When repeating the calculation, the child explains what each number represents: 6 is the number of notebooks in the cell, 12,000 sums is their total amount, etc. Before solving a problem, it is useful to estimate, that is, to determine what number will result from the solution: whether the number is greater or less than the given number and to explain why. For example, students will

notice that the cost of lined notebooks is less than 12,000 rubles, because they are cheaper to buy than checkered notebooks, and the price of notebooks is the same.

The solution to the first problem should be written with an explanation, then with an explanation, sometimes without an explanation, and then with the guidance of the teacher. Solution verification is carried out by formulating and solving inverse problems, determining the boundaries of the answer. To generalize the method of solution, after considering types I, problems related to quantities such as estimation, number, total money, similar types of problems involving other quantities are introduced, and then other types of problems are presented. Other issues of a creative nature are also covered. It is useful to compare different table types with respect to the quantities in the group. For example, regarding quantities such as price, number, and total money, types I, III, and V are recommended for independent judgment (see Table 1).

After solving the problems, the similarities and differences between them and the ways to solve them are determined. Different groups can be asked to solve the same type of problems involving quantities and then compared. Students should be encouraged to come up with options for different life situations by providing them with exercises to solve different problems. For example, students are asked to write a problem with a solution (24: 2) * 5. They can solve problems related to dimensions, such as price, quantity, total money: “2 meters of drapery costs 24,000 soums. How much is a 5 meter drapery?” Students can also ask questions about speed, travel time, and distance traveled. Exercises similar to the ones given help to see how different life situations, that is, competencies, apply to the same decision.

Proportional problems are included in Class III. These problems involve two proportionally related variables and one or more variables, as well as the sum of corresponding values of one variable whose sum is the number being sought. For each group of proportionally related quantities, there are six types of proportional problems, four of which are for directly proportional quantities and two for inversely proportional quantities. In elementary grades, only proportional problems of directly related quantities are produced. These issues are listed in Table

Table 2

Dimensions				Problems
robl em no	Price	Apparently	Total cost	
	A change you	Two or more layers are provided	Dimensions correspondin g values sum is given, compound to find	The student bought 6 checkered notebooks and 4 lined notebooks for the same price. It costs 20,000 soums. How much do checkered notebooks and lined notebooks cost?
I	A change you	The sum of the values corresponding to	Two or more values are given	A student bought a total of 10 checkers and ruled notebooks for the same price.

		the total money is given. Find the connector		Pays 12,000 sums for a ball notebook, 8,000 sums for a lined notebook. How many checkered notebooks and how many lined notebooks were bought?
II	Enter two or more values gen	A change you	According to the price the sum of the values is given, additive find the	The store sold the same amount of hats and scarves. A hat costs 50,000 soums, a scarf costs 30,000 soums. 160,000 soums were received for all sold items. How much is a hat and a scarf?
V	Sum of values correspon ding to total money give it gen. Connect people find the	A change you	Two or more values are given	The store sold an equal amount of hats and scarves. The cap and scarf together cost 80,000 soums. 100,000 sums were received for all hats, 60,000 sums for all scarves. How much is a hat and a scarf?

Being able to solve the problem of finding the fourth proportion can be considered as preparation for solving the problem of proportion. It is better to do problems with children to find the fourth proportionality than to give ready-made proportional problems. This activity helps children identify connections between these types of problems, which leads children to generalize more quickly about how to solve problems. It is recommended to write a summary of the problem:

Price	Amount (quantity)	Price
The same	6 notebook 4 notebook	12000 sum ?

After making the report according to this condition, the teacher writes the number formed in the answer (8000 soum) instead of the question mark. Then he proposes to find the sum of the numbers that represent the total amount of the notebooks (20,000 sums) and make a calculation according to this new condition:

Price	Amount (quantity)	Total cost
The same	6 notebook 4 notebook	? ? 20000 sum

Children question proportionality by asking the following two questions: "How much will the first buyer pay?" and "How much will the second buyer pay?" The teacher explains that these two questions can be replaced by one question: "How much did each customer pay?". The problem is approximately as follows: "Two children bought notebooks for the same price. They paid a total of 20,000 soums. The first child bought 6 notebooks, the second child bought 4 notebooks. How

much did each child pay?". What to know about the problem? What is "each"? Is it possible to immediately find out how much the first child paid? Why not? Can I know the price of the notebook immediately? Why not? Is it possible to know immediately how many notebooks were bought for 20,000 soums? Why is this possible? What do we learn using the first activity; What about the second, third and fourth operations? The solution of the problem is written with explanations in the form of individual actions. Then ready-made problems are introduced. In this case, you should first focus the question on the two questions, then determine which of the numbers you are looking for should be larger and why, and then move from the discussion to the question to the numerical data to develop a solution plan. The solution is checked by the method of determining whether the numbers formed in the answer correspond to the given numbers: adding the numbers formed in the answer should form the number given in the report. Problems related to movement, such as speed, time, distance, are considered in class III. Preparation for motion problems involves summarizing children's perceptions of motion, introducing new quantities such as speed, and discovering relationships between quantities such as speed, time, and distance.

Conclusion

Examples of solving problems.

The problem. The railway bridge consists of three parts. The length of the first section is 50 meters. The second section is 23 meters longer than the first, and the third is twice as short as the first. Find the length of the bridge.

The solution. Solving the problem consists of three stages. First, we find the length of the second section: 50 + 23 = 73 meters, then we find the length of the third section: 50 : 2 = 25 meters, and finally we find the length of the bridge, that is, three sections. 50 + 73 + 25 = 148 meters. Now we will justify these actions. Here we are talking about the three parts of the bridge and its length. It is known that the length of the first section is 50 meters. The second is unknown, but the second part is said to be 23 meters longer than the first, that is, the length of one is 50 meters, the other is 23 meters. So, to find the length of the second part, it is enough to divide the length of the first part by 50 : 2 = 25 meters. The length of the three-part bridge can be found by adding the numerical values: 50 + 73 + 25 = 148 meters.

Self-monitoring questions.

1. What problems in elementary mathematics are called complex problems?
2. What methods are used to solve complex problems?
3. How to prepare for presentation of complex issues?
4. Explain the method of working with questions related to proportional quantities.
5. What steps should be taken to help students develop independent problem-solving skills?
6. How to prepare for action issues?

Exercises to solve independently.

Make the following statements and justify the actions chosen.

1. The girl brought 15 carrots in one bag and 21 carrots in the other. He gave them to 9 rabbits. How many carrots did he give to each rabbit?

2. 24 apple trees and 6 pear trees were given to the school garden. They were planted in 6 rows. How many seedlings were planted in each row?

3. There were 16 fish in each of the three aquariums in the school. Pupils brought 20 fish to the kindergarten. How many fish are left?

4. 12 students took part in the first ski trip, twice as many as the second, and 3 less than the third. How many students attended the third time?
5. 500 bookshelves were brought to the furniture store. 30 buyers bought 4 shelves and 20 buyers bought 8 shelves. How many shelves are left in the store?

6. 75 people came to the library on Wednesday, 25 less people on Thursday than on Wednesday, and twice as many people on Friday as on Thursday. How many people came to the library in these three days?

7. Bakhtiyar found 12 mushrooms, and Karim found 4 less mushrooms. Nurlan also found twice as many mushrooms as Karim. How many mushrooms did the children find?

8. 63 tons of coal were taken out of the warehouse on Monday, 27 tons more than Monday, 3 times less coal than Monday. How many tons of coal were taken from the warehouse in these three days?

9. The traveler traveled 131 km by steamer and 3 times more by train than by steamer. He walked the rest of the way. If the total length of the road is 560 km, how many kilometers did the traveler travel?

10. 24 kg of flour was delivered to the dining room in 8 identical packages. They used 5 packets a day. How many kilograms of flour are left in the kitchen?

11. A milkman gave 174 liters of milk per day: 6 cows gave 20 liters, the rest gave 18 liters of milk. How many cows did the milkman milk?

12. There were 32 meters of fabric in the package. 6 meters of fabric was cut for one customer and twice as much for the second customer. How many meters of fabric are left in the package?

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IMPROVING STRENGTH QUALITY AMONG 12-14-YEAR-OLD ATHLETES THROUGH WEIGHTLIFTING EXERCISES

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Abstract. *This article illustrates organizing and planning the training of sprinters in a yearly cycle. The principle of proportionality in the training of physical qualities of sprinters envisages the observance of the optimal ratio of the level of development of physical qualities at each stage of a person's age. In the performance of this or that exercise, the intensity, size and time of repetition of exercises in each direction are correctly selected, and their most successful ratio ensures the growth of results in special exercises. It is possible to achieve balance in the training of individual physical qualities of sprinters due to the correct selection of means and methods of their execution.*

Keywords: *training particle, sprint, growth of physical training, individualize,particle size, physical developing ,planning, functional researches, quickness, selection, organizing trainings, methods and means, modern technology, education, practice.*

The role of sports in the popularization of physical education and sports on a global scale, in the upbringing of a person to be physically healthy, mentally mature, strong, willful, and tenacious is increasing. At this point, athletics is considered one of the most popular sports in the world. It is especially noteworthy that people are constantly engaged in athletics and achieve high sports results by mastering its techniques at a high level. It is worth noting that attracting talented children, improving their sports skills, and organizing training sessions conducted with them on a scientific basis in the development of short-distance runners in the world are becoming important in the field.

Nowadays, world scientists are conducting research on improving the scientific-methodical and organizational foundations of improving the professional knowledge, practical skills, and professional skills of physical education and sports specialists. An important aspect of these studies is the implementation of the means and methods used in the general and special physical training, technical, psychological, intellectual and functional training of young athletes in the practice of athletics theory and methodology, as well as the planning of training loads requires conducting many scientific researches. At present, the rapid growth of the results in sprinters requires the improvement of the system of organizing the training process in order to find talented athletes who meet the requirements of the time in this field.

Today, fundamental reforms in our political, social, economic, and spiritual-educational life carried out in our Republic under the leadership of President Shavkat Miromonovich Mirziyoev include the organization of education-training and sports-health improvement works in a completely new content, form, and means. This makes full use of the unique opportunities created for them and encourages them to solve extremely important tasks, such as rising our growing youth to be children worthy of the Motherland.

The principle of proportionality in the training of physical qualities of sprinters envisages the observance of the optimal ratio of the level of development of physical qualities at each stage of a person's age. In the performance of this or that exercise, the intensity, size and time of

repetition of exercises in each direction are correctly selected, and their most successful ratio ensures the growth of results in special exercises. It is possible to achieve balance in the training of individual physical qualities of sprinters due to the correct selection of means and methods of their execution.

The essence of the principle of superior effects in training the physical qualities of sprinters is that the pedagogical effects used means, methods and forms should be in accordance with the level of training of these abilities of the individual. However, this compatibility is not absolute, but rather relative.

In order to continuously educate the physical qualities of sprinters, external influences must constantly surpass the internal development of certain qualities. If there is no such compatibility of external influences somewhat surpassing internal developments, then the development of physical qualities will face stagnation. Stagnation, in the development of physical qualities, is a negative result of the use of methods and means that have become the norm. At the age of 15-16, due to the increase in strength endurance, the number of exercises with weights of 2-3 kilograms increases. In girls of this age, strength training is limited due to a decrease in relative muscle strength. In training with teenagers, it is necessary to use exercises that require static situations, preliminary situations, hanging and leaning. This is understood as a process aimed at creating a solid functional base for strengthening, improving physical abilities and all other types of training. In addition to traditional exercises, the experimental group performed the following special weightlifting exercises: 1) Leaning forward with a barbell placed on the shoulders, then lifting the body straight. 2) Bending to the right and left sides with a barbell on the shoulders, then straightening the body. 3) Carry out a rotational movement of the body directed to the right and left sides with a barbell placed on the shoulders. 4) Sitting with a barbell on the shoulders, keeping the body straight. 5) Sitting and jumping with a barbell on the shoulders, keeping the body straight.

In order to increase the performance of 12-14-year-old short-distance runners, it is desirable to increase the quality of strength using weightlifting exercises. By reducing or increasing the rest time among exercises, you can change the direction of the load and increase or decrease the effect.

Therefore, the goal of our work is to increase the quality of strength of 12-14-year-old athletes who run short distances through weight training. Improving the performance of 12-14-year-old short-distance runners by identifying weightlifting exercises that effectively develop strength quality. The research was conducted in athletics training with the participation of students of the Olympic reserve college. Research was conducted from September 2022 to November 2022. In the tests, we used 30.60 meter running, standing long jump, triple jump, and sitting with a barbell. Classes were held 3 times a week for 120 minutes. The control group planned training in a traditional way, while the experimental group performed special running exercises, jumping and throwing exercises, as well as weightlifting exercises that improve the strength quality and sports performance of short-distance runners. The average indicators of test results by groups are presented in table 1. There were 12 schoolgirls in each group, and the test results were summarized and the average values are shown in table 1. At the beginning of the study, indicators of physical fitness of schoolgirls in the control and experimental groups.

Table 1

No	Tests	Control group	Experimental group

	30 meter dash (seconds)	6,0	6,1
	60 meter dash (seconds)	11,3	11,4
	Long jump (cm)	127	124
	Triple jump (cm)	314	309
	Barbell squat (kg)	37,5	37,4

As can be seen from the table, the results of the tests in both groups are almost the same, even the physical fitness indicators of girls in the experimental groups are slightly higher in some tests. The conditions of conducting special pedagogical tests and their essence, running pedagogical tests, 30 m, 60 m running test types help to determine the level of development of the qualities of strength, quickness, speed, and agility. In order to train the quickness of 12-14-year-old schoolchildren participating in our research, in the form of a game-competition, depending on their ability and desire, running loads at maximum speed for short distances of 30-60 meters in different forms of relays "Who is the first, who is the fastest?" execution under the motto will give high results. These exercises are repeated in a repeated manner, after a relatively full recovery, they are performed again. The required distance for running is carried out on a strictly measured track or on any flat surface with start and finish lines drawn. Depending on the number of lanes 4-6 competitors take part in running from a low start (except for 30 m). During training and in competitions, the start is given by the referee with the help of start flags. At the finish, the result is recorded by the judges using a stopwatch with an accuracy of 0.1 seconds. All short-distance running exercises are used: 1) running 15-20 meters from the start, repeatedly; 2) running repeatedly for 15-20 m with weights; 3) the technique of running repeatedly for 20-30 m with gradual acceleration and reaching the finish line; 4) timed distance races; 5) control and competition runs to determine 1st, 2nd places.

Standing long jump is a measure of strength and quickness that helps determine the quality of strength. Standing long jump is one of the exercises that develop quick-strength quality. The long jump is performed on the field, the starting line is drawn on the corresponding field, 5(10) cm to the side of the jumping place is drawn with the help of a ruler (centimeter tape) markings are drawn based on divisions. The participant must stand without stepping on the starting line. Participant, from a semi-squatting support position, freely swings his arms forward and upward, sharply dips with both legs, and lands on the sand; the result of measurement is the footprint in the sand at the distance closest to the subsidence line from the subsidence line. It is the trail left by the athlete's body or limbs on the sand when landing, closest to the kick line, so it is used during the take-off and landing phases when mastering the jumping technique. Special importance should be attached to the movement of A jump is not counted if the tip of the foot touches the landing line during a jump. The jump is performed in three chances, and the best result is recorded in centimeters.

The result is recorded with an accuracy of 1 centimeter. In the course of the training, jumping on the pole, jumping while standing in one place with increased weight, jumping on the raised support and over the support, and jumping from the place to the result are performed. The same requirements apply to the triple jump. Research evidence of the effectiveness of recommended exercises in improving the strength quality of 12-14-year-old sprinters. In addition to these traditional exercises, the experimental group specifically performed the following

weightlifting exercises: 1) Bending forward with a barbell placed on the shoulders, then straightening the body. 2) With a barbell placed on the shoulders, right and bending down to the left side, then straightening the body. 3) Carrying out a rotational movement of the body directed to the right and left sides with a barbell placed on the shoulder. 4) Sitting with a barbell on the shoulders, keeping the body straight. 5) Sitting and jumping with a barbell on the shoulders, keeping the body straight. At the end of the study, the comparison of physical fitness indicators of schoolgirls of the control and experimental groups is presented in table 2.

At the end of the study, the indicators of physical fitness of girls in the control and experimental groups.

Table 2

shows the growth of each group of results in absolute terms.

No	Tests	Control group	Experimental group
	30 meter dash (seconds)	5,8	5,7
	60 meter dash (seconds)	10,9	10,5
	Long jump (cm)	132	136
	Triple jump (cm)	326	350
	Barbell squat (kg)	41,2	46,1

Table 3 shows the growth of results for each group in absolute terms and percentages. If we compare the dynamics of their growth during the study, it was found that the experimental group made significant progress. For example: in the control group, the increase in running from a high start of 30 meters is equal to 0.2 seconds and 3.4%, while in the experimental group these indicators are equal to 0.4 seconds and 6.5%. Comparison of the growth of physical fitness indicators of female athletes in the control and experimental groups during the study (n=12 people)

Table 3

No	Tests	groups	Results		Growth	
			At the beginning of the study	At the end of the study	Absolutely	In %
1.	30 meter dash (seconds) 60 meter dash (seconds)	C	6,0	5,8	0,2	3,4
		E	6,1	5,7	0,4	6,5
2.	Long jump (cm) Triple jump (cm)	C	11,3	10,9	0,4	3,5
		E	11,4	10,5	0,9	7,9
3.	Barbell squat (kg) 30 meter dash (seconds)	C	127	132	5.0	3,9
		E	124	136	12	9,6

4.	60 meter dash (seconds) Long jump (cm)	C	314	326	12	3,8
		E	309	350	41	13,2
5.	Triple jump (cm)	C	37,5	41,2	3,7	9,9
		E	37,4	46,1	8,7	23,3

Note: **C** - control group, **E** - experimental group

In the 60-meter run, the increase in the control group was 0.4 seconds, 3.5%, and these indicators were 0.9 seconds and 7.9% in the experimental group. In the standing and long jump test, the growth of indicators in the control group is equal to 5 cm, 3.9%, while in the experimental group, these indicators are equal to 12 cm and 9.6%. In the triple jump test, the growth of indicators in the control group is equal to 12 cm, 3.8%, while these indicators are equal to 41 cm and 13.2% in the experimental group. In the test of sitting with a barbell, the increase of indicators in the control group is 3.7 kg, 9.9%, while in the experimental group, these indicators are 8.7 kg and 23, equal to 3%. From the growth of the results, it became clear that the effectiveness of the recommended exercises in improving the quality of strength of 15-16-year-old sprinters was practically proven in the study.

Based on the above, it can be concluded that if we compare the dynamics of growth during the study using weightlifting exercises to increase the results of 12-14-year-old track and field athletes running short distances, it was found that the experimental group was significantly different and made significant progress. From the growth of the results during the study, for example: when running from a high start of 30 meters, the growth in the control group was equal to 0.2 seconds and 3.4%, while in the experimental group these indicators were 0.4 seconds and 6.5% is equal to; in the 60-meter run, the increase in the control group is equal to 0.4 seconds, 3.5%, while these indicators are equal to 0.4 seconds and 6.5% in the experimental group; - in the standing long jump test, the growth of indicators in the control group is equal to 5 cm, 3.9%, while in the experimental group, these indicators are equal to 12 cm and 9.6%; - in the triple jump test-test, the growth of indicators in the control group is equal to 12 cm, 3.8%, while in the experimental group, these indicators are equal to 41 cm and 13.2%; in the test-test of sitting with a barbell, the increase of indicators in the control group is 3.7 kg, equal to 9.9%, while in the experimental group, these indicators are 8.7 kg and 23 equal to .3%, it was found that the effectiveness of the recommended exercises in improving the quality of strength of 12-14-year-old track and field athletes running short distances was practically proven in the study.

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SOCIALIZATION OF PRESCHOOL EDUCATION

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https://doi.org/10.5281/zenodo.7542060

Abstract. *The article highlights the positive aspects of sociological research carried out in order to increase and improve the quality of preschool education services, while opinions and comments about the preschool education system and its sociology are based on the views and researches of well-known sociologists.*

Keywords: *sociological approach, values, system, preschool education, early childhood, family, pedagogical process.*

Education is important in any society. Education prepares children for social life and ensures that they are active in various fields. Taking this into account, attention is being paid to the quality of education in today's age of technology and information. In the developed countries of the world, social concepts of various fields of education are being developed. This has a positive effect on improving the intelligence of the country's population.

The educational reforms being carried out in our country envisage improvement of the field at the level of modern requirements and achieving quality education of the young generation. A clear example of this is the reforms implemented for the development of our children as mature individuals in all aspects, and the scientific researches carried out in the field. We will be able to know about the reforms in the field of education and how they have worked and are working through the sociology of education.It this point, it is permissible to answer the question of what is the sociology of education and what is analyzed in it.

French sociologist E. Durkheim and German sociologist M. Weber are recognized as the founders of sociology of education.[1] In their research, they studied the social tasks of education, its place in society: economic and political processes.

In particular, in Webers theory of social action, he distinguishes four types: goal-oriented, value-oriented, traditional and affective. Weber's principles can be applied to the activities of preschool education organizations. Because Weber puts the individual above everything else and called the cultural-spiritual (belonging to us) values as the basis for society.[2] The American sociologist T. Parsons, who was thoroughly acquainted with the works of the above-mentioned scientists, proposed to study education as a socialization institution, and educational institutions as a social system.

When we talk about the reforms in the system of preschool education in our country and the nature of the purpose of this system, we are convinced of the rightness of the opinions presented in Parsons' article "Sociological approach to the theory of organization" [3]. Parsons defines an organization as a social system aimed at achieving specific goals, which in turn helps to achieve the goals of a wider social system.In fact, the goals set for preschool education organizations today are clear: to educate children for socialization, to develop the concept of "I" in children, and to prepare them for school education. According to the sociological model created by Parsons, in order to implement this social activity, the preschool educational organization should carry out systematic activities to demonstrate its place in society. Based on Parson's model, we will try to

sociologically analyze the activities of preschool educational organizations. In this case, the pedagogical process in the preschool education organization should be properly and systematically organized, creating suitable conditions for the adaptation of young children to the preschool education organization; Ensuring the socialization of young children, clear "setting goals and determining the ways to achieve them (goal achievement)"; organization of pedagogical processes in accordance with the requirements of the time and the areas of development and age characteristics of the child, educational programs and educational programs necessary for the socialization of the child and the achievement of pedagogical goals. organization of game activities; In order to implement the requirements of the "State Standard of Preschool Education and Education" introduced into the system, it is possible to achieve the socialization of preschool children and improve self-development skills in children by collecting, systematizing and transferring normative samples. To fulfill these requirements, developing positive competition in the field, that is, providing education to children in state preschool educational organizations, private, family, and preschool education organizations operatingon the basis of public and private partnerships: their social adaptation; orientation of education to the child's personality; integration of education and upbringing; attention to intellectual and aesthetic, physical education is important. this will be a reliable factor for self-development. Our analysis shows that. The sociological model developed by Parsons considers all organizations, including preschool education organizations, as a social system aimed at achieving specific goals, which in turn helps to achieve the goals of the social system at the next stages of education. It ensures the unity of society and education, that is, it shows that the development of society depends on the development of education.

T. Parsons, based on the functional model he created, proposes to analyze the social organization using four main categories:

- flexible mechanisms aimed at resource mobilization (adaptation);
- operational code, mechanisms determining the process of achieving organizational goals (goal achievement);
- integration mechanisms (integration);
- a system of values that defines and legitimizes the goals of the organization (repeat the model).[4]

It seems that adaptive mechanisms solve the problem of resource mobilization and represent the main aspect of the relationship between the organization and its external environment. Now, if we consider this principle as an example of a preschool education organization, it will be necessary to organize the pedagogical process and the effective activity of pedagogues-educators, who are considered the main driving force in ensuring social adaptation of children to preschool education organizations. We touched on this in detail in our previous article "Analysis of the process of social adaptation of a preschool child"."Revealed the important features of the pedagogical process in preschool education organizations: the main feature of this period is the child's mastering of the rules of living together with people from one environment (family environment) to another (pre-school educational organization), the main direction in the child's development, i.e. the maturation of self-development skills and competencies will go to find out". [5]

The second category of sociological analysis of T. Parsons is the operational code, the mechanisms that determine the process of achieving the organization's goals (achieving the goal).

Taking this into account, it is necessary to use modern methods and methods of instilling love for books in children from an early age, developing creative abilities, and providing education in the spirit of national and universal human values.

As we mentioned above, one of the most important tasks of preschool education is to prepare children for school education by developing and forming their initial knowledge and skills about the socio-cultural norms and customs of the family, society and the state in accordance with the state standard. While researching the socialization of preschool children, we witness that their relationships with family members and adults are also important in their formation. Appropriate use of thematic conversations, problem situations, games, theater, and social folk tales in teaching preschool children social and cultural values is important in achieving the goal. It is clear that the most convenient and effective period for perfecting social and spiritual values and mental-intellectual development in a person is the pre-school period. [6] Now it is necessary to dwell on the set of mechanisms necessary to achieve the intended goal in this period.First of all, it is necessary to create conditions for pedagogues-educators working in preschool education organizations to "develop self and creative potential, improve creative, communicative abilities and active life positions, implement humanitarian principles and person-oriented education. Ensuring positive competitiveness between different types of pre-school education organizations, creating alternative educational programs to the "First Step" and "Ilm Yoli" educational programs.

Parsons' third category is directly related to the management system, which refers to the systematic management based on fair values in the preschool education organization. For this purpose, it is appropriate to work based on universal values, following the rules regulating economic and social transactions, because the preschool educational organization is a moral-intellectual field, like all organizations of the spiritual and educational level of society. Political decisions define the organization as an entity that realizes its goals in the external environment. Such a definition refers to the organization's commitment to the wider community. An organization has a distribution of personnel (authority and responsibility) and material and financial resources (opportunities and rewards).[7]

In our opinion, sociological research is the basis for developing activities of preschool educational organizations and determining its strategy and tactics in modern sociology of education.Sociological research allows collecting, processing, summarizing, analyzing and predicting the data necessary to solve the existing problems in the preschool education system. Sociological research serves as a summary of the quality and efficiency of the pedagogical process in preschool education organizations s. [8].

Sociology of education is a branch of sociology that studies the laws of functioning of education as a social institution (tasks in society, relations with other institutions, social policy in the field of education, value orientations of specialists, educational systems and structures, relations), education of various socio-demographic groups, management of educational institutions and staffing issues, etc.), preschool education organizations also have a number of sociological problems, and in this article we touched on some of its aspects.

With the help of sociological research conducted in order to improve the quality of pre-school education services, harmony is being achieved in the development of society and education. Preschool education ensures healthy, all-round development of the child, increases his enthusiasm for studying, prepares him to study with enthusiasm at the next stages of education.. Preschool education ensures the child's healthy, all-round development, increases his motivation to study,

and prepares him to learn with enthusiasm in the next stages of education. In order to increase and improve the quality of pre-school education, the following should be implemented: - improvement of the professional competence of future pedagogues-educators in heis in the field of pedagogy, taking into account the need for qualified educators and specialists; Improvement of qualification and retraining of pedagogues-educators working in preschool education organizations; improvement and implementation of modern teaching methods, technical tools, methods of creating games of educational significance; Providing preschool education organizations with modern information and communication technologies and establishing effective and appropriate use of these services; To create and put into practice the mechanism of sociological research for the purpose of comprehensive analysis of preschool education organization activity.

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INDICATORS OF SPEED PHYSICAL QUALITY OF STUDENTS

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https://doi.org/10.5281/zenodo.7541901

Abstract. *The speed of physical training and physical qualities of students is the method of rotational exercises in the acquisition and training of physical qualities.*
Keywords: *immunity, physical indicators, physical fitness, agility, physical qualities, pedagogical experience.*

Nowadays, in many countries of the world, raising a healthy generation, developing physical education and sports, and improving the health of the population remain one of the priority directions. The complex processes taking place in the world, in addition to preparing the human body for changes in the external environment, require increasing the activity of all layers of the population, especially students, in order to strengthen the body's immune system.For this purpose, in the world education system, on the basis of the work being carried out to solve general problems related to the determination of ways to increase the importance of the use of approaches such as differentiation and individualization of physical training, a number of differentiated circuit training methods are being used in the practice of physical training of children and young people.

In world practice, a lot of scientific and research work has been carried out on some components that make up innovative educational technologies in the educational process of students studying in higher education institutions, that is, the organization of the educational process taking into account the readiness of students, obtaining and controlling results[1,2,3,4,5,6,7,8].

Issues of improvement of physical development and physical fitness of students of higher educational institutions have been researched. In particular, researchers have scientifically substantiated the issues of forming the right height with the help of special exercises in differentiated circuit training, increasing the mobility of joints, maintaining active work ability, and improving physical fitness indicators at different ages.Taking into account the morphofunctional characteristics of the constitutional type of the students' body, based on the use of modern tools, researches on the problems of improving their physical fitness have not been carried out sufficiently. Today, based on the social conditions in the world, it is important to scientifically substantiate the research aimed at improving movement skills and physical qualities of students using differentiated circular training.

The analysis of the conducted scientific and methodical literature shows that the physical fitness of student boys and girls is noted as a very important problem in the scientific and methodical literature. It should be noted that scientifically based developments on improving the physical fitness of male and female students with the help of differentiated circular exercise methodology have not been analyzed within the scope of possibility [9,10,11,1213,14,15,16].

If in the traditional organization of the physical education process, insufficient attention is paid to the set of circular exercises, the opposite situations are observed in the differentiated approach. For this reason, despite the fact that a number of studies have been carried out, the

expected result has not yet been achieved.The theoretical and practical solution of the identified contradictions requires the preparation of additional scientific, scientific-methodological developments on the differentiated methodology of developing the physical qualities of students of pedagogical higher educational institutions, their organism development, taking into account the individual characteristics and adequate content of movement activity based on the use of the improved circular training method [17,18,19,20,21,22,23.24].

The object of research is the process of physical education of students of higher educational institutions.

The subject of the study is physical education of students of higher educational institutionsqualities.

The purpose of the research is to study the qualities of physical ability of students of higher educational institutions.

In accordance with the purpose, the tasks of the research were determined to determine the physical qualities of the students of higher educational institutions, their interest in physical training and sports.

In the course of research, research methods were used, such as studying the physical qualities of quickness in physical education classes and evaluating them using rotational exercise methods.

Organization of the study: the research was conducted at Fergana State University, in which a total of 236 1-2 stage students aged 17-21 years participated. Experimental studies on improving the physical qualities of university students were organized. Experiments were carried out in physical culture classes of students, in educational sessions of students with different levels of physical qualities, in two phases of three months.At the beginning of the academic year, control tests were conducted in order to find out the state of development of physical qualities of students. Based on the information obtained from control exercises aimed at the development of physical qualities, changes in comparison with previous training were hypothesized. Therefore, these experimental works were planned on the basis of a differentiated training methodology, aimed at developing the physical qualities of the students in the experimental group.

Also, students of Fergana State University, who are non-specialist faculties of physical education, were selected for the experiment. Of the total 161 students selected for the experimental group, 81 were girls and 80 were boys. A total of 75 students (37 girls, 38 boys) were selected for the control group.

The indicators of students in terms of initial physical qualities are presented in the following tables.

Table 1

At the beginning of the pedagogical experiment, indicators of the quality of quickness of students of the control and experimental groups with different physical development

Control tests	Experimental group Girls n=81, Boys n=80			Control group Girls **n=37,** Boys **n=38**			Relative growth %	**t**	**P**
	$\bar{X}$	σ	V %	$\bar{X}$	σ	V %			
Girls									

60 meter dash (seconds)	12,89	1,63	12,65	12,56	1,53	12,18	2,56	1,06	>0,05
30 meter dash (seconds)	7,40	0,95	12,84	7,80	0,96	12,31	5,41	2,11	<0,05
Standingjump (cm)	31,60	4,84	11,63	32,70	4,87	11,41	2,64	1,14	>0,05
Boys									
100 meter dash (seconds)	17,30	2,04	11,79	17,10	1,95	11,40	1,16	0,51	>0,05
60 meter dash (seconds)	12,80	1,52	11,88	12,50	1,41	11,28	2,34	1,05	>0,5
Standingjump (cm)	38,30	6,15	12,73	37,70	5,86	12,29	1,24	0,51	>0,05

Before the experiment, the difference between the performance of the students of the experimental and control groups in the control tests on the quality of speed was as above. The 60-meter run averaged 12.89 seconds in the experimental group of female students, and 12.56 seconds in the control group (difference of 0.33 milliseconds).The 30-meter sprint showed an average of 7.40 seconds in the experimental group of female students, and an average of 7.80 seconds in the control group of female students (a difference of 0.4 milliseconds). Standing jump was 31.6 centimeters in the experimental group of female students, and 32.7 centimeters in the control group (difference of 1.1 centimeters).

100 meter run average in experimental group student boys17.30 seconds, the control group showed an average of 17.10 seconds (a difference of 0.2 milliseconds). The experimental group showed an average of 38.30 centimeters in the standing high jump, while the control group showed an average of 37.70 centimeters in the male students. (the difference is 0.6 centimeters).

It was found that the performance of experimental and control group students on all physical qualities before the study was almost the same in female students and male students. (See Table 1).

In physical education classes with students, the motivational principle supporting students was implemented in the process of rotation and corrective exercises, which included teaching methods of self-control of the functional state of one's body during training, willpower to overcome subjective difficulties, and relaxation exercises after physical exertion.

The introduction of the rotational training method for the development of the student body in the pedagogy specialist, the process of solving the tasks of the main part of the training included 10-12 stations.

During the pedagogical experience with students, personal body weight, exercises with various objects, exercises in pairs were widely used. In each session, the students' functional status was monitored according to objective and subjective indicators.

During the period of experimental observations, the number of people who considered physical education as a means of passing the "test" in a higher educational institution decreased

by 4 times, while the number of students who wanted to show creativity and initiative increased by 2 times.

The effectiveness of the observed changes was that the content of physical exercise classes was determined taking into account the individual characteristics of students, and this ensured the rapid development of general physical fitness of students studying at a pedagogical higher education institution.

Table 2

The dynamics of changes in the speed quality indicators of experimental and control group students with different physical development during the pedagogical experience (%)

Control tests	At the beginning of the experiment			At the end of the experiment			Relative growth %	t	P
	$\bar{X}$	σ	V %	$\bar{X}$	σ	V %			
Experimental group girls n=81									
60 meter dash (seconds)	12,89	1,63	12,65	12,08	1,48	12,25	6,28	3,31	<0,01
30 meter dash (seconds)	7,40	0,95	12,84	6,93	0,84	12,12	6,35	3,34	<0,01
Standing jump (cm)	31,60	4,84	11,63	33,57	4,84	11,11	4,74	2,59	<0,05
Control group girls n=37									
60 meter dash (seconds)	12,56	1,53	12,18	11,87	1,41	11,88	5,40	1,02	>0,05
30 meter dash (seconds)	7,80	0,96	12,31	7,36	0,85	11,55	5,64	2,09	<0,05
Standing jump (cm)	31,60	4,87	11,41	33,57	4,64	10,41	4,40	1,70	>0,05
Experimental group boys n=81									
100 meter dash (seconds)	17,30	2,04	11,79	16,05	1,81	11,28	7,23	4,13	<0,001
60 meter dash (seconds)	12,80	2,81	12,89	12,23	2,86	12,47	5,23	2,56	<0,05
Standing jump (cm)	38,30	6,15	12,73	41,55	6,26	12,14	6,73	3,33	<0,01
Control group boys n=38									
100 meter dash (seconds)	17,10	1,95	11,40	16,22	1,78	10,97	5,15	1,03	>0,05
60 meter dash (seconds)	12,50	1,41	11,28	11,94	1,41	11,81	4,48	1,73	>0,05
Standing high jump (cm)	37,70	5,86	12,29	40,06	6,03	12,05	4,95	1,71	>0,05

The relative indicators of control test exercises obtained for the quality of speed of female students of the experimental group at the beginning and at the end of the study showed that the growth dynamics of running 60 meters was on average 12.89 seconds at the beginning of the experiment and 12.08 seconds at the end of the experiment (the difference was 0.81 milliseconds). The 30-meter sprint showed an average of 7.40 seconds, and an average of 6.93 seconds at the end

of the experiment (a difference of 0.47 milliseconds). The average jump from a standing position was 31.60 centimeters, and the average at the end of the experiment was 33.57 centimeters (difference 1.97 centimeters).

The relative indicators for the quality of the speed of the boys at the beginning and at the end of the study on the control test exercises showed the growth dynamics of running 100 meters on average 17.30 seconds, on average 16.05 seconds at the end of the study (a difference of 1.25 seconds). Standing jump on average 38, 30 centimeters, the average at the end of the study was 41.55 centimeters (the difference was 3.25 centimeters).

The students of the control group were trained according to the program of the educational system, but according to the test taken as physical agility, there was no change in some of their indicators.

Summary

1. The results of the pedagogical experiment showed that the physical quality of the female students' speed at the beginning of the experiment was 12.89 seconds on average at the beginning of the experiment and 12.08 seconds at the end of the experiment (the difference was 0.81 milliseconds). The 30-meter sprint showed an average of 7.40 seconds at the beginning of the experiment, and an average of 6.93 seconds at the end of the experiment (a difference of 0.47 milliseconds).Jumping from a standing position was 31.60 centimeters on average at the beginning of the experiment, 33.57 centimeters on average at the end of the experiment (a difference of 1.97 centimeters). 1.25 seconds). The average jump from a standing position was 38.30 centimeters at the beginning of the experiment, and 41.55 centimeters at the end of the study (difference 3.25 centimeters) ($P<0.01$).

2. According to the results of the pedagogical experiments, the physical fitness of the female students of the control group engaged in traditional training showed an average of 7.80 (seconds) at the beginning of the experiment and 7.36 seconds (difference 0.44 milliseconds) at the end of the study. The standing jump was 31.60 centimeters at the beginning of the experiment and 33.05 centimeters at the end of the study (a difference of 1.45 centimeters) ($R>0.05$), which indicates an incredible development.

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SCIENCE AND INNOVATION
INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 2 ISSUE 1 JANUARY 2023
UIF-2022: 8.2 | ISSN: 2181-3337 | SCIENTISTS.UZ

FORMATION OF ATTITUDES TOWARDS LEARNING IN YOUNGER SCHOOL-AGE STUDENTS

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https://doi.org/10.5281/zenodo.7550211

Abstract. *The thinking of children of younger school age will still be practical, concrete thinking, but in the process of education, such concrete thinking of children becomes more complex and meaningful than the concrete thinking of children of preschool age. At school, the student learns to compare, analyze and synthesize more and more complex things and what he perceives, and not only phenomena, but also objects and phenomena that he imagines.*
Keyword: *perception, small school age, analysis ,synthesis,interest.*

The younger school age period includes the age range of students in grades 1-4. During this period, it can be observed that certain changes occur in the child's psyche. As soon as the child first steps to the threshold of school, a number of psychological difficulties begin to arise in him. During the junior school period, the child's first step to the threshold of the school is the beginning of educational activity in it. It is required to spend this period interesting, touching for the child. In the process of a child's schooling, the ability to abstract begins to grow in him. At the time of the transition from a practical portrait count to an abstract calculation in mathematics lessons, as well as during the lessons of the native language, this ability grows especially noticeably. In the process of studying other disciplines, this ability grows even more. The child learns to analyse, abstract and compare, to distinguish between significant signs of things and insignificant signs by means of exercise, to draw conclusions without looking at important signs of a subject, event. The thinking of younger school-age students differs from preschool children and adolescents in their peculiarities in the use of various methods of logical thinking, reasoning, judgment and conclusion, comparison analysis. Teaching in the process of education to contemplative operations, independent thinking is a guarantee of achieving perfection for students of younger school age. A child 6-11 years old can think logically, but this age is considered a period when he is censored for education, relying mainly on what he sees.

In elementary school, children from the first grade will be able to master a large number of different concepts-grammar, arithmetic, nature, as well as socio — political ones. The range of concepts that students master is largely determined by the curriculum, which is compiled for each class in different disciplines. Concepts with a certain scientific content are given to students in a logically expressed form. Readers also learn to describe their concepts by describing their content and showing signs regarding their gender and species. Readers describe, compare, characterize and illustrate with examples when they cannot describe concepts and rules, or when they cannot be described. N.S.According to Leites ' reasoning, as a person grows older, the level of mental development increases somewhat, while the property of ugliness decreases somewhat. The readability of children of small school age, of course, is higher than that of adolescents and adolescents, but the mental development of adolescents and adolescents is higher than that of Primary School students. This situation is considered to be associated with the leading activity of students of younger school age – with the presence of studies, but with the fact that cognitive processes have not yet developed comprehensively.

The mental development of children in the younger school period is determined by social factors. Individ changes under the influence of social relations. The transition of a child to study at school on a regular basis leads to the development of all his cognitive processes and, in itself, to a change in his opinion, attitude towards things-phenomena in the surrounding life, in which learning activity determines changes in the development of the psyche of children in the younger school period. A child who comes to school for the first time does not fully understand the fundamental essence and function of his activity, but considers that everyone should go to school. Diligence, following the instructions of adults. will go into training with. After a certain period of time, as the impression of poetic moments decreases, the external signs of the school lose their relevance, and the child realizes that reading is everyday mental work. Then the child will be disappointed in his studies if he does not have the skills of mental work, a feeling of hopelessness will arise in him, and the teacher, in order to prevent such a situation, should give the child information about the difference in education from the game, the fun and prepare him for this activity. The features that are contained in the course of the study activity serve as the basis for the further development of the child. Studying at school creates conditions for the rapid development and qualitative content of children's cognitive needs, the emergence of their active interest in the surrounding life, and the acquisition of new knowledge and skills. Gradually, the child begins to learn to control his perception, attention and memory, owning his own psychic processes. The educational activities of younger school-age students are governed by a system of multilevel motives that are complex. The motives of educational activity indicate why students are studying. Social motives prevail in children who come to the first grade of school. These motives are those that are associated with the acquisition of a new position among those around them, socially significant and evaluated activities. But by the end of the first grade, most students begin to look at their school obligations with irresponsibility. This is due to several reasons:

1) the child has now become a reader, the desire to become a reader has been satisfied. This happens even if he does nothing to hold the status. In the development of children's thinking and speech, the importance of sound reflection and the use of this method in the learning process is great. Reasoning aloud and substantiating one's own solution serve to increase mental qualities, and a person develops an analysis and understanding of his reasoning and behavior. In students of younger school age, the possibilities of mastering mental and educational material are considered much higher. In a properly organized education, children of this age can understand and assimilate more knowledge in relation to the knowledge specified in the high school program. Another of the peculiarities of the educational activity of children of younger school age is that from this period, the first signs of non-assimilation of educational material are noticeable. A positive attitude towards learning comes towards the end of the junior school period, when a slight decline is noticeable. Interest in educational activities – rises in grades 1-2 and decreases in grades 3-4.In the decline in interest in educational activities, the teacher's articulation of the finished material and the ustanovka of students ' memorization prevail, and the activity of students is in the nature of imitation. Students in grades 3-4 usually do not like to retell what was read, copy-write an exercise written on the board, memorize rules and poems, and, on the contrary, love to independently solve examples and issues, observe natural phenomena, draw and do things from plasticine and clay. In other words, younger school-age students are more interested in jobs where there is an opportunity for Initiative and independence. As one of the reasons for the decline in interest in studying at a

small school age, V.A.Sukhomlinsky believes that a low grade is put a lot by the teacher, which is a decrease in interest in reading in a child and a decrease in confidence in his capabilities.

The fact that in primary school students all elements of educational activity are formed and can be performed independently means that reading as a leading activity has fulfilled its task. The educational activities of students of younger school age include the following in their composition:

- skills to independently find common ways of solving problems;
- distinguish, find and Master educational tasks;
- be able to adequately assess and control oneself and one's own activities;
- being able to self-manage in activities;
- being able to use the rules of logical thinking;
- being able to acquire and use different forms of generalization;
- being able to participate in collective activities;
- having a high level of independent creative activity.

But in most cases, the problem of teaching children to practical skills, skills of reading, writing, counting, is that the educational activity of students of younger school age is at the forefront of school practice.

As a conclusion, it can be said that the main task of primary school educational activity is to teach students to “read”, to gain knowledge. In the mental development of children of younger school age, serious changes occur in the influence of Education. These changes prepare them for the transition to adolescence, which is a responsible period of their lives.

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TEACHING STUDENTS TO THE STAGES OF CLOTHING SKETCHING

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https://doi.org/10.5281/zenodo.7550705

Abstract. *This article talks about the stages of drawing sketches of clothes, the dimensions of the human body, the position of clothes on the body, the color of clothes, how to draw clothes on the body. Information about design, designer, fashion designer, artist is mentioned.*

Keywords: *sketch, designer, artist, drawing, silhouette, decor.*

INTRODUCTION

The expansion of the export potential of our country has given new tasks to every field of production. In particular, the development of the sewing industry, providing our people with high-quality, beautiful clothes is one of the important tasks facing light industry workers, especially designers. In order to fulfill these tasks, it is necessary to produce sewing products, increase their size, improve their quality, create new designs of clothes, and create enterprises with new highly efficient equipment.

Currently, sewing enterprises of our country are filled with equipment produced on the basis of the latest scientific and technical achievements. Complex mechanization and automation of technological processes by equipping machines and equipment with various devices continues, but our designers also have a great responsibility.

RESEARCH MATERIALS AND METHODOLOGY

In the course of this scientific article, I reflected the stages of drawing clothes on the human body for designers in the above-mentioned tailoring. This shows the initial drawing process. The positive results of my scientific research aimed at developing quality products and increasing work productivity will be reflected.

Production of sewing products is one of the important tasks facing the light industry. In this regard, the development of new types of materials and their new designs, methods of processing them, first of all, ensuring the high quality of the manufactured products, paying attention to the balance of colors, taking into account the satisfaction of the needs of the population of all ages I think that the assortment of clothes should be constantly improved and updated.

Hundreds of new goods and new forms are released to the consumer market every day and every year to meet the demands of our contemporaries, whose industry has developed and their tastes are growing. The creators of these items and forms are definitely designers. The field of modern design is very delicate, in terms of scale, it is much wider than other fields, it is a special “universe”.

Today's designers need not only to draw well, but also to acquire the necessary knowledge of the basics of engineering, innovation, robotics, sociology, psychology and physiology, management and marketing; it is also necessary to be knowledgeable about the history of culture and our national values, to keep up-to-date with new materials and constructions, advanced technologies, and design news of developed countries.

In our opinion, in order to train quality personnel in creative design in our republic, the following should be implemented:

1. Encouraging children to design, architecture, innovation and creativity by organizing construction games, special lessons, activities, and clubs from a young age;

2. Increasing the hours of classes aimed at increasing painting and creativity in the educational system (taking into account that children understand faster through visual means than words) through informational means;

3. Creating an opportunity for students to be in regular contact with production (in addition to the main current practices, organizing talented students to work as apprentices in a company or private workshops at least 2 days a week after classes), great effect continuing the age-old "teacher-disciple" tradition.

Design (eng. design-project, drawing, painting) is a term that represents the types of design activities aimed at forming the aesthetic and functional qualities of the environment of objects.

Designer - the designer is engaged in the development of drawings, changes the model features of the product according to the sketch of the artist-modeler or the customer.

A fashion designer-technologist chooses or develops the actual methods of sewing a product, searches for the most suitable processing methods that simplify the process of making a new item.

The artist - fashion designer is engaged in creating sketches - he looks for new shapes and silhouettes of the product on paper, develops possible finishing options, draws the product design in detail.

It is known that a fashion designer is a specialist in sewing clothes, designers of these clothes, as well as creators of experimental samples. The tasks of the designer profession include: determining the image and style of the client (buyer), discovering new technological and design solutions, developing decor, choosing colors and materials, thinking about accessories and other additions. Because a fashion designer thinks in every way and then creates a sketch.

Steps for drawing clothing sketches on the human body:

How to draw a sketch? Everything is suitable for this - pencil, felt-tip pen, colored pencil, paint, etc. First of all, use a regular pencil, which will allow you to make changes to your drawings. Also, when you draw with lines, your sketch will come out faster and with accurate measurements.

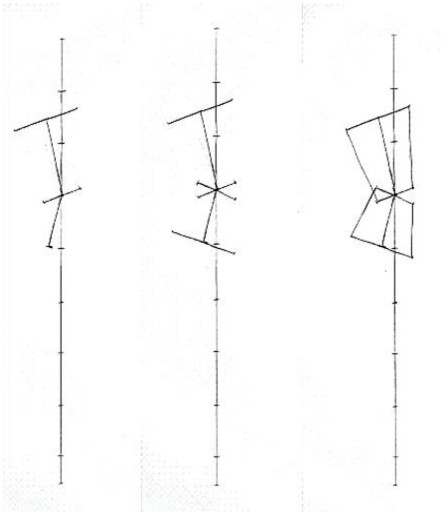

Figure 1. *Diagram of the division of the human body.*

Your goal is not to draw an academically correct model, but it is to create a new sketch of a certain outfit for you. The first step is to divide the paper in half, and then divide it into 9 by a straight line drawn through the middle (Figure 1).

No modern outfit is complete without a designer sketch. Model pictures are the embodiment of couture ideas that define new trends in fashion.

RESEARCH RESULTS

Not every designer can create a work immediately. In order to realize the idea, it is necessary to study it in depth.

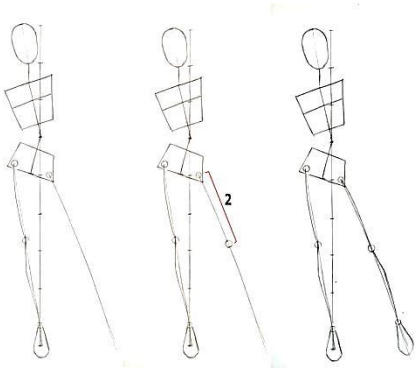

Figure 2. *The scheme of dividing the human body into 9*

Mark the vertical axis on the paper that the silhouette will "hold". For convenience, divide this arrow into equal parts whose height corresponds to the size of the head: 8-9 parts for a man, 7-8 for a woman, 5-6 parts for a child (Figure 2).

By marking the central axis with light lines, you can start sketching the front view.

At our next stage, we will draw the head, outline the arms, legs, shoulders, chest line, waist and hips. We mark the knee and wrist joints with a circle.



Figure 3. *Step of drawing the face of the model.*

In the next step, we will add volume to our sketch. This work requires more careful drawing.

Carefully drawing the main lines, we check the symmetry of the picture. In this case, it is advisable to make the hairstyle universal, because it may be needed in the future if you want to draw something else (Figure 3). But you should not refuse to draw faces, we will focus on clothes. Now we need a black pen. Gently define the image of [illegible] refully copy the sketch t[illegible]o spoil the work.



Figure 4. *The stage of drawing and painting the sketch model.*

The next step is to sketch the outfit. Here you will need to know the latest trends in the fashion industry. And if you still haven't decided on an image, browse fashion magazines for inspiration. Apply contours with light strokes.

Our sketch is almost ready. So here is the finished sketch of the model. All the main work is done. Now we can draw and paint all the design elements - pockets, seams, decorations, decor, etc. (Figure 4).

CONCLUSION

I think sketching a model using the drawing steps outlined in this article will help students at least a little.





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FORMATION OF PROFESSIONAL COMPETENCE OF PROGRAMMERS THEM IN A COMPETITIVE ENVIRONMENT

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https://doi.org/10.5281/zenodo.7550726

Abstract. *This article describes the formation of professional communicative competence in the training of future engineers and programmers and their preparation for a competitive environment. Suggestions and recommendations for training future engineers-programmers on the basis of the content and quality requirements for training competitive personnel in accordance with the needs of the labor market, improving them on the basis of technological processes, practical application of knowledge, application of modern technologies, teamwork and self-development. At the same time, the concepts of competence, competence, the essence of communicative competence, the rules of communicative ability are described.*

Keywords: *scientific research, design, communication, competitiveness, conceptual, technical operation, digital systems, management and marketing, design, creative potential.*

Today, the programs of socio-economic development of our country are significant in that they are aimed at entering the world economic space on the basis of priority introduction of innovative technologies.

The current stage of development of the information society is characterized by the constant introduction of new information and communication technologies in all spheres of our lives. Informatization of society means a society that includes such areas as labor, research, design, automation of production processes, automation of public services, automation of organizational and economic management, informatization of education and training systems.

The widespread introduction of computer technology and telecommunications in all spheres of public life creates problems in the development and implementation of accurate information systems, software, maintenance of computer equipment. This requires appropriate training and professionalism of professionals working with new software systems.

Today, it is important to train future engineers and programmers in accordance with the requirements of the labor market, the content and quality of training, their implementation in technological processes, application of knowledge in practice, application of modern technologies, teamwork and self-development.

In connection with the emergence of specialties that train engineers-programmers, the problem of formation of professional communicative competence among specialists in this field is a topical issue. This, in turn, leads to an increase in the level of training of software engineers. Because the dynamics of technological change, the obsolescence of equipment and its software requires fundamental training and the ability to quickly master new technologies. Independent decisionmaking, the ability to adapt quickly to a new task, a broad outlook on the subject should become the main professional qualities of future software engineers.

The field of professional activity of engineers-programmers is related to the methods of collecting, processing, storing, transmitting and receiving information, the organization of data channels, modern means and methods of information protection in networks.

Today, according to experts and employers, the quality of professional training of software engineers does not fully meet modern requirements. There is a growing shortage of staff in enterprises and organizations. There is a lack of training of specialists in this field in higher education institutions in cooperation with customers. Therefore, the content of training requires the development and introduction of new curricula and programs based on the needs of the industry, the qualification requirements of educational areas and specialties, which combine the requirements for knowledge and skills of graduates. [1]

The formation of the competitiveness of future professionals is one of the main trends in the development of modern higher education in the world. The competitiveness of a specialist is determined by his various abilities, their level of development and the state of his resources. Competitiveness is one of the competencies of the modern specialist, which provides him with direction in market conditions and gives him useful differences compared to competitors, which allows him to succeed and secure his skills. The competitiveness of the specialist is considered as one of the leading goals of vocational training, the achievement of which is confirmed by the acquisition of line experience in market conditions, comparing the quality of their products and the achievements of different manufacturers, making claims to achieve the highest results in competition. The level of competitiveness of engineers-programmers is determined by criteria that reflect the readiness to form an effective system of professional activity, study market requirements and create products that meet its requirements and development prospects. [2]

Today, a competent approach to improving the education system is seen as an important conceptual aspect of updating the content of education. A competent approach is aimed at shaping the social, communicative, informational, professional and other personal qualities of the learner, allowing him to fully realize the modern socio-economic conditions. This approach is based on the concept of competencies such as the full development of the learner’s personality and the formation of it on the basis of the ability to solve important practical tasks. The goal of a competent approach is to ensure the quality of education. Analysis of research on the problems of improving the education system shows that competence and competence are considered as the main unit in updating the content of education.

Competence is the activity that is carried out to achieve the desired result. Practical competence is a product of knowledge and the ability to apply it in practice. The meaning of the word "competence" is defined by awareness, reputation, a broad understanding and experience in their field. Competence is a personal quality, the ability, knowledge, skills and competencies that are expressed in pedagogical activities and social life in different situations.

Training of modern specialists implies a high level of professional knowledge, a broad general cultural outlook, the ability to demonstrate this knowledge in solving major professional problems. They should have the following key competencies in their areas of professional activity:

- knowledge of the basic principles of structured programming, technical and operational features of programs, design features, features and methods of operation of digital systems, their rules;

- technical operation, technologies of automatic data processing and coding, object-oriented programming languages, current standards of programs, number systems, ciphers and codes, the order of preparation of terms of reference;

- Advanced local and foreign programming experience;

- engineering thinking, which includes parts of management and marketing, labor organization and programming management, respectively, technical, design and research;

- direction in market conditions, where the product of the programmer's activity is required;

- information competence;

- Psychological readiness for competitive behavior (competition, competitiveness, mobility, ability to predict the actions of the opponent, the ability to prioritize): the need for successful activities;

- initial capabilities (fundamental knowledge, practical experience, general cultural potential, talent);

- creative potential;

- self-management, organization, adequate reflection, self-assessment of professional and personal qualities;

- social and legal authority, etc. [3]

In summary, the main goal of a competent approach in vocational education is to train a qualified employee who is competitive in the labor market, competent, skilled in their profession and focused on complex areas of activity, ready for continuous professional growth, social and professional communicative. Competence is seen as a level of professionalism that forms the basis of a specialist's work. The competence of a specialist is interpreted as the ability of an individual to solve different types of simple and complex tasks at different levels.

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SPECIFIC FEATURES OF TEACHING THE RUSSIAN LANGUAGE AND LITERATURE IN THE UZBEK LANGUAGE SCHOOL OF UZBEKISTAN

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Abstract. *The article describes a methodology that defines the goals and objectives of teaching the Russian language and literature, reveals and justifies the content of the subjects studied at a certain stage of education, develops methods and techniques for the teacher and students in the educational process.*

Keywords: *teaching Russian language and literature, Uzbek language school, sociolinguistic factor, psychological factor, psychological and didactic factor, bilingualism, heuristic method.*

INTRODUCTION

The achievements of modern scientific research (primarily in psychology and psycholinguistics) make it possible to characterize the objective factors that determine the specifics of the study of the Russian language and literature in Uzbek language schools. First of all, these are sociolinguistic and psychological factors: bilingualism of learners who left Uzbek language school and study in Uzbek language groups of academic lyceums and higher educational institutions, and the originality of the figurative perception of the world based on the ethical and aesthetic ideas of the people as a result of their cultural and historical development identity. It should be noted that the psychological and didactic factor provides the simultaneous study of native, Russian and foreign languages in Uzbek language groups, which, of course, affects the development of language skills and abilities, the formation of a “sense of language”, aesthetic flair, student’s reading experience as well.

MATERIALS AND METHODS

In Uzbek language schools and groups of a higher educational institution, it is important to rely on the method of comparative analysis. Reliance on linguistic scientific disciplines facilitates the solution of methodological problems associated with the learners’ perception of literature written in another language. “For the methodology of teaching the Russian language and literature in Uzbek language group, two aspects of the linguistic plan are of paramount importance: a) learners' understanding of the writer's language in its artistic function; b) mastering the linguistic means of the studied literature in order to develop learners’ speech (enriching their vocabulary, acquiring skills and abilities that help to use the means of the Russian language in accordance with a certain communicative situation”.[3]

In this case the followings are particularly important:

1) taking into account the facts that make it difficult for learners of Uzbek language school to understand Russian literature (incomplete knowledge of the Russian language; the presence of ideological and aesthetic interference due to the inconsistency of some ethical and aesthetic norms, differences in national culture);

2) taking into account factors that contribute to a deeper and more lasting study by non-Russian learners of Russian literature, creating favorable conditions for their spiritual and aesthetic development;

3) bilingualism which reveals hidden potential for the general language development of the learner's communicative personality.

The study of the Russian language and literature in Uzbek language school largely depends on how learners are taught the ability to work with a book, perceive artistic images, analyze works, highlight the most important and essential when reading the text. Acquaintance of learners with the facts of interaction between native and Russian literature provides significant assistance in overcoming the "psychological barrier" in the perception of the Russian writers' works.

An effective way for better perception of the Russian literature by Uzbek language learners is comparing the works of Russian and Uzbek writers, identifying common problems for both literatures, figurative and plot parallels, creative contacts, which makes it possible not only to rely on knowledge and skills acquired by learners in the Literature lessons, but to expand their cultural horizons, to make their aesthetic perception more flexible.

There are basic principles for using literary relationships:

1) the development of uniform guidelines regarding the analysis of images, the disclosure of the ideological content of the work, the joint selection of material necessary for the lessons of native and Russian literature, its strict separation to avoid duplication, coordinated extracurricular work;

2) careful selection by the teacher of works for classroom and extracurricular lessons, clear thinking through figurative and plot comparisons that are of learners' interest, etc. Such comparisons help to find out how learners understood the ideological orientation of reading works, show their attitude to the artistic images of Russian and native literature, activate language skills. [4]

The assimilation of linguistic facts and the formation of speech skills and abilities are more successful when a certain word or speech is used in Literature lessons. At the same time, an important form of activation of learners' mental and speech activity are exercises related to the formation of skills in expressive reading of a literary text. Teaching learners expressive reading, the teacher will also face a number of difficulties associated with the difference between the systems of Russian and native languages, which are revealed in the phonetic system of languages, in their morphological and syntactic structure.

When teaching pronunciation in the lessons of the Russian language and literature the teacher must prepare special exercises that take into account the peculiarities of the pronunciation of certain words, predict and prevent possible errors that are most often made by learners in their oral speech.

Profound understanding, comprehension of the literary work is possible with its systematic organization of vocabulary and phraseology, which enriches learners' written and oral speech. Literary texts studied in the lesson most often contain many words and word combinations that contribute to the replenishment and activation of learners' vocabulary. Educational material can be used in Russian language lessons in almost all types of exercises: selection of synonyms, antonyms, replacement of some word forms with others, written reproduction of what has been learned by heart, quoting, adding sentences, etc.

Fertile material for the development of the monologue and dialogic speech of the learner are the works of oral folk art. Proverbs, sayings, phraseological units, riddles, fairy tales enrich

learners' oral speech, make it figurative, expressive, colorful, and contribute to the expansion of their ideas about the life around them.

The experience of search, creative activity, learners acquire through the use of a heuristic method of teaching. When using this teaching method, learners are not limited to assimilation of information coming from the teacher and ready for memorization: they are actively involved in the process of cognition, although they do not solve any big holistic problem, but its individual issues. They compare and explain phenomena, make assumptions and look for facts that confirm the legitimacy of their judgments - in a word, they learn to solve these issues on their own, but the search for solutions is directed, corrected by the teacher. The teacher offers a system of interrelated questions, and a new question is posed after a sufficiently complete answer to the previous question has been given.

Heuristic method is "the method of leading questions, calculated on the fact that the learner will independently find a solution to the asked question". This general definition, accepted in dictionaries, quite clearly draws a dividing line between heuristic and research methods. On the other hand, the heuristic method borders on the reproductive method: a conversation cannot always be considered as a form of the heuristic method. In the context of teaching Russian literature to non-Russian learners, the conversation is often limited to questions that clarify only to

The legitimacy of posing such questions while reading literary work in the secondary school is beyond doubt. It is important for the teacher to make sure that the learners have a clear idea of the sequence of events, the relationship of characters, etc. A conversation on questions of a reproducing nature is a form of a reproductive teaching method. The form of the heuristic method can be, for example, a search dialog. It is always based on a certain plan, the implementation of which is designed to give a solution to certain issues of an integral cognitive task.

Being a form of a heuristic teaching method, the search dialogue becomes more complicated from class to class: it is filled with new content, it absorbs educational and cognitive tasks of a higher level of difficulty. In any search dialogue, the teacher performs the functions of a guide, and the learner acts as a follower, looking for answers to those questions of a holistic problem, to which he must eventually approach the solution.

Speaking about the fact that this dialogue can be used at any stage of studying the material of a monographic topic, it should, however, be emphasized that it is especially effective "in the process of textual analysis of works, as well as after it, when it is necessary to synthesize observations accumulated by learners" [5].

Being the embodiment of one or another method of analyzing literary works, the search dialogue fixes the actual content of the work in the memory of learners, equips them with the skills of literary criticism, albeit pedagogically transformed, analysis. With the help of a search dialogue, the recreating imagination of schoolchildren is stimulated.

The search dialogue acquires additional functions when it is accessed at the final stage, after the textual analysis of the work. With the help of this form of heuristic teaching method, not only the results of previously made observations are summed up, but also the learners' ideas that have arisen in the course of parsing a literary text are expanded and deepened. The search dialogue in this case brings learners to a qualitatively new level of comprehension of the ideological and artistic content of the work.

A conversation based on a read text (excerpt, episode) is a form of the reproductive method. Answering the teacher's questions, learners reproduce the material read in the audience (thus relying on knowledge of the text).

The importance of conversation for mastering the content and for improving learners' speech skills is difficult to overestimate. The conversation develops learners' logical thinking, contributes to the formation of a linguistic instinct and aesthetic taste, because in the course of it the wording is honed, inaccurate and primitive answers are corrected, meaningful statements are encouraged.

When formulating questions or answering them, learners independently build sentences using the acquired vocabulary and the necessary grammatical forms.

Usually, the conversation proceeds in the form of a dialogue between the teacher and learners. Less often, there is an exchange of remarks between learners asking questions and the rest of the group answering them.

Preparing for the conversation, the teacher thinks over the nature of the expected answers to the questions: will they be given by the words of the text (quoted answer), or based on the text, or will the learners formulate them themselves. The teacher's questions are subject to the following basic requirements: accessibility in content, clarity of wording, consistency, logical harmony.

RESULTS

The teacher is the facilitator of the conversation. In necessary cases, he comes to the rescue, corrects the mistakes, draws the attention of the group to them, invites the learners to supplement or correct the answer of a fellow student.

An individual approach to learners and subtle pedagogical tact are manifested during a conversation: the ability to give strong learners the opportunity to speak, to encourage shy ones, to call those who do not speak the language skillfully and tactfully to correct their mistakes. At the same time, one should take into account the preparation of the group, strive to ensure that each question is accessible, requiring a certain intellectual effort.

In the process of studying the story "Chameleon" by A.P. Chekhov in Uzbek language school for a heuristic conversation, learners can be asked the following questions:

1. What would happen if the author called his story "Two-faced"?
2. What would have happened if Khryukin had not been bitten by a dog?
3. Will the plot of the story change if the hero is not a dog, but a man?
4. How would events develop in the story if it immediately became known that the dog belongs to the general's family?

The conversation, which is based on such questions, relies heavily on the heuristic method. Preparation of answers will require learners to independently search, reflect, and argue. This will activate them, increase their interest in the literary work, and create the necessary prerequisites for the analysis of the work.

DISCUSSION

When using the research method, the role of the teacher should not be reduced to the formulation of the task, especially in the conditions of teaching literature in a language that is not native to learners. In accordance with the specific conditions of work, the teacher can not only set one or another cognitive (problem) task for the learners, but also explain what needs to be done to solve it.

In other cases, the teacher will determine ways to solve the problem together with the learners. When they acquire the necessary skills for independent research work, then it will be possible to confine themselves to the formulation of the task.

The learner's thought begins to function intensively in difficult situations, so one should not rush to help if the teacher sees that the learners, completing the task, have encountered difficulties. But if, nevertheless, the teacher decided to help the them, then his help should not result in a hint. Then the independence of solving the cognitive task will decrease somewhat, but the independence of solving the cognitive task will not be removed, and learners will approach further tasks of this type with renewed vigor.

The form of independent interpretation of literary works is the evaluation of the work. For example, learners might be asked to think about questions like: "Why does Lermontov call his love for his homeland "strange"? Why is this feeling unusual? (poem "Motherland")". If this form of interpretation is addressed in the lesson, then, naturally, they stop at small works (poems by A.S. Pushkin, S. Yesenin, stories "Thick and thin", "Death of an official" by A.P. Chekhov and etc.).

Comparisons of the original with translations into the native language of learners can be of an exploratory nature. Of course, translations made at a sufficiently high level should be involved.

CONCLUSION

The use of the research method is possible when comparing the poetic images of Russian and native poetry, searching for various correspondences, identifying the national specifics of the image, comparing similar Russian proverbs, sayings, fairy tales and folklore works of the native people.

Research tasks are such tasks that require a comparison of illustrations made by different artists for the same work (for example, a comparison of illustrations by Kukryniksov and Vereisky for the episode "Andrei Sokolov at the Camp Commandant" from the story "The Fate of a Man" by M. A. Sholokhov), as well as the compilation of verbal portraits of literary heroes. In all these cases, it is necessary to strive to ensure that learners give reasoned answers based on an analysis of the specific facts of a literary work.

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GLOBALIZATION AND ITS SOCIAL PSYCHOLOGICAL ISSUES

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https://doi.org/10.5281/zenodo.7550786

Abstract. *This article discusses the content of education and training issues, the impact of globalization, ensuring the harmony of universal and national moral values, increasing virtual dependence, the influence of young people by foreign ideas, and their negative consequences. held.*
Keywords: *education, youth, alien idea, spiritual crisis and ideological gap, globalization, nature, spirituality.*

The main source of study and elimination of global problems and the factors that cause them by representatives of all sectors of our society is the organization of education and training in accordance with national and universal moral values, the purposeful and effective use of modern pedagogical technologies is recognized as urgent. is doing.

In fact, it is expedient for human society to organize the optimal options for the harmony of spirituality and enlightenment based on democratic principles and relying on ethno-psychological factors as the only way to eliminate these problems.

The analysis of the scientific literature on the analyzed topic shows that in the early stages of the globalization process, they could not imagine the true nature of it, so they believed that globalization is a positive phenomenon that removes obstacles to free trade and unites the entire national economy. However, this process is not as they say, but penetrated into all spheres of the society and had an impact on its national abilities, lifestyle, beliefs and psychology.

Today, globalization benefits developed countries and has mechanisms that lead third world countries, that is, developing countries, in particular, countries with a low economy and insufficient competitiveness in the world arena, towards a crisis. Regarding globalization, its role in the life of the state and society, I.I. Belyaev put forward scientific comments that "...globalization can negatively affect the social and spiritual life of other (developing) countries"[2].

The real reality of the information society requires us all to approach today's changes from the point of view of conscious and rational factors. The relationship between them is extremely complicated, and even, in some cases, they show their conflict.

In fact, it is no secret that one of the problems that concern sociologists, psychologists, spiritualists, pedagogues and humanitarian experts in the study of the impact of integrated development in our society on youth education is the "idea of cosmopolitanism" and "mass culture".

A number of scientific-theoretical suggestions and recommendations have been put forward in order to eliminate these problems, and issues of minimizing the negative impact of these foreign ideas on the life of young people, in particular, on the lifestyle of society, are being put forward. Full implementation of the advanced conceptual mechanisms developed on the basis of these approaches and of socio-spiritual importance to all aspects of society's life remains the demand of the time.

Multipolarity and ideological pluralism, "global trade networks", "civilizational integration", "mass culture" that emerged in the 90s of the 20th century are a huge, interconnected world that acts on the basis of the unity of dialectical communication and conflicts. requires that it function as a system that has the power to influence.

The laws and principles of the development of this process, according to some experts, the emergence of an economic and cultural space in the whole world, as well as the creation of a single human commonality, the establishment of a single space in the process of information exchange will lead to the emergence of a new form of personal civilization [10]. There are assumptions.

From this point of view, it is necessary not to forget the constant awareness that the cosmopolitical idea and its existence may threaten the future of independent countries with a long historical past, rich national values and a great future, and the prospects of their youth.

Today, it is the demand of our time to thoroughly study issues related to the spirituality and culture, consciousness and thinking of young people from a scientific point of view, to create a socio-psychological "isolating" mechanism that can protect them from external influences. remains.

The idea of the socio-psychological "isolating" mechanism put forward by us serves to ensure the spiritual life of the state and society, its development, as well as the perspective of the youth, while serving to ensure that the ancestors remain a worthy generation, as a nation, its existence for thousands of years. provides.

In conclusion, it is appropriate to implement scientific and pedagogical approaches in this area that are comprehensive, relevant to the life of the state and society, and have socio-political significance based on the motto of New Uzbekistan.

In this:

-it is necessary to direct the educational content to the formation of immunity against information and informational attacks, and to coordinate innovative pedagogical technologies with the existing process (in this case, the culture of using the global information network for learners, developing their consciousness and a healthy worldview, and referring to sources that motivate not to have an emotional approach to any information, to develop the competence of analyzing and synthesizing existing information, not to get acquainted with sources that cause mental stress that are strange and incomprehensible to them, that have a negative effect on their psyche, to promote and promote them not to, which involves communicating openly, objectively, comprehensively in a language they understand, using paralinguistic factors regarding their future and prospects);

- in order to achieve quality and efficiency in all stages of the educational system (from preschool to higher education), it is necessary to introduce the concept of "educational diet" into the pedagogical process it is necessary to take into account their age and psychological state, interests, abilities and talents.Also, the resources transmitted by the pedagogue should not cause strong mental stress to the learner, should not form an antipathy towards reading and research, and mastering, on the contrary, quickly and it is necessary to reflect approaches that incorporate a combination of motivational factors to easy learning, to increase the desire to learn, to establish a sympathetic attitude towards education);

- to prevent existing and growing virtual dependence and to inculcate socio-psychological mechanisms of preserving "technogenic culture" within the "influence" of national and universal spirituality into the life of society on the basis of modern pedagogical factors (most members of

society are active on social networks lib, they are becoming more and more alienated from their relatives and family members, growing indifference to each other as a result of the growing coldness in their character in relation to talking with their children and other family members, fatherhood and motherhood, filial duty and Obligations are neglected, the content of education and training is seriously affected, it creates a moral vacuum, this vacuum is filled with other foreign factors, as a result of which family conflict increases, national and universal values, and the stability of society are invisible. increasing threat, interpersonal relations to create the possibility of bringing all types of conflicts to an unmanageable level with the popularization of hidden and open forms).

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ANALYSIS OF THE STORIES "SUMBUL" AND "INVITATION" BY SAID AHMAD

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https://doi.org/10.5281/zenodo.7550861

Abstract. *The article describes the changes in the human psyche in the most complex and conflicting environment, the universe and man. serious attention was paid to the interpretation of human and human relations. Attention was paid to the fact that the story with a different tone is interpreted in the context of human tragedies, conflicts in the social environment, and changes in the personal psyche in an opposing dialectical unity. The complexity of the politics of the dead period, personal will and freedom, justice and injustice, the expression of heroes who became victims of right and wrong were expressed in different angles.*
Keywords: *spirit, artistry, interpretation, person, concept, environment, character.*

A real human tragedy is described in the story "Taklifnoma" from the collection of stories "Karako'z Majnun". While reading this story, as A. Qahhor noted, "If the writer writes about something he does not feel, the reader who reads it cannot feel anything either. Therefore, it is necessary to burn in order to burn, and to honor in order to honor...".

The hero of the story is a real person in a new era. He participated in the Great Patriotic War. Tragedy falls on him like a natural disaster. So, is this a "little man" who fell under the wheel of history? Not at all. That's not the point. The hero of the story, Shafyor Bekmurodov, is imprisoned for two years for a small crime and is separated from his beloved wife. While he is in prison, his wife is in trouble: the man who promised to save her husband cheats her in the worst way.

"When Bekmurodov returned from prison, he saw the child born in his absence. The storyteller reveals the most complex gammas of the hero's experiences. At first, he is shaken by unbridled anger, when he learns the cause of the tragedy, he is surrounded by a feeling of grief and helplessness, a severe internal conflict occurs between his love and passion for his wife and his instinctive attitude towards her and the child. But humanity does it physically. He stays at home. Trying to heal his wife's spiritual ignorance, he shows all the beauty of courage, love and nobility."

He tries to forget the incident and does not hurt his wife. But the burden of this test weighs heavily on his wife. He closed his eyes, leaving behind a three-year-old girl. The death of Bekmurodov's wife is the climax of the story. A woman crushed by her misfortune forgets what happiness is. Even her husband's love and devotion cannot bring a smile to her face. When she saw Bekmurodov taking care of the child, a smile appeared in the eyes of the woman lying on her deathbed.

The writer does not force his attitude on the characters; does not judge their behavior; they determine the flow of events only with short remarks. But the hero of the story is revealed not as a "little man", but as a big man who has preserved his humanity even in the midst of all life's difficulties. In this humanity of the hero, not only the universal humanistic aspects of the character, but also the socialist quality are revealed. The hero of Said Ahmed is a man of today. It is not a sum of certain qualities and characteristics, but a whole human personality. Nationality is

manifested in a complex unity. Bekmurodov's feelings are legitimate for any person, especially for an oriental man. Bekmurodov's feelings as a new person lead in overcoming the power of age-old traditions. Bekmurodov did not look for the murderer, he refused to punish the villain who separated from the person he loved and threatened his life Vahobjon and Gulsum met many times in Sumbulsoy. They were staring at each other with their loving hearts. But such a secret could not be kept in a small village.

Somehow, during one of their meetings in Sumbulsoi, four or five young men ambushed them and caught them in Sumbulsoi. They let the girl go and took Vahabjon to the village. They put black on their faces and drive them out of the village. In the desert, the hand of Vahobjan, who was riding upside down on a donkey, was untied by the old shepherd, who took pity on him and took him out on his horse to the Denov road.

In the story, Vahobjon and Gulsum's mental struggles are similar to Bekmurodov's situation. The heroes of both stories express their spiritual aspirations in their hearts and souls.

In the works of the writer, the expression of the spiritual aspirations of a person, the interpretation of his tragic destiny in the path of a difficult and difficult life are expressed. The interpretation of spiritual aspirations leads in all the works of the writer, there are also views of the integral unity with the interpretation of the destiny of the individual.

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USED IN PRIMARY CLASSES METHODS

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https://doi.org/10.5281/zenodo.7556808

Abstract. *In this method, there are different types used in primary classes information about methods is provided.*

Keywords: *child's thinking, method, innovative activity, innovative environment, pedagogical innovation, technology, information technology, integration, poetry, a tale, a story.*

Pedagogical novelty - previously unknown in the educational process in pedagogical activity the theory and practice of education and upbringing by introducing changes is a means of enrichment and its development. Indeed, modern pedagogy technologies increase the productivity of the educational process, students are independent forms the thinking process, students' passion and interest in knowledge increases, solid assimilation of knowledge, free use of it in practice forms skills and competencies. The child's thinking is now formed the skills of the teacher in the upcoming primary classes, his pedagogy ability to skillfully apply technologies to the educational process, the novelty of education it is very possible to search for methods and methods, to be able to creatively use pedagogical experiences is important. Therefore, introducing pedagogical innovations into the educational process,A the use of pedagogical technologies in education, from various innovative methods and methods use, the constant search for increasing the effectiveness of education today became a necessity. It is known that today in the course of the lesson"Brainstorming", "Crossword", "Sinkway", "Museum", "Case study", "Insert", "Venn diagram" and "BBB" technologies are used in the organization of the educational process. This methodology serves to ensure the effectiveness and quality of the teaching process We recommend several more innovative methods. "Find video" method Nowadays, various media (computer, television, radio, copier, slide, video and audio tape recorders).special attention is paid to the organization of the educational process. In front of teachers appropriate and purposeful use of various media in the educational process has a task.

When using the video puzzle method, the following actions are performed:

-help to bring to the students' attention the essence of the topic being studied several videos are shown without commentary;

-students explain what process is shown in each picture;

-record the nature of the processes in their notebooks;

-answer the questions asked by the teacher.

Based on this method, a video on the topic is shown through a computer. Students express their opinions about the topic of the video and the topic expressed in it.The "Advertising" method is mainly effective in elementary school reading classes shows. The stages of the teaching process of this method are: asking about the topic and can be used to reinforce a new topic. A teacher in this process gives students handouts according to the essence of the topic, in them "Advertise!" the main rule is that the combination is written.

Pupils are specific to the topic given in the handouts, to the person or object in it by advertising through qualities, actions, excerpts from the work, role-playing instructions they will

have to give. As well as extracurricular reading lessons from this methodalso in recommending poems, fairy tales, stories and other small works can be used. In this case, a student or group of students, to other students Recommends poems, fairy tales, stories and other short works for reading, different forms of advertising are used in the recommendation process. "Advertisement" The advantage of the method can be seen in the following:

- students' speech becomes more fluent, they can speak in front of the team, express their thoughts freely communication skills are formed;

- a meaningful organization of the lesson process is achieved, students attend the lesson interests increase, respect for books and works of art is formed in them his desire to study increases;

- students' outlook will expand, a healthy competitive environment will emerge, respect other people's opinions, listen carefully to them, concentrate and thinking skills are formed.

"Rainbow polish" method should be used for primary classes is appropriate. This method is also used in mother tongue, mathematics and reading classes can be used. For example: classifying words into categories in native language classes words like doll, car, laughed, cried, yellow, big, small, nine categorization and noun grouping words in blue line placement, the task of placing the words of the adjective group on the air color line is given. This is during the division of numbers into unit units in mathematics class method can be used. That is, the first color of the rainbow is a one-digit number if we get, the color in the second row can be an example of a two-digit number.

Through the "Rainbow Polish" method, children acquire the following knowledge, skills, and abilities adjectives are formed:

- the student remembers the category of words by colors;

- the student develops ideas about natural phenomena, in which the environment and love for nature and the skills to preserve it are formed; - students' worldview and scope of imagination expands, concentration, thinking, intelligence and resourcefulness skills develop.

"Fifth (sixth, seventh ...) plus" method

This method allows students to acquire logical thinking skills is of particular importance. When using it, the following actions are performed:

-Concepts that serve to reveal the essence of the subject being studied system formation;

-four (five, six, ...) related to the topic from the resulting system and related to achieve the occurrence of one non-existent concept;

- to help students identify a concept that is not related to the topic and remove it from the system assigning the task of issuing;

-encourage students to interpret the essence of their actions (strengthening the topic with the aim of asking the students to comment on the concepts stored in the system it is necessary to demand that they pass and justify the logical connection between them).

This method is based on the topic (or section, chapter) being studied by students Analytical reasoning, as well as express the most important basic concepts requires receiving.

In conclusion, we can say that information communication system primary education teacher in a highly developing process deep knowledge of technique and technology, ability to analyze and create innovation

It is very important to be educated and skilled at the level. To organize a lesson for this in the process of choosing methods that are understandable, easy and interesting for all students and

can apply, use visual aids, newly produced apply technical tools, encourage learners to work creatively and independently, it is desirable to use pedagogical technologies correctly and efficiently.

It is aimed at increasing students' vocabulary and developing their speech

Riddles are important in improving the effectiveness of mother tongue lessons have Nowadays, new pedagogical technologies in the educational process the application of interactive methods to the educational process is increasing day by day is going Interactive methods help students to work, concentrate,invites them to work independently, to think, to search, to their lessons interest increases, participation in the lesson becomes more active, and the efficiency of the lesson increases serves.

Ways to apply active methods of education, creative thinkers, education of morally perfect individuals to today's students is putting a serious responsibility. Accordingly, we are responsible we tried to find a solution to the task. In primary grades interesting games-tasks to increase student activity, from riddles and modern pedagogical technologies (from computers, non-traditional teaching methods, interactive methods) productive use is desirable.

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THE IMPORTANCE OF NEW PEDAGOGICAL TECHNOLOGIES IN THE MODERNIZATION OF THE EDUCATIONAL PROCESS IN THE ANALYSIS OF THE DEVELOPMENT OF SCIENCE

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https://doi.org/10.5281/zenodo.7556818

Abstract. *This article highlights the importance of teaching students in higher education using modern pedagogical technologies. Ways to improve the quality of education based on modern approaches are described.*

Keywords: *modernization, pedagogical technologies, quality of education, professional knowledge, etc.*

The principles of the socio-economic development of our republic in the modern period require further building up of our spiritual potential and economic power, their reorganization in such a way that it meets the requirements of the scientific and technological development of the 21st century, to a worthy place among the developed countries of the world. To do this, it is necessary to change the worldview of our people, especially our youth, to raise their knowledge and spirituality to the level of world standards. In solving such a complex social problem, domestic pedagogy, built on a scientific basis, bears great responsibility.

At present, when the process of reforms, modernization, modernization and improvement of science is taking place in our country, one of the most important priority areas is the further improvement of the spirituality of society, the achievement of the quality and effectiveness of education. the cultural upbringing of a person living in this society, the formation of an educated person as a cultural personality in socio-economic, mental and spiritual development, which manifests itself in various spheres of human activity, also depends on state policy.

The term modernization is defined in the sources as follows. For example, the Uzbek National Encyclopedia says: "Modernization (French moderne - een new, modern) - updating something, giving it a modern touch, changing it in accordance with modern requirements" [2.43].

“And in the process of education, modernization – this is the process of choosing the content of education based on the requirements of the era, introducing innovations into it, processing it, filling identified gaps, ensuring coherence and continuity” [3.211] – says researcher R.F.Safarova.

The first formation of educational technologies, its initial elements go back to very ancient times. Because the education of the young generation has been developing and improving in all times of mankind. As a result, pedagogical technologies started from the time when people began to engage in educational activities. Individual and group education methods appeared. With the emergence of schools, the methods of education also developed. Their improvement, as a result of

modernization in a new modern language, each subject began to be taught in certain methods and ways.

Today, that is, by the 21st century, the most advanced technologies have entered the world, including in the conditions of Uzbekistan, technologies that ensure the quality and effectiveness of historically formed education in modern methods of education, and facilitate the results obtained.

In the address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the 2023 Supreme Assembly, ***2023 is the "Year of attention to people and quality education" in our country***, to be named as and found confirmation in the following opinions. We have set the priority task of ensuring the interests of people and their interests in the center of the state policy in Uzbekistan. It is clear to all of us that this policy will not be limited to one year, it will continue forever.

In fact, our most priceless wealth is our creative people, our prayerful parents, our humble generation, isn't it? We are trying to create all the necessary conditions for every person living in this country to live a peaceful and happy life, to be in good health, to get a good education, and to raise a family. we won't stop.

Improving the quality of education is the only correct way to the development of New Uzbekistan.

As our grandfather Yusuf Khos Hajib said:

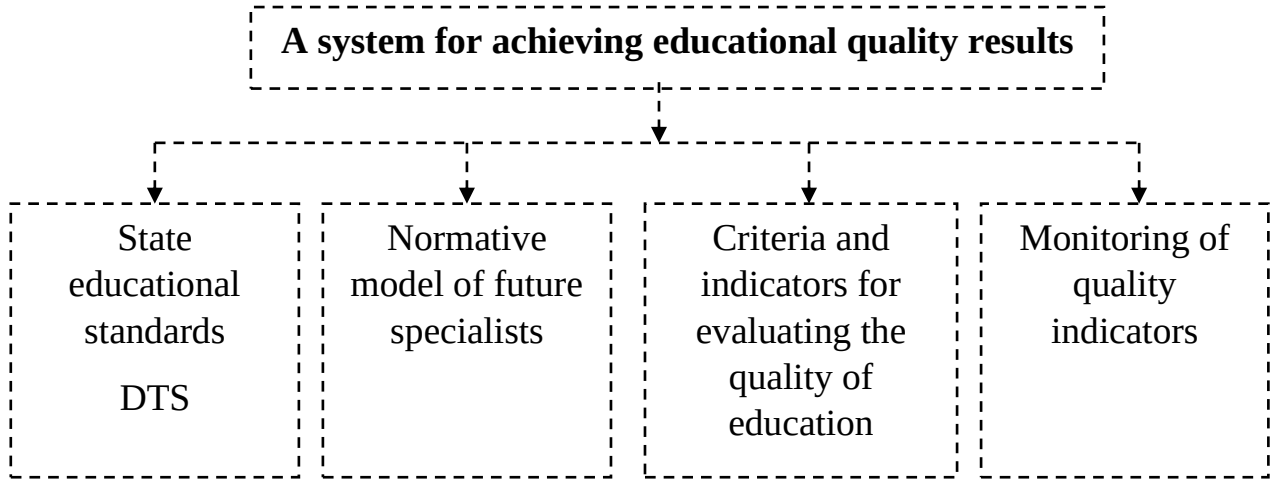
"Where there is intelligence, there is greatness,

Where there is knowledge, there is greatness."

Therefore, we should continue the reforms we have started in this field, go to educational institutions, communicate more with teachers and trainers, and jointly solve the issues raised by them to improve the quality of educational work.

Modernization of the educational process is being carried out sufficiently in our country today. A regulation on the procedure for introducing the credit-module system into the educational process in higher education institutions has been developed, and starting from the 2020/2021 academic year, the educational process will gradually be introduced into the credit-module system in the higher educational institutions of the republic. The transfer procedure was introduced.

The quality of education is an important indicator of the successful operation of an educational institution, it is a system generator of internal management tasks of an educational institution.



The quality of education is an important aspect and set of characteristics of educational results that are able to satisfy the requirements of the learners themselves, the society, and the educational customers.

The results of the required level of educational quality can be achieved through a certain social pedagogical system. This system consists of the following systems: DTS; Normative model of future specialists; We can present the criteria and indicators for evaluating the quality of education and monitoring through the table below.

In the course of the lesson, the teacher not only imparts knowledge on the science program he is teaching, but also gives new scientific knowledge, while managing the educational process based on the plan, he checks and controls the level of knowledge acquisition of the students in the course of the lesson, and forms the knowledge and skills during study, the ability to think, the ability to apply the acquired knowledge in practice.

Nowadays, the evaluation of knowledge (professional knowledge) and skills of pupils and students is one of the necessary parts of the educational process, and it is inextricably linked with how well the educational process is organized. Because by evaluating the knowledge and skills of the students, the progress achieved in preparing them as a student (student as a future specialist) at each stage of the educational process, as well as the shortcomings, monitoring the effectiveness of the team of pedagogues gives the opportunity to carry.

It is known that in professional practice, in the process of monitoring the formation of students' knowledge and skills, the following single pedagogical goals are set, which are necessary for them to become junior specialists, universally accepted and understandable to all of us:

- Provide solid knowledge of the basics of science;
- Formation of cognitive activity and logical thinking of students;
- Formation of interest in knowledge and profession in them;
- Formation of professional skills;
- Increase student's activity;
- The student should do it himself, work hard, find it himself;
- Creating an opportunity to learn from each other;
- Eliminate mental discomfort;
- Eliminate shyness;
- Create an opportunity for them to express their opinions;
- That the student is not afraid to make a mistake (has the right to make a mistake and correct it);
- Searching for a solution, teaching them to find a solution themselves;
- Creating conditions for free thinking;
- Communicate cooperatively with each other;
- Do not control the child during the lesson;
- Do not force or intimidate the student, do not squeeze;
- Efficient use of time;
- To be able to listen to the opinion, not to disagree, to observe the culture of asking questions;
- Respect for others' opinions and mutual respect;

- Teaching children to express their thoughts briefly and fluently;
- Kindness, sympathy, timely help to children;
- Prevention of mental discomfort that occurs when the student is answering in the group, etc.

However, in many cases, the question of what tasks, tasks and exercises students should be able to perform in order to demonstrate the achievement of these goals in practice remains unclear.

According to experienced teachers, the use of new technologies for assessing students' professional knowledge and skills, the use of new modifications of tests, the use of computer equipment and control training programs ensures the effective implementation of pedagogical monitoring of the educational process.

In the evaluation process, in order to ensure that students actively approach the educational process, it is possible to set criteria through the meaning and content of the information they are learning as knowledge and skills. Spiritualist B.G.Ananev states that in practice, two types of criteria for evaluating students' knowledge are used: quantitative and qualitative criteria, and conditionally explains them as follows:

1. Quantitative criteria are used on the basis of interval scales that help to analyze and draw conclusions using statistical methods. The consistency coefficient of the mastered educational material can be taken as these criteria.

2. Quality criteria cannot be directly measured on an interval scale, but are used in the analysis of the content of pedagogical events with the help of this scale. He explains that the quality criteria are applied based on the student's level of knowledge of the educational material, the level of understanding of the educational material, the level of acquisition of the educational material and intellectual skills [4].

The analysis of the content of the current labor education shows the need to modernize it based on the requirements of market relations. Modernization of labor education based on the requirements of market relations is very important nowadays. Therefore, by modernizing the results of the quality of education, a practical solution to these problems can be solved.

The process of "Modernization" in all aspects of society also applies to the process of education. Reforming the evaluation of students' knowledge in accordance with the requirements of the current era is the demand of the time.

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POSSIBILITIES OF INNOVATIVE TEACHING METHODS IN PROFESSIONAL COMPETENCE DEVELOPMENT

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https://doi.org/10.5281/zenodo.7556824

Abstract. *The article presents modern approaches to the theoretical and methodological foundations for the development of professional competence of teaching staff, clarifies the principles and leading factors, develops requirements for the content and level of professional competence of teaching staff of higher educational institutions in the context of education modernization, develops principles for increasing the professional competence of leading and teaching staff at basis of acmeological and andragogical approaches. scientific and theoretical substantiation of the improvement of organizational and managerial mechanisms of development.*

Keywords: *professional competence, pedagogical personnel, methodological basis, acmelogical and andragogic approach, innovation, interactive technology, mechanism, principles, pedagogical personnel, design.*

INTRODUCTION

One of the modern trends is to ensure the quality and competitiveness of the activities of higher education institutions through the development of professional competence of personnel in the world. In the content of the concepts of "Sustainable Development Goals (SDGs)" adopted at the 70th anniversary session of the UN General Assembly, as well as "European Higher Education Space" (EHEA), "the introduction of a model of competence-based learning (competence-based learning) in training and professional development of personnel, improvement of mechanisms for continuous development of professional qualifications based on humanization of This ensures the integration of foreign advanced systems for the development of professional competencies into the management and educational process.

Scientific research is underway to improve the mechanisms for the development of universal competencies of pedagogical personnel in the world education system, expand corporate education and coaching services on the basis of modern quality management principles, create intellectual information systems to increase personnel innovation activity, forecast a modern system of professional competencies based on the Forsythe methodology. The strategy of research on improving the mechanisms for the development of professional competence of senior personnel of higher educational institutions is aimed at improving the mechanisms for the development of professional competence of personnel on the basis of acmeological and competency approaches, modernizing the forms and techniques aimed at innovative activities of the development of professional competence, scientific and practical solution of.

Particular attention is paid to the issue of continuous development of professional competence of pedagogical personnel in the processes of improving the quality of higher education in our country, ensuring the integration of the personnel training system with priority areas of

development of Science and technology. In the strategy of actions for the further development of the Republic of Uzbekistan, the tasks "to improve the quality and effectiveness of the activities of higher educational institutions on the basis of the introduction of international standards for assessing the quality of education and training, to stimulate research and innovation activities, to create effective mechanisms for the implementation of scientific and innovative achievements Modern conditions of human capital investment training, personnel training-a professional professional development project is another educational process:

- full-fledged incompatibility of the quality of human capital (motivation, knowledge, experience and abilities), professional training with the requirements of the innovative economy;

- increased demand for the development of socio-personal qualities of personnel along with professional competence in new economic conditions;

- the fact that globalization processes, along with economics and politics, cover education, culture, science, prospects for the development of education are directed not only to the unified European territory, but also to the global educational integration, which, in turn, creates the need for the development of new professional competencies in specialists, such as mobility, creativity, independent education, openness to innovation;

- the formation of modern paradigms in education, the creation of an effective technology for the formation of internal desire from the ready-made transfer of knowledge from an informed society to its assimilation, interaction of the content and methodology of professional education, training on the basis of projects, FA.

Further improvement of the quality of training in educational institutions by introducing new educational programs, modern pedagogical technologies and smart technologies into the educational process in the" strategy of innovative development of the Republic of Uzbekistan in 2022 - 2026" the organization of Forsythe centers in leading higher educational institutions as a separate link in the system of forecasting the development of innovative activities in order to develop proposals on the scenarios of the network and regional economy, ensuring scientific and technological forecasting of the internal and external environment of the higher educational institution, development of their technological and innovative environment and priority.

This, in turn, requires the introduction of innovations in the educational system, including modern, interactive and creative methods of teaching, and the development of innovative educational programs that contribute to improving the quality of education by directing them to the industry, the modernization of the processes for the development of professional competence of pedagogical personnel of higher educational institutions. In our opinion, the modernization of education is a radical improvement of the educational system, the creation of an innovative system for diversifying educational services based on the priority tasks of socio - economic development of the country, the creation of the necessary conditions for radically re-viewing the content of training, professional development of Personnel, Training of specialists with higher education corresponding to the level

Researcher N. In his scientific research, Muslimov presupposes the implementation of the main following tasks in the modernization of higher education in content [2]:

- to create a healthy creative environment in educational institutions, to raise the quality of teaching to a new level by introducing advanced innovative, pedagogical and information technologies into the educational and educational process, to develop the skills of worldview, thinking, independent observation of students;

- identification of the abilities and talents of talented students, education, formation of a single universal system of full realization of their talent, creation of scientific foundations of individualization and differentiation of the educational process;

- optimization of the scale and volume of educational downloads by integrating related disciplines in the curriculum;

- expanding the scope of scientific research in the field of pedagogy, pedagogical diagnostics, opening a wide way to research on an individual approach to the student's personality, introducing a mechanism for their comprehensive support, etc.o.

Teacher B.Ноҷаev, on the other hand, in his scientific research, the modernization of tailim is the introduction of changes and innovations into all the contents of yahlith tailim touring as a social and nationwide function, toshkil the basis of the state's siesati in the field of tailim. The modernization of the Dutch state, which took into account the interest and extirerations of students, parents and the general public, commented that the Gold will be carried out [3].

Researcher, P.Lutfullaev argues in his scientific research on the ways to ensure quality and raobatedness in foreign higher education institutions, highlighting globalization as a product of non-stop change and development in higher education, and internationalization as a cytematic and supportive movement that meets the needs and requirements that exist as a result of the globalization of society, politics, economics, the labor market [4].

Competence-oriented education American linguist N.Proposed by Chomsky (1965, University of Massachusetts), the researcher distinguishes the concepts of language proficiency and competence, referring to cognition as a system of language, and competence as language as being able to use it in specific cases, and offers the concept of "competence" as a concept related to language theory, Transformational Grammar [5].

MATERIALS AND METHODS

From the empirical analysis presented above, we can conclude that professional competence is a complex set of characteristics and status of a person. It is considered to embody knowledge, skills and experience in a certain area, allowing a person to express opinions on certain issues, participate in the development of certain decisions, or make decisions on their own.

It can be seen that the two most important aspects that make up professional competence are the level of theoretical and practical training, determined by the sum of knowledge and experience that ensure the successful performance of professional tasks by the professional.

In itself, it can be seen that the development of the level of professional competence of pedagogical personnel is formed on the basis of the basic professional training they receive in a higher educational institution, in which the quality of education, orientation in the field, their interaction and continuity with the requirements of mastered professional competencies and their Real professional activity are considered.

Based on the analyzes, it was confirmed that in the processes of designing the professional competence of pedagogical personnel of higher educational institutions, it is advisable to take into account the following qualitative indicators of the effectiveness of professional activity, process-specific indicators, indicators of the development of professional communication and the personality of a mature specialist (6).

Based on these aspects, it was determined that the development of professional competence of pedagogical personnel is carried out at the following levels: axiological-motivational, conceptual, technological, reflexive and creative levels, studying the modern requirements for

professional competence of pedagogical personnel, advanced foreign experience and conditions for the development of professional competence of pedagogical personnel, as well as based on the conclusions

One of the important aspects that contribute to the development of professional competence of pedagogical personnel is the adaptability of educational content and information and methodological support.

Adaptive learning **-** technologies are considered to be a means of teaching that take into account the goals, interests, life experience of adult educational subjects, and at the same time give them creative approaches to the educational jargon, modular integration, adaptation to social experience, methodological flexibility arising from the level of intelection.This technology includes:

- practical significance of educational material;
- the provision of approaches based on the integration of Science, Education and technology;
- practical learning environment;
- research-oriented education;
- problematic statement, differentiated teaching assignments, trainings, project education, etc.

One such model is ***"Blended learning"*** - a learning system known as mixed learning. The mixed education system is a state of harmony between the traditional education system and the distance education system. In doing so, distance education (e-learning) serves as a supporter of the traditional education system and increases its chances.

Training in the professional and personal development of the future specialist has great potential.

Training - (from English training-train-teach, train) is the main form of implementation of interactive training, which is an organizational event that allows you to master theoretical ideas and ideas that need to be studied during practical work, exercises, exchange of communication.

Another of the samarli techniques in determining the professional competence of pedagogical personnel is SWOT-analyzes.

SWOT-analysis-the analysis of existing theoretical knowledge and practical experience, the solution of the problem by comparison, serves to find ways, consolidate knowledge, repeat, evaluate, form independent, critical thinking, non-standard thinking. In this case, any idea, experience, situation or process is considered in 4 directions: **strength** – strengths, **weakness** – weaknesses, ***opportunitu*** – opportunities, ***tnreat –*** like obstacles.

In the development of methodological activities in higher educational institutions of teaching, in the decision-making of the need for self – professional development of students-portfolios also have a positive power of influence.

Portfolio - (ital. portfolio-portfolio, visual.folder for documents) is one of the modern educational technologies that serve to autentic assessment of the results of educational and professional activities. The Portfolio is reflected as the sum of the sorted educational and methodological work of the future specialist or teacher, professional-personal achievements.

For educational activities in higher educational institutions: student portfolio, graduate, doctoral student, listener portfolio, etc., for pedagogical activity, it will be possible to use such types as teacher portfolio, leader employee Portfolio (7).

Summarizing the above points, it can be noted that the implementation of innovative educational technologies in the educational process of higher educational institutions is one of the important tasks facing the industry today, in which special attention should be paid to the development of normative, methodological, material and technical support of the educational process, personnel potential and skills of mastering innovations and, of course,

An effective type of innovative teaching methods in the practice of vocational education is *interactive methods*.

Interactive method-serves to activate the assimilation of knowledge, the development of personal qualities by increasing the interaction between students and the teacher in the educational process [8].

The pedagogical and psychological basis of interactive techniques was laid by the authors J.G'. Yuldashev and S.A.The usmanovs conduct research by connecting with the following theories: the theory of Constructivism (Dj.Dewey), development of child intelligence (J.Piaje), the nearest Development Area (L.S.Vigotsky), multi-species intelligence (g.Gardner) as well as the taxonomy of learning objectives (B.Blum).

In fact, the application of interactive techniques helps in the learning process to form and develop the skills of the educational institution in the cognitive and emotional sphere.

Interactive teaching is a special organizational form of development of cognitive activity, characterized by the fact that in the process of interactive learning, the educational person becomes a subject of interaction from the object of teaching, actively participates in the learning process.

Interactive teaching techniques are considered in modeling life situations, the use of role-playing games, solving problems in cooperation. Based on the conclusions of the observation carried out, it was determined that interactive teaching methods have the following capabilities in the process of developing professional competence in retraining and advanced training courses (Table 2).

Table 2

Possibilities of innovative teaching methods in the development of professional competence

Innovation teaching techniques and technology	Role in the development of professional competence	Developing goal	Type and form of application
The method "Assesment"	allows you to monitor the mastery of professional knowledge, skills and abilities, to determine the dynamics and qualimetry of the formation of professional training.	develops critical thinking, analysis and synthesis, creativity skills, cognitive activity, reflection.	it is advisable to use it in theoretical, practical and seminar classes, in the process of training, in practice.
Method "simulation or business role-playing game"	contributes to the formation of a creative approach to professional activity, decision-making of an	cognitive activity, pedagogical improvisation,	it is recommended in lectures, practical, seminar classes and mixed

	active approach and increasing psychological training.	develops sociability and gnostic abilities.	classes, in the organization of extracurricular educational work.
Method "Keys-stadi"	it forms the skills of research, creativity, mastering professional knowledge by finding solutions to abstract situations.	develops observation, fairness, correct perception of reality and creative imagination, cognitive skills.	the consolidation, control and evaluation of knowledge can be used in practical, seminar and independent education.
Technology "elpigich"	in finding solutions to problems of the opposite direction, scientific-theoretical of the topic helps students in the regulation of knowledge., helps students in knowledge regulation.	develops analytical-critical thinking, scientific cognitive activity, clarification of abstract concepts, assimilation, attention and memory.	it can be used in small groups, pairs and individually in practical, seminar and laboratory classes.
Method "Pops-formula"	it serves to increase the quality effect of mastering professional knowledge in educators, to evaluate the result of activity by freely reacting.	it can be applied in the form of work in groups in practical, seminar classes, as well as in mixed, reinforcement, assessment classes.	it can be applied in the form of work in groups in practical, seminar classes, as well as in mixed, reinforcement, assessment classes.
Technology "labyrinth"	analysis of professional knowledge of problematic issues, exercises, situations contributes to the formation of professional skills.	it is recommended for use in independent education in lectures, practical and seminar classes.	it is recommended for use in independent education in lectures, practical and seminar classes.
"Charkhpalak" technology	teaches independent thinking, self-assessment, respect for the opinion of others, strengthening professional-theoretical knowledge.	it can be used in forms of work in small groups in practical, seminar, laboratory classes.	it can be used in forms of work in small groups in practical, seminar, laboratory classes.
Method "SCORE"	teaches participants to think freely and independently, to analyze problem situations in a correct and logical	It can be used in the form of work in individual and small groups in practical	It can be used in the form of work in individual and small groups in

	connection, or to form clear conclusions and attitudes towards a problem.	classes, generalization and control classes.	practical classes, generalization and control classes.
Technology "Zinama-zina"	independent, teaches logical thinking, research, being able to influence the team, initiative, etc.	the lecture is used in the form of seminars, practical classes, work in small groups	the lecture is used in the form of seminars, practical classes, work in small groups

REZULTATY

Undoubtedly, in improving the quality of education and forming the rating of higher educational institutions in the international arena, it is necessary to develop a system for assessing the professional competence of pedagogical personnel, take into account the existing advanced foreign experience in this regard, and ensure the adaptability of these criteria to the rapidly changing conditions of the labor market.

Based on these priorities, within the framework of the research, experimental and testing work was carried out on the development of a diagnostic system for the professional competence of the head and pedagogical staff of higher educational institutions.

The purpose of the experimental test work is the development of a diagnostic system of the level of development of professional competence of pedagogical personnel of higher educational institutions in accordance with the qualification requirements in the fields of Education.

As you know, scientific research carried out in the pedagogical direction is based on its organizational and methodological foundations, the following theoretical-prognostic analysis is designed at the stage, the design stage, the study of needs, the introduction, the analysis of the process and the final results, and the qualimetric stages.

The specificity of these technological stages and their impact on the successful organization of pedagogical experimental and test work was studied, and the tasks of the activity associated with the experimental stage of research were determined as follows:

- determination of the composition of the main indicators characterizing the level of professional competence based on the classification of the content, quality of retraining and professional development of pedagogical personnel and qualification requirements for their training and competence.

- interpretation of factors affecting the processes of development of professional competence of pedagogical personnel.

- determination of indicators of the level of development of professional competence of pedagogical personnel and the selection of qualimetric mechanisms.

- analysis, generalization of the results of the assessment and the development of conclusions and proposals based on them. The effectiveness of pedagogical experience-testing work was carried out on the basis of a special program, the application of territorial selection control, the creation of appropriate conditions and the development of informative and analytical criteria that determine the level of professional competence ensured the effectiveness of this process(Table 3).

In accordance with these criteria, a diagnostic map of the level of development of professional competence of pedagogical personnel of higher educational institutions was established. This diagnostic map reflected the requirements for the level of professional

competence of pedagogical personnel, which served to determine not only the reflex of diagnostic indicators, but also the degree of effectiveness of retraining and advanced training programs. The content of the indicative structure of competencies, which allows you to determine the level of development of professional competence of pedagogical personnel of higher educational institutions, is reflected in Table 3 (9,14).

Table 3

Criteria and diagnostic map for assessing the professional competence of pedagogical personnel

Criteria	Indicators	Integrated diagnostic technologies
Information	Knowledge of regulatory legal acts of the field of pedagogical activity, social activity (K-1)	Test, essay, project work, Assessment tasks, training
	Independent search, analysis, sorting and orientation in the field of professional - activity information (K-2)	Assessment of experts based on Assessment tasks, analysis of open lessons, synergistic analysis
	The use of AK and PT in solving managerial and professional tasks (K-3)	Expert assessment based on the analysis of tests, creative tasks, open lessons, trainings
	Development of field-oriented foreign language skills (K-4)	Communicative techniques, autentic analysis
Analytical	Decision-making based on a systematic analysis of professional-managerial tasks (K-5)	Situational assignments, interviews, case analysis, decision genealogy
	Development of profile competencies, ownership of managerial skills (K-6)	Reflexive technologies, training, SWOT analysis, project work presentation, acmeogram
	Self-personal and professional development, public activity (K-7)	Naukometric and bibliometric analysis based on electronic Portfolio results, acmeogram

This diagnostic map used a level approach to determining the criteria and indicators for assessing the development of professional competence of pedagogical personnel of higher educational institutions. That is, adaptive, base on a 100-point scale in assessing the professional competence of pedagogical personnel. the productive and creative (creative) levels were determined.

To determine the reliability of the numerical indicators obtained from the experiment and the validity of the ideas put forward in the scientific study, methods of proving the effectiveness of the results obtained and its correctness and mathematical statistics were used. In order to study the practical state of the research problem and determine the direction of the necessary measures, experimental and test work was carried out in four stages. Experimental and testing work was carried out in 2021-2022, and pedagogical staff of higher educational institutions took part in it.T

In the process of experimental and test work, the level of professional competence of pedagogical personnel was assessed by means of integrated diagnostic technologies.

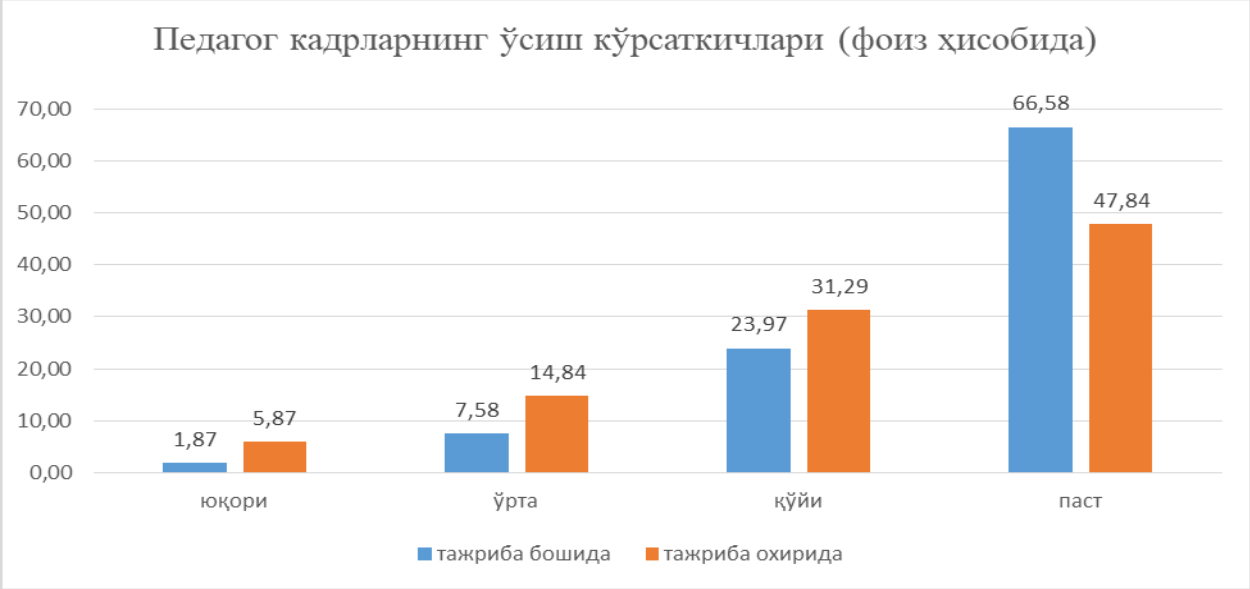

Figure 1. The degree of effectiveness of professional competence of pedagogical personnel

Tables were formed representing a dynamic increase in the level of professional competence in order to statistically analyze the level of development of professional competence of pedagogical personnel of higher educational institutions up to and including experimental and post-test changes. Based on the results of the qualimetric analysis, impactful indicators of the development of professional competence were determined. Impact monitoring is a system of study, assessment of the impact of the results of the development of professional competence on the effectiveness of activities. In the course of our research, the influence of the level of development of competencies on the effectiveness of professional activity was determined on the basis of Impact monitoring.

At the beginning of the experiment, according to the growth rate of pedagogical personnel, the upper level was 1.87%, while at the end of the experiment it increased by 5.87%, that is, by 4%, while at the end of the experiment the middle level was 7.58%, at the end of the experiment it increased by 14.84%, that is, by 7.25%, it can be seen that it has decreased by 18.74% (Figure 1).

These results were taxable through statistical methods. Mathematical Statistics the results obtained according to the data of the table and diagrams of the initial and final calculus in yukori through one of the methods Fisher criterion were estimated (9,10).

DISCUSSION

In the research work, the concepts of "professional competence" and "development of professional competence" as the main concepts in the process of studying the problem of the development of professional competence of pedagogical personnel of a higher educational institution were analyzed in essence and described in terms of author's interpretation. The professional competence of the head and pedagogical staff of a higher educational institution is the level of training associated with the acquisition of knowledge, skills and abilities necessary for effective activities in the field of Education, Management and research, personal – socially

significant qualities, the ability to independently make the right decisions in clear and non-standard situations, self-control and a sense of responsibility

And the development of professional competence of educators was considered as an integrative process based on modern approaches, innovative technologies, mastering new knowledge, skills and competencies related to the industry, aimed at improving the level and quality of professional skills based on individual needs and qualification requirements. On the basis of scientific and pedagogical analyzes, it became known from us that the professional competence of the leader and pedagogical staff is classified in the following areas (Table 4).

Table 4.

Typology of professional competence

Type of competence	Contents
Competence in professional activities	Special competence arising from the requirements of the field of professional activity (good knowledge of one's work); technological competence; subjective competence; professionological competence (knowledge of the world of professions); legal competence; economic competence, etc.
Competence in professional communication	Communicative and communicative competence associated with the effective organization of pedagogical activity (ability to cooperate); socio-perceptual competence (ability to perceive other people); differential-psychological competence; diagnostic competence (ability to study others); moral competence; empathic competence; intercultural, socio-cultural, gender competence (tolerance to other cultures); competence in conflict situations, etc.
Profile (custom)	Psychological competence (the ability to learn other people) of the organization of practical activities from the point of view of the direction of activity, specialty and specialization; individual, autopsychological competence (the skill of self-study); cultural competence (acceptance of cultural norms adopted in society and assimilation as a benchmark for oneself); reflexive competence, etc.).

Also, in the course of the study, it was determined that there are the following approaches to the formation of the content and architectonics of the development of professional competence: a block-level approach, that is, a typologization of the content of professional competence in the form of base, universal, special-subject-subject competencies, which are mastered within the framework of the blocks of science.

Familiarization with the content of theoretical and practical sources has shown that the problem of the development of professional competence and competence has been studied in various directions in the scientific research of many researchers. In most pedagogical and psychological literature, professional competence is interpreted as the manifestation of professional training in practical activity, which is formed on the basis of a person's socio-professional orientation, serves to provide an effective solution to professional tasks (11). At the same time, professional competence is also noted as the correspondence of the level of professional training to the requirements of the activity and suitability. This is expressed through the

requirements of the labor market for modern specialists, a complex of integrative professional and personal qualities, as well as the content of professional activities aimed at competencies.

In the process of scientific and pedagogical analysis, it was found that the problems of the formation and development of professional competence were studied in most studies on the example of training future specialists, while the structure and elements of competencies promoted in these studies were focused on the requirements of future professional activity, and the issues of development of professional competence of Taking into account these aspects, we focused on the study of the content and mechanisms for the development of professional competence of leadership and pedagogical personnel at the stage after higher education, focusing precisely on the development strategies of the higher educational institution, corporate goals.

CONCLUCIONS

Analysis of the theoretical and methodological foundations for the development of professional competence of pedagogical personnel of higher educational institutions showed that the trends of internationalization and globalization in today's educational system showed the need to improve the quality of professional education on the basis of modern approaches. In turn, the following results were achieved on the basis of systematization of andragogical, acmeological and metacognitive factors that guarantee the effectiveness of this process, as well as the interaction of acmeological criteria of professional development (professional motivation, personal-professional qualities, self-management, reflexivity, creativity)with the system of professional development and the environment of professional activity:

-organizational and managerial mechanisms for ensuring systematicity in the development of professional competence of pedagogical personnel, differentiation of educational programs based on the level of professional competence on the basis of mastering modern educational technologies and innovative approaches, introduction of alternative forms and impact monitoring systems into practice were scientifically-theoretically based on the requirements of andragogical education. Impact monitoring-a system of study, assessment of the impact of the results of the development of professional competence on the effectiveness of activities and its introduction into practice serves to increase the effectiveness of correctional and managerial processes based on a qualitative analysis of professional activity (13.15.).

- on the basis of the results of the study, keys in improving the professional competence of educators were improved on the basis of the introduction of variative information and methodological support based on innovative interactive technologies such as method, Project Education, Master Classes, reflexive training, binary training, Portfolio, creative assignments. In the process of experimental and testing work, the introduction into practice of the above-mentioned innovative methodological support has found its confirmation that it is an effective didactic mechanism for the development of professional competence of management and pedagogical personnel.

- within the framework of the study, the organizational, pedagogical and technological mechanisms for the introduction of a mixed learning (blended learning) model based on the combination of traditional and electronic learning capabilities into professional development processes were identified. The didactic requirements for the development of its comprehensive complex of resources: interactive-electronic communication based on online (LMS) and offline modes, consultative-analytical service, information-methodical support consisting of online

controls and self-assessment (self Assessment)based on the time-content-result Unit have been improved.

- qualimetric mechanisms of professional competence of pedagogical personnel by clarifying the informative and analytical criteria for assessing the degree of competence, as well as its corresponding indicators, integrated diagnostic technologies (Portfolio, test tests, "assessment Center", essay, case, acmeogram and other.) on the basis of the development of the complex, it was improved and experimental-tested.

-to ensure that as a result of the research, advanced training courses are organized in accordance with the approved qualification requirements, training plans and programs; to carry out a systematic analysis of the normative-legal and didactic support of the educational process (qualification requirements, training plans and programs, assignments aimed at assessing the knowledge, skills and abilities of the audience, graduation work, attestation results); mechanisms

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METHODOLOGY OF DEVOLOPING STUDENTS` CREATIVE ABILITIES BASED ON INNOVATIVE EDUCATIONAL TECHNOLOGIES

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https://doi.org/10.5281/zenodo.7556834

Abstract. *The latest advances in science and technology have brought significant changes, innovations and modern teaching tools to the field of education along with production. The penetration of these achievements into the field of education made it necessary to make significant changes in its traditional tasks. In this context, the problem of creating the necessary pedagogical conditions and creative environment for understanding and realizing the essence of educational reforms has arisen.*

Keywords: *competence, internationalization, modernization, innovation, investment, economic competitiveness.*

In recent years, specific goal-oriented measures have been implemented for the innovative development of the sectors of the republic's economy and the social sphere, comprehensive support of science and scientific activities, and increasing their effectiveness.

A strategic program aimed at including the republic in the list of 50 advanced countries in the global ranking in the field of innovation was approved, new mechanisms for financing scientific projects were introduced, and additional conditions were created for financial stimulation of highly qualified personnel in the field of science. The large-scale reforms implemented at the modern stage of the country's development indicate the need to improve the mechanisms of state management in the field of science and innovation, increase transparency in the formation of state programs related to scientific activity, and accelerate the introduction of scientific achievements and innovative technologies in economic sectors and regions.

Today, the modern directions of the development of pedagogic science have been defined as the modernization of the objective foundations of the existing educational paradigm and the means of ensuring the development of production. To increase the creative competence of the teaching staff, to create creative education, to create modern methodical support of design works, to achieve professional results in students. Considering this issue, it shows the need to further improve the pedagogical mechanisms of developing students' creative abilities based on the internationalization and modernization of the content of modern professional education based on leading foreign experiences, the formation of an innovative educational environment, and the wide application of interactive teaching methods and technologies in practice. In this place, the need to create a paradigm based on the criteria of acquiring new knowledge, creativity and thinking of learners is shown, and it shows that it brings educational problems to the fore as a particularly urgent issue, reflecting aspects such as methods of educational content, organizational forms, personnel supply. This created the requirements for a modern teacher who independently organizes the educational process, manages the creative and intellectual development of each learner by humanizing the relationship between "teacher and learner" in the educational process and focusing

on the individual. The pedagogical influence of the teacher is considered one of the main and leading factors in the educational process, and the social demand for a new professional pedagogue is increasing in modern education [1].

In contrast to the careful development of the methodical development of the lesson that motivates the teacher to perform effectively, the educational technology is oriented towards the students' activities, and it serves to create the necessary conditions for the independent mastering of the educational materials, taking into account the individual and joint activities of the students. This, in turn, shows the need to organize innovative educational technologies in education. Lexically, the concept of "innovation" when translated from the English language ("innovation") means "introducing something new". The concept of "innovation" represents a specific situation in terms of content. Innovative education (see "innovation" - innovation, invention) - education that creates an opportunity for the learner to create new ideas, norms, rules, qualities and skills related to the natural acceptance of advanced ideas, norms, rules created by other people. One of the most important aspects of modern education is the achievement of an innovative nature of the pedagogue's activity. In developed foreign countries, the issue of achieving an innovative nature of pedagogic activity has been seriously studied since the 60s of the last century. In particular, H. Barnett, J. Basset, D. Hamilton, N. Gross, R. Carlson, M. Miles, A. Havelock, D. Chen, R. Edem, F.N. Gonobolin, S.M. Innovative activity, innovative approach to pedagogical activity, grounding of innovative ideas and their effective implementation in the works carried out by researchers such as Godnin, V.I.Zagvyazinsky, V.A.Kan-Kalik, N.V.Kuzmina and V.A.Slastenin , by learning about pedagogical innovations created in foreign countries and in the republic, the content of practical actions regarding their active use in the activities of the pedagogue is highlighted. By essence, innovation is considered a dynamic system of innovation in an attitude or process. Innovation as a system in itself represents the internal logic of a relationship or process, and secondly, the consistent development of the introduced innovation over a certain period of time and its interaction with the environment. Today, it is important for pedagogues to have innovative skills and qualifications. In order for pedagogues to master the skills and competencies of innovative activity, they must have an innovative approach. By its essence, innovative activity by pedagogues takes place on the basis of the acquisition of skills and competences, based on their decision to adopt an innovative approach. [2].

The professional and social necessity of organizing innovative educational processes allows to analyze the existence of the need for creative activity, improvement of professional training, effective aspects of interactive education and teaching models and classification.

The person is an important pillar of the development of the society, and the scientific conclusions about the further development of the creativity and intellectual capabilities of the person under the influence of his independent and creative activity serve as the basis for the formation of a new paradigm of modern pedagogy with a person-oriented content. Also, in the new direction of modern pedagogical research, attention was paid to the issue of directing education to the individual and personal creativity, creating an educational environment based on innovative teaching methods and technologies.

Eastern thinkers, in their views on education and in their works, mentioned the need to create conditions for human development to achieve happiness and development. In this regard, in the interpretation of Alisher Nawai, Abu Nasr Farabi, Abu Raikhan Beruni, Abu Ali Ibn Sina,

Husain Vaiz Koshifi, it is imagined as related to the work of the teacher on the way to enlightenment, spiritual freedom, and perfection.

Abu Nasr Farabi [3], known in the East as "Muallimi Sani" ("Second Teacher"), is considered to be the scientist who defined education for the first time. Great thinkers put forward the idea that if the theoretical foundations of all sciences are studied in education, moral and ethical rules and standards of manners will be inculcated in the students, and professional skills and abilities will be formed. They say that this important task is performed by experienced educators using various methods of education.

In the scientific research of researcher Sh.S. Sharipov, creativity was interpreted in connection with the concept of creativity, and the researcher revealed the pedagogical conditions for the formation of creativity in students on the example of specialists who are majoring in labor and vocational education [4].

In order to teach students to think creatively, to be able to form creative thinking in them, it is first necessary for the teacher to be a creative person. If the teacher himself is a creative artist, the creativity of the students will also develop. It is not necessary for a teacher to be creative and creative, but to organize lessons in the spirit of creativity, to try new ideas in the educational process. According to Patti Drepreau, in the lessons, the teacher moves in the following 4 directions according to the "creativity road map", and the actions in them are considered signs of creativity of the pedagogues.

1. Demonstrating creative thinking skills;
2. To be able to use strategies that encourage students to study subjects with interest;
3. Innovative approach and creative approach to finding solutions to pedagogical issues;
4. Expected result.

Creative thinking can be evident in any field. The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. [5].

In the framework of scientific research, the theoretical foundations of the formation of inventive creativity in future teachers, the possibilities of using new modern information technologies in this process, and the use of programmed education in this process were highlighted. The author emphasizes that inventiveness is a type of creative activity aimed at developing a new technical solution approved by relevant authorities with patents. Inventive creativity is interpreted as a general description of this process related to creative qualities such as intelligence, ingenuity, creativity and critical thinking in a person.

Targeted, consistent use of methods, tools and technologies that develop creative qualities in students, as well as creative use of information technology opportunities in organizing pedagogical activities; if students' creativity skills are encouraged and the teacher creates conditions for students to work actively in pairs and small groups, independent, creative, critical creative thinking skills are developed. Students can fully express their creative thinking skills in a comfortable environment. If a student has a fear of failure, if he is afraid of expressing his opinion incorrectly, if he is afraid of criticism, in such a situation it will not be possible to effectively form or develop creative thinking skills. It is possible to successfully form creative thinking skills in students only by making creativity a habit. In this process, the methods and tools used by them in the assessment of the thorough understanding of the content of the subject and creative thinking skills are of great importance. When a student studies special subjects at a higher educational institution, it helps them to acquire theoretical and practical knowledge, skills formation, turn these

skills into qualifications in the process of pedagogical practice, and further increase their creative abilities when starting their professional activities.

Currently, technical students do not have complete information about the important pedagogical, technical and technological features of technology and technological processes. Society's acute need for creative and qualified personnel, on the other hand - the decrease in the level of creative activity, the lack of interest in the educational activities of students during adolescence; violation of the optimal ratio of the state of reproductive and production activity caused by the increase in knowledge; Development of forms, methods and tools of an innovative approach to solving problems related to intellectual and emotional personal qualities expressed by excessive growth in the intellectual development of students, solving problems related to the accumulation of knowledge, as well as developing creative abilities of students and should be implemented. When a student studies special subjects at a higher educational institution, it helps them to acquire theoretical and practical knowledge, skills formation, turn these skills into qualifications in the process of pedagogical practice, and further increase their creative abilities when starting their professional activities.

Conclusion

Based on the above, it can be concluded that it is necessary to systematically study the pedagogical needs, interests, and directions of special importance of students, to organize their creative activities and to determine their effective ways. Also, organizing the teaching process on the basis of ideas, concepts and advanced pedagogical experiences that serve to satisfy the creative interests and needs of students serves to form a meaningful and active approach to the development of creativity. Based on the development of students' creativity skills, it is desirable to pay special attention to the development of their specialized, i.e., pedagogical creativity competence, in which the wide use of modern information and communication technologies, innovative strategies, interactive educational methods and technologies is appropriate. Experts say that it is necessary to develop reproductive, creative-research and creative-oriented educational programs for the development of students' creative abilities in higher education institutions and evaluate the changes in the development of students' creative skills and abilities. Improvement of teaching programs and technologies aimed at continuous development of creative competence of pedagogic personnel of higher education institutions, as well as creation of modern informational and methodical support that serves to develop students' creative abilities, serves to increase the efficiency of the process.

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BEHAVIOR AND COMMUNICATION ETIQUETTE IN HUMAN INTERACTION

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https://doi.org/10.5281/zenodo.7558344

Abstract. *In this article, it is necessary to establish the etiquette and culture of communication and communication between people and in relationships, show the inner and outer world, using their human qualities in society, teach them to speak beautifully in accordance with national values, following the rules of the language. The purity of communication in the family, the strengthening of the influence on the behavior and spiritual maturity of children in the family largely depends on the interaction of parents and their children. The sincere attitude of the father to the mother, and the mother to the father, leads to the correct manner of behavior and communication, which is an example for children.*

Keywords: *behavior, communication, manners, role model, speaking beautifully, finding a way to people's hearts, cultural skills, reciprocity, parenting, child and parent, moral qualities, following the norms of society, sincerity, openness.*

In the introduction to our article, we make it known that the true maturity of a person his most prior spiritual image is expressed in his culture of communication. He expresses his feelings, inner birth, dream hopes in the process of communication. That is why the development of society, the formation of people in a holistic way, without their mutual communication, cooperation, interaction with each other does not arise, and this cannot be described. Communication is an important form of interaction that manifests the inner and outer world of a person. In the process of communication, a person expresses his views, thoughts and feelings about the external world, the lifestyle of society, its social, economic, spiritual life.

With the change of social relations of members of society, living conditions, their interpretation of the material world, their concepts, worldview, norms of etiquette and morality also change. Such a change occurs on the basis of the common interests, goodwill of people. With the emergence of a personality society, there was also a need for communication between people. The interaction of members of society with each other became the basis for the comprehensive development of this society. Just as each historical period had its own norms of treatment, law, there was also a need for communication between men and women, parents and children, young men and girls. What types of communication exist between members of our society? We will try to dwell on these in more detail, referring to the theoretical aspects of our article.

As long as a person lives among people, he will never be able to imagine himself without society. They consist of mutual communication of parents, older people in the family, which is considered a small cell of our society, communication of parents and children, girls and boys, family members, neighbors, relatives, friends-comrades, interaction of people in public places in the process of reading, wedding celebrations, cultural recreation centers, transport. In our oriental manners, our great names, our noble peoples are well versed in the culture of communication, the rules of law and the okhites, they call on the people to kindness, mutual kindness, morality. As we historically bring our lives before our eyes, it can be understood that in our absolute culture the

traditions, traditions, norms of morality of our people, which have been preserved for centuries, come from their forms, such as Proverbs, hadiths, wise words, pand-admonitions, moral masterpieces, starting the people to spiritual maturity. In one of the Hadiths about morality, it is said that "be right in all your affairs, have good manners in the treatment of people," and all categories of people are encouraged to be kind, sincere.

Muhammad Sadiq Koshkhari, on the other hand, interprets the decency of communication (meeting) as consisting of six writers. They are:

"First of all, they are strangers in communication.

And the two of the palms of the hands are strangers, and the tip of the hand is not one, and the charoqi (as) said to put the safhai-kaf (the face of the palm of the hand) in the dictionary. Circumcision is also ushbu. And he who has set up a genesis for the alien again, let him not pull his hand, until his companion pulls his hand. And the time is right." A prelude to communicating with parents, sisters, friends, teachers, relatives and others-after greeting, a real dialogue begins with them.

As the Imam said, "If you are waiting for yourselves," treat them with the same treatment.

The purity of the family community, its meaning, strengthening the behavior, spiritual maturity of the family, depends in many cases between parents and their interactions. Mutual communication in the family is the basis of this life need, the basis of the child to social and cultural life. A parent's relationship on material, organizational, educational, educational and personal matters in the family is built on a pure, sincere land honest basis, and the wife is a clear spiritual environment in such a family. The father leads the mother, mother's uniqueness, diverse behavior of the mother, cope with life, educating life, and loginalary searches of this family. In particular, the patience in his relationship with intelligence, intelligence with intelligence, with the relatives of both sides, with the same relatives of both sides, with the same kindness, respect The word, a word, is a feature that ensures the purity of the politeness of the family treating in the family, as well as being free of drinking, smoking, domestic corruption, domination, domestic correlation, self-like vices. The parent calls with each other, "Adamanisi" or "moon", "Well," or "Curfold", "did you come good?" Using words such as the use of words, the use of all these family members is in the right way, increases children's respect, love for parents, and the parents help them to remain ideal for them. The mature thinkers of their period recognized how important the purity of a couple's relationship is. Rizourboud ibn Fakhruddin approaches this issue so:

"Beautiful transgression is the first rules of the Islamic Sharia. The most important part of a beautiful behavior is the future attitude with the word ... The end of the world of such a treatable husband will be pleasing. High-minded husbands do not send their wives to the wife's wives on the level of Shari'ah and ethnicity, and do not command all their wives, making it a result of the dear childlike level, and unavatous service. The treatment with the hot is not an extreme, not to be overdue, but is just with justice. It also maintains his glory, as well as beautiful treats against his wife, also respecting, and he knows. There are own functions of children in the culture of dialogue. The child tries to obtain the interrelationship of the parents, grandmothers and grandparents in the family. If he wants to consult any work with adults in the family, he should harden to speak to their mood, thinking of his time, who is makingtime to his time. The girl should not be accustomed to consultation with her mother, not to forget about personal matters on personal matters with the Father, but also to say that no mother and the Father is not suitable. A spokesman for communication between parents and children and other members of the family is a sweet language.

Alisher Navoi Tashhawi said: The fall in the injury to the heart does not keep the injury to the Sina, nothing of noza ointment. Every day, the language of synoins is a soft word and a sweet language to him with the ointment and tomatert. The gentle taques are the savagery to the leak, and the punctured spell will be laid. "

He finds his respect and reputation through language. "Focus on language, attention to the community". "No matter if the brain is the brain, the division of the burrow is a mercy, a fresh language," the patient is a sweet word, "the eye," said the mind, "well, is good," said the eye, "is a good eye," said the mind, "he said," is good. " expressed.

Deligations will be dominated in the middle, if communication with relatives, neighbors, friends, with a smile, and begins. Sweet, the right word, meaningful conversation begins to talk to both a friend and relatives, neighbors, neighbors, acquaintances, acquaintances, acquaintances.

As we focus on the main practical aspects of the article,

The main part of a person daily life passes by working, study and doing other public affairs. He works in contact with his colleagues, peers, leaders, organizers. The leaders and workers who are happy to return to the family, the workers and workers, are interpret with their peer dear. Mander of the leader, rude behavior, wealthy, does not look to the subordinates, affects the nervousness of the whole energy. It creates unhealthy myhit, working or study in such an environment undermines the health of the person, even the spiritual health of the family. Wherever, man should look, position, not look at his position, and his age and others, but in communication as a human being. The guest and the hostile compliment, hospitality etiquette is a poor, meaningful words, not arguing before adults, speaking poorly, meaningful words.

It is narrated on the authority of 'Abdullah ibn' Umar, and one day the Messenger of Allah, may Allah bless him and grant him peace, said, "There is a tree like a Muslim not to hurt people. By Allah, He asks the verdict of the tree all the fruit of the time and will not be shed on the ground, then no matter what tree does not know? " Abdullah said, "It is a dead brave tree," but I did not like to say that that I did not answer that Abu Bakr Siddiq and My Father 'Umar responded. The Messenger of Allah, may Allah bless him and grant him peace,

"It's a palm tree." Then, as we went out with my father, I said to my father, the Messenger of Allah, may Allah bless him and grant him peace, said. Then my father said, "Why didn't you tell me if you said, when you had said, it would be better for me than so-and-so." I said, "I did not see it worthy of talking to me after you and Abu Bakr Siddiq." I said.

In public places, in public popular celebrations in public ceremonies, increases the division of a person in public celebrations, the attention of a person, gives the attention of the people, the purpose of the people.

Kaykov insists in his son, "Beautiful the word you speak in front of the people, let the word accept the word. Let the crowd know that you have reached a high level in Your word, for they know the person's rank by word. They do not know the rank of the word through person, because the condition of everyone will be hidden under His word. That is, one word can be told with one external, but the one who hears it will be discouraged, and the one who hears this word is fried ...

O children, know, keep the back of the word, keep it, and speak meaningless to speak, and is a sign of this false witness.

Listen to each word, do not put speed. Do not spell without thinking. Think about every word, you will not regret what you said. Thinking before - a variety is prophetic. Do not squeeze from hearing any word. Words, or not, and hear it, that the door of the word is not closed to you,

and the benefits of the word will not be completed. Word cold words ... Many knowledge, saying little: If you know, it doesn't speak a lot, because sitting silent is a guarantee of health.

Listen to each word, do not put speed. Do not spell without thinking. Think about every word, you will not regret what you said. Thinking before - a variety is prophetic. Do not squeeze from hearing any word. Words, or not, and hear it, that the door of the word is not closed to you, and the benefits of the word will not be completed. Word cold words ... Many knowledge, saying little: If you know, it doesn't speak a lot, because sitting silent is a guarantee of health. In public places, it is necessary to be careful with strangers in public recreational places, and think of every word. At such places, it is clear that the sentences around them are angry, for them is a respect. The worst development of those around us is the worst evil, and it is to become a saying thief. By listening to the words of adults in the age of their thoughts, the wrong, inappropriate, silence is remotely, carefully to hear. When the interviewer finished speaking, he describes thoughts about him. With an ignorant, the misconceptions, it is necessary to protect the reputation of not arguing, no matter how misconceptions. One person hears what he hears to the second, to get the habit of lyrics, lies, the work of a psychical unclean person. As for our wise men said, "If you have a heart aching, you don't want to nervousness, don't sit down to talk with ignorant, stupid."

It is also art to listen to the words of the conversation by the end. Thessody is a sign of civilization to distract his various thoughts, views, and interlocutors. The sincerity, purity, purity of communication, depends on the unity of views, the unity of views, in a friendly relationship. Because it is as if he was clicking on the conspirator to sit with a muscle, to sit with a bad man, as if sitting with two good men. A muscle is a fragrant smell of a person; you can buy it or enjoy the scent. The sterchant's earphone can smell while burning his clothes or losal.

A good ulphat is an adverant. Although you don't get anything out of the attor, you will be enjoying the smell of what is in it. "

By finding it in touch, by explaining a thing, a lot of wisdom is wisdom in speaking with polite.

One day in the dream of the Khoreon Ar-Rashid's dream, he did not stay. When he called the fortune teller and asked for the interpretation of this, he said:

"The lives of the lifetime of the leak are long, but soon will not stay with one of your relatives."

Halifah became angry and ordered, "Hear him from a hundred shows." Then summoned another fortune teller and asked the interpretation of his dream.

"What you see in the afternoon," said the fortune teller. Your shade will find all goodness except your relatives in your country. Khoreon Ar-Rashid was pleased and gave a fortune teller award. Speaking with beautiful words, speaking with beautiful words, speaking when speaking speaks, opens the way of happiness. The fact that the explanation of the story of one dream interpretation took a shadow on the head of a fortune teller, who was directly spoken by a single dream interpretation. Without the heart of the caliph, he had a fortune teller that spoke to find words that he had found words without depression. Thus, a sweet word inspires to put the life of life, and the bitter word disappoints from living. This means that following the culture of communication, etiquette leads the person to authenticity. Provides honor in life.

Manners are a criterion for sincere kindness to a person. Consistent adherence to this criterion brings people closer together, strengthens mutual trust. Therefore, in our country should be carried out sincerely, without prejudice and indiscriminately, but on the basis of sincere

benevolence towards others. And this is one of the important requirements of manners of treatment. Being polite, kind and affectionate is extremely necessary for all of us, especially those who work in leadership positions.

Treatment etiquette actually begins with the words" Hello, waalaykum assalom". These words express sincere respect and respect for each other in our relationships, regardless of whether they are familiar or unfamiliar. Not getting attached to a greeting or looking at it with indifference is a sign of arrogance. There are people who, when you say hello, pretend to be someone who has not heard. When it is prescribed to say hello, it seems that they do not understand that it is a debt to receive a greeting.

The adornment of Uzbek manners lies not only in sincere greetings, but also in addressing each other with you. In families brought up in the spirit of oriental culture and traditions, a child in a crib-Kai-is approached by whining. In Fergana, Namangan and Andijan Oblast, the fathers even whine their children. Both you and you come out of the mouth. Since whining is sincere respect and reverence for others, let him do what it takes to turn to each other with whining!

It is known that it is advisable to hear them more, keeping silent when in the conversation of wise old people or fools of knowledge in the manners of treatment, of course. However, sometimes we come across such people who are too talkative that they do someone's Gossip, need it and talk about it without interruption. In this case, the listener is exhausted, his hatred increases. It must be borne in mind that Sheikh Saadi laughs at Gulistan's illogical, false-hidden statements, serfdom, calls on a person to speak meaningfully in content:

Do not make hundreds of words like ignorant row,

If you are a wise husband, a word is degil, but meaningful.

So it makes no sense for them not to hate you, it is necessary to refrain from speaking rudely, like a testicle, a bastard, especially from slander.

Uzbek manners require not to be rude in any situation, especially in relation to women, but, on the contrary, to be extremely complimentary, respectful. Therefore, the messenger of Allah (peace be upon him) said: "God recommends that you treat women well, because they are your daughters, your spouses, your sisters."

Treatment etiquette requires that everyone wants to be respected and respected by others, so that they can put the respect of others in place. After all, the Spoken Word or phrase itself has a positive or negative effect on a person, depending on what tone it is. It should also be remembered that having some kind of wealth, a high la-Wazim, even a disorder of old age yohud mood, does not give the right to rude treatment with those around him. Because no ointment, no medicine can fix the wound on the tongue. So, as alloma Abu Ali ibn Sina said, " in order for a person to always be naviran and bardam, he must not offend other people, destroy his tongue, and be kind to himself."

In terms of education and upbringing, the peoples of the East have long taken them seriously. Even today, this problem has not lost its relevance. Of the 26 million inhabitants of our country, 70% are today young people between the ages of 16 and 40. Today it is necessary to educate and convey to our country a generation United on the basis of a specific goal, a clear thought and reflection, capable of protecting its young, independent state. The study of the ancient traditions, traditions and heritage of our ring, which is considered a manners of treatment, is one of the most basic conditions for the work of forming a culture of independence. It must be said that school teachers believe that their main work is to educate children in their science. They will

be at the moment of instilling in children the basics of Science in a hasty program. In general, in general, this is natural. But, when education is not tied to life, it is not explained by educational grounds, it does not first penetrate the minds of children, it does not make any changes even when it enters. With upbringing, science, not based on life, remains suspended for a long time. Therefore, first of all, it is necessary to devote one lesson to an educational topic every day by saying little. Or not, every hour is obliged to be devoted to upbringing in connection with a certain small part of the lesson, if possible, the lesson covered.

Establishing education and upbringing in isolation from national culture leads to the alienation of people from ancestral heritage, lineage. Especially the lack of formation of national self-awareness, ignorance of anything about national cultural issues can be the reason for the emergence of national selfishness. Therefore, in the formation of the qualities that we have listed above, the hadiths, that is, the legacy left by our great-grandfathers Imam Bukhari, as well as the poetry of Ahmad Yassavi and other sources, can provide invaluable benefits. The introduction of very simple and Besak instructive stories, which are still preserved in the school textbooks about the honesty, erudition, exceptional honesty and purity of many great breeds, such as Khoja Ahror Vali, Sheikh Khovandi Tohur, Alisher Navoi, Ahmad Yassavi, can give great positive results. Most importantly, children begin to be oshno with the great philosophy of the East. it is interesting that children can soon apply the okhites they have learned through these stories. Our creative teachers will find it possible to illuminate such conditions faster.

In conclusion, it can be said that in the dialogue of the Uzbek people, as well as in other nations, word phrases about praise and praise are very common. Their study and analysis provides an opportunity to identify the universal and national character and features of communication. In every case, the formation of manners of treatment and communication, which are the basis of human relations for young people entering society, was the noble duty of all, which would have been expedient if they were noticed in the form of sincerity and nobility.

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EFFECTIVENESS OF MODERN METHODS IN DEVELOPING LISTENING COMPREHENSION SKILLS OF NON-PHILOLOGICAL STUDENTS IN ENGLISH

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https://doi.org/10.5281/zenodo.7558351

Abstract. *This article provides information on ways to develop listening comprehension skills in English. In particular, phonemic, phonetic and intonation components of the main language are deeply interpreted in the development of listening comprehension. The article deals that the modern teaching with listening skills. Also, it is given the easy way improving languages listening skills below.*

Keywords*: interpersonal activities, Group activities, Audio segments, Video segments , language components, linguistic and extra linguistic difficulties, language skills, audio segments, group activities, video segments, interpersonal activities.*

Listening comprehension means listening, perceiving and understanding speech. In general, "speech" means speaking, listening comprehension, reading comprehension and writing. In fact, it is better to say "listening and understanding speaking". It turns out that listening comprehension is more difficult than learning to speak. It is necessary to distinguish between two terms related to this field: "listening" - listening and "hearing" - receiving sound using the sense of hearing . Among the other four skills, listening is the one that has been most forgotten and neglected in second language classrooms. So teachers don’t pay much attention to this skill and teach it carelessly. In the field of language teaching and learning proficiency has tended to be viewed as the ability of speaking and writing in language in question. Listening and reading skills are in the second position. One reason for this situation might be the demanding characteristic of the listening skill. Listening has gained a new importance in language classrooms after spreading IT technology based information in society in Iran. Moreover it should be mentioned that most of the students’ class time is devoted to the listening. Despite this, we often take importance of listening for granted, and it is the most overlooked skill among other skills. In natural order of learning any language, listening stands at first rank. Without any reception one can not produce anything. Though, if a teacher wants to have fluent and productive students, he/she should pay much and necessary attention to teaching listening skill.

In order to teach listening comprehension as a practical goal, firstly, select (compose) the audio text, secondly, determine the organizational conditions for broadcasting it (belonging to a class, some group or a single student), and thirdly, prepare the student for listening. (knowledge of the language material, appropriateness of the content of the audio text), fourthly, how many times it is recommended to listen (preparation of educational tasks) and, fifthly, it requires an activity such as checking the understanding. The following method of work on the audio text is recommended: the teacher listens (reads) the audio text himself, identifies its difficult areas and thinks of ways to eliminate them, uses educational tools that support understanding (drawing, writing on the blackboard, tape recorder) prepares tasks for the first and subsequent hearings. The stages of teaching listening comprehension during a lesson are as follows.

1) expected difficulties in listening are eliminated;

2) an instruction (assignment) is given on the first hearing of the audio text;

3) understanding is checked with the help of a task;

4) a second hearing is ordered;

5) will be checked, etc.

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Listening-Some of the teachers believe that speaking should be actively discouraged. One of the reasons of emphasizing listening and delaying speaking is based on an opinion. Those who give importance to speaking view the language as a product and think that language is a behavior and speaking is the manifestation of this learning or happening. On the contrary, there are approaches that gave more importance to listening. In this approach of language learning, listening is at the center. All of the information necessary for building up the knowledge for using language comes from receptive skills: listening, and reading. When the knowledge of language in this regard is built the learner can write and speak. In other words, without any input, the outcome or output should be nothing. The modern effective methods of teaching listening skills include everything from interactive exercise to multimedia resources. Listening skills can best learn or improved through simple and engaging activities that focus more on the learning process instead of the final product. It doesn't matter you are working with small or large groups of students, you can use any of the following technique to develop your own methods for teaching students how to listen well.

Interpersonal activities : The non-threatening and effective way for students to develop stronger listening skills can be done by interpersonal activities such as mock interviews and storytelling. Students are assigned to small groups of two or three they are given by a particular listening activity to complete. For instance, you may have an interview with a student for a job with a company or for an article in a newspaper. Even a storytelling activity can give students the opportunity to ask one other question and then practice active listening skills. Group activities Large group activities also give the opportunity to the student to help through a helpful method for teaching listening skills to students. You can also begin with a simple group activity. For the first activity, students are divided into the groups of five or more and instruct them to learn one interest or hobby of at least two other group members. It is necessary to encourage students to ask clarifying questions during the activity and you may allow them to takes notes because it is helpful.

While, as time passes and their skills grow, you should limit students to only write notes after the completion of the first activity. The second part of the activity is to allow students sit in a large circle and then have each individual student to share their name and their interest hobby of the group member that they met. This second part of the activity leads to additional listening exercises.

Audio segments: You can also teach listening skills to the students through audio segments such as radio programs, instructional lectures, online podcasts, and other audio messages. It is necessary to deploy interactive listening programs in class with students and then instruct them to repeat the exercise on their own. First of all, instruct students to prepare for listening by imagining anything they want to learn from the content of the audio segment. It's on you to choose shorter or longer audio segments and you can also choose more challenging or more accessible material for this type of exercise.

Video segments: The other most helpful resource for teaching listening skills is video segments that include short sketches, documentary films, dramatic or comedic material, news programs, and interview segments. As in the audio segment, you can select the portion and length of audio you can also do it in a video segment based on the skill level of your students. First, watch the segment without any sound and discuss it together with the student. Encourage your student what they think will be the content of the segment. This will improve their listening and thinking power.

Some students complain to teachers that, although they can understand what ALTs (Assistant Language Teachers)' are saying because they speak slowly and clearly, they cannot understand what native English speakers are saying in real life. Why does this problem happen? What is wrong with the teaching of listening in Japanese schools? The first and probably the biggest problem is that, although the importance of listening skills is widely acknowledged in Japan,. the adequate teaching and materials to develop them have not been provided. In a typical listening lesson, students either listen just to the taped script of a reading textbook or, after listening to some materials, they answer multiple choice questions based on the content of listening materials. In this kind of lesson,-correct answers are emphasized, but the listening process necessary to decode the information is ignored, and the kinds of skills and strategies for effective listening are not practiced. That is, students are just tested on their own ability to answer correctly and are not taught how to listen to English. Second, the amount of time for listening lessons is limited in English I and II, compared with reading, writing, and speaking. For example, it is estimated that the average time devoted to listening activities in every class is 5 minutes per day. Students are not sufficiently exposed to a variety of authentic materials, either. In short, although they are accustomed to English spoken clearly and slowly in classroom materials and can understand it, they get embarrassed and frustrated when they encounter real English which is spoken at a normal speed. Third, they are not used to the difference between spoken English and written English. Spoken English has different features such as ungrammatical utterances, false starts, hesitation, assimilation, and redundancy. If they aren't familiar with those phenomena, they may not be able to listen to English and understand it.

Lastly, in listening lessons, teachers don't have the specific notion that listening should be integrated with other skills, i.e., speaking, reading, and writing.[1] When real world communication is examined, we never finish verbal communication appropriately without doing something after listening. For example, when we have a conversation with someone, we have to respond to him or her. It is never just one way communication. In a situation like a lecture'in which

students are listening to the instructor, they usually take notes. We can think of many other situations in which listening is integrated with the other three skills. In real world communication, that is, listening, speaking, reading, and writing are interrelated and interdependent. In conclusion, listening to special audios and passing the above six steps to improve listening comprehension skills while learning a language will certainly give effective results. In order to remember new words quickly and easily, sentences are made using them, which effectively helps in improving pronunciation and using them in oral speech.

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THE ROLE AND IMPORTANCE OF TECHNOLOGIES FOR ENVIRONMENTAL AND MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS BY PROTECTING THE ENVIRONMENT

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https://doi.org/10.5281/zenodo.7558355

Abstract. *This article describes the role and importance of the technologies of environmental moral education of elementary school students by protecting the environment. There is also information about instilling love for mother nature in elementary school pupils and forming environmental education. How to carry out several methods related to environmental protection and their educational significance were also discussed. The aspects of teaching elementary school pupil's environmental education by protecting the environment were explained.*
Keywords: *primary, class, student, ecology, morality, education, teacher, parents, nature, consciousness, technology, importance, environment, future, resources, water, air.*

In the introduction to the topic, the responsibility and mission of every citizen today is to use natural resources economically and transmit them to the next generation, keeping the environment clean and tidy during today's globalization process. As a result of the development of technology and technology, Our Mother Earth is deliberately in danger, causing the loss of many nature's blessings and their depletion. In search of a solution to this, international organizations and government organizations set a goal and are doing their job. At the same time, the state committee for the protection of the Ecological Party, Ecology and environment Muhit was established in Uzbekistan. "Implementation of a unified state policy in the field of Ecology, Environmental Protection, rational use of Natural Resources, their restoration and Prevention of the negative impact of human activity on nature. In addition to him, our dear President. M. We can see as an example the work carried out under the project "green space" under the leadership of Mirziyoyev. Within the framework of the project, it is planned to plant 200 million bushes of trees. What is the purpose of this? We know that trees produce oxygen. The more trees there are, the more nature will be clean and clear. Everyone should understand this. Here is such a set of tasks. Not only is this organization responsible for the environment, but every person is responsible. Only if all people living in society work on the basis of cooperation in this regard, we will leave a healthy environment for the next generation. Good results can be achieved only if these works are properly brought up in the minds of young people from the family, kindergarten, and starting from primary school. This issue is a topical issue on the world. The correct use of nature is the inexhaustible care that each person has for the next generation.

In the theoretical part of the article, it can be said with special emphasis that today the whole world is puzzling over the preservation of Ecology and bringing it to the coming generation. The most effective and good solution for preserving the environment is the need to formulate environmental education in every person. When we can form in the psyche of a child love and affection for nature from the family, the system of preschool education and primary education, then even during the life of laughter, the child lives as friends with nature. Especially now elementary education, which we will analyze, plays a very important role. The child will be

beginning to fully realize the world at this age. In them, when we can form environmental education, it will be our first good that we do to the environment. As noted above, environmental education should be formed in a child as a general upbringing. It will have helped us closely in this regard if we educate primary school students in the spirit of love for the environment using the works of Oriental thinkers, ancient traditions and traditions correctly. Their works and instructive statements about nature teach the child to increase his knowledge about the environment and use it wisely. Nature, Animal, Man are considered elements of complementary existence. They complement each other. If we take only plants in nature, absorbing their healing, that they are nutrients to primary school students, then the knowledge they receive will remain with them for a lifetime, like a pattern carved into a stone. As evidence, we can cite the following information. For example Abu Ali ibn Sina's " Book II is devoted to medicine, which describes the name of 811 simple medicines of plant, ore and animal origin in alphabetical order and shows which disease each medicine is a cure for. If we give the above information to elementary school students in the lessons of "Natural Science" that plants, animals are very useful to humans, that it is possible to be good through them if a person gets sick, then their love for the green world and animals increases. Simply begin to pour water into the room flowers in his house and wipe their dust. It is necessary that we teach them this consciously.

In the main part of the topic, the creation of ecological and moral education by preserving the environment is facilitated by the fact that elementary school students make things from waste products learned in technology lessons, reducing objects that are released into nature as waste by man. This is the primary environmental preservation and environmental education for them. We need to tell them how great the harm of waste products to the environment is, how much it can make people sick, cause the disappearance of animals. A clean and tidy environment and a clean place also play an important role for people to live healthy. "Of the factors important for the functioning of the human organism, Ibn Sina emphasizes that the geographical and meteorological characteristics of the place of residence, the purity and purity of the air, the importance of water used in the farm are great. The scientist attributes various physiological states of a person's organism to changes in the weather. Relying on the information given above, attention was paid to the cleanliness of the place of residence and emphasis was placed on the suitability of its water for consumption. We know how important water is in nature for human life. We cannot imagine our life without water. In our people, it is not for nothing that the saying "Do not pour water" is said again and again. In Uzbek families, such concepts as "dirty-honest", "Oval", "sin-reward" are used when a more ecological situation occurs (for example, bread falls under the feet, water pollution, cruel treatment of animals, breaking down Martingale-trees, etc.). When children do not yet fully understand the essence of these words, they are given the formation of buds of national environmental behavior. We are encouraged by our people to preserve nature and live with an ecological culture before the children themselves have yet to form their minds.

In the process of teaching primary school students to love the environment, it is environmental education in schools that makes them more interested in organizing events, engaging in them through more practical activities. Alternatively, elementary school students begin to form environmental education in themselves. For example, in elementary school students, one event is organized every month, so that one event involves room flower care. In another, it would be an excellent light on the light if activities within the classroom were organized, such as hygiene, cleanliness day. In this case, the plan of each event is drawn up and organized by the

teacher. This is also one of the effective methods of environmental education of Primary School students by protecting their environment.

Summary of the topic. It is the formation of love for nature in primary school students that is the focus on the future, on progress. It is considered a tribute to nature. Today, the pollution of the atmosphere is caused by toxic fumes emanating from various factories and factories, and the increase in cars in cities is causing this. In the process, it is necessary to teach children not to throw too much toxic fumes and waste into nature. Because, upbringing is taken from youth. And from youth, when they fill their heart, mind with useful information, Our Mother Nature will be grateful to us. On this path, we can use methods and technologies that will give every positive effect. In this regard, in the process of teaching the minds of Primary School students to love the environment, it was environmental education in schools that would have even better results if the organization of events was formed.

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THE EDUCATIONAL SIGNIFICANCE OF THE UNDERSTANDING OF MORALITY AND NATIONAL IDENTITY IN FITRAT'S WORK "FAMILY"

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https://doi.org/10.5281/zenodo.7558359

Abstract. *This article provides detailed information about the short life of the great thinker Abdurauf Fitrat and the educational importance of moral and national identity awareness in his work "Family", while talking about the role and importance of the family in knowing the moral and national identity, and the family work carried out in this regard in the society. the conformity to the requirements of the time is revealed.*

Keywords: *family, national identity, society, husband, wife, child, Fitrat, Jadids, nation, country, personal society, morals. happiness, activity, communication, affection, loyalty, humanity, patriotism.*

Fitrat, one of the famous representatives of the Central Asian witchcraft movement, was the founder of Uzbek literature, theorist and practitioner of jadid schools, playwright, poet and scientist. He is one of those people who forever remained in the memory of the people in the history of our culture as a poet, playwright, linguist and literary critic, historian and philosopher, pedagogue and public figure. In the introduction to this article,we will talk about the educational significance of morality and understanding of the national identity in his work "family", starting with the biography of Fitrat, the founder of jadid mautabi, and studying his scientific information in the field of spiritual and moral education, which he left in the history of pedagogy.

Abdurauf Abdurahman son Fitrat was born in Bukhara in 1886 in an intelligent family. He studied in Bukhara, Istanbul madrasas and dorilfunun. Fitrat, thanks to his excellent knowledge of Arabic, Persian, Turkish, mastered the creativity of the great scholars of the East. Adib's father was engaged in trade affairs and remained in Qashqar until 1918. He was mainly raised by his mother, Mustafa Bibi (Bibijon). Thanks to his good knowledge of Oriental literature, Mustafa Bibi was aware of the gazelles of such great poets as Bedil, Navoi, Fuzuli, Zebuniso, Uvaysi. Fitrat went to study in Turkey in 1909 and studied in Istanbul dorilfunu until 1913.

He was active in the association "Bukhara education maorifi", which was founded in Turkey. His first poetic collection was published here in 1911 under the name" Sayha "("chorlov"). The beginning of the work of Fitrat dates back to the times when revolutionary movements intensified in Turkestan, when the East woke up. In his discussion, which he created in the Persian-Tajik language in 1913, he reveals the reasons why the Bukhara emirate lagged behind other countries behind religious ignorance and prejudice. The promotion of European science and culture during this period also constituted an important aspect of the Fitrat enlightenment. Fitrat founded the newspaper Hurriyat after the February Revolution in 1917, in which he published poems and articles calling on the people to fight for independence. In his poems and poems" sorrow of the land "printed in the newspaper" Hurriyat", the lyrical hero, who turned to the struggle for the hurl of Turkestan, said: "I was born for you, I live for you, I will die for you, O Holy hearth of Turk!"the call of baralla is heard.

In the collection "Uzbek young poets", published in 1922, Chulpan, along with the poems of Elbek, a number of poetic works of Fitrat were also first referred to the Uzbek reader. He once again demonstrates his steadfastness in the nationalist and patriotic pose in such poems as "to the star of Mirrix", "in search of Behbudi's Saga", "The East", "the poet", exposing the inhuman nature of the events after October. In his stories such as" the Resurrection", religious fanaticism is exposed as a force that hinders social progress. Fitrat, as a major literary scholar, also created several works. In particular, such scientific treatises as "rules of literature", "about aruz" and "examples of old Uzbek literature" played an important role in the formation of the science of Uzbek literary criticism.

Fitrat, meanwhile, also actively served as a state and public figure. In particular, in 1921-1923 he served as the maurif people's minister in the Bukhara people's Republic. And in 1923-1924, the poet, persecuted by the frunzeists, was engaged in scientific activities at the Institute of Oriental Languages in Moscow, gave lectures. Fitrat's textbooks on Uzbek Grammar were published five times between 1925 and 1930. For his research in linguistics and literary studies, Fitrat was one of the first among Uzbek scientists to receive the title of professor. Fitrat was also arrested in 1937 under pressure from the despotic regime and shot along with writers such as Abdullah Kadiri, Chulpan, on October 4, 1938. Fitrat, although elegant in the 60s, only by the time of independence saw the face of the fast. On September 25, 1991, Fitrat was posthumously awarded the Republican State prize named after Alisher Navoi for his services in the development of Uzbek literature.

Paying attention to the theoretical aspects of the article,Fitrat created his own work "family" in 1916, in which he talks about the reform of family life, and the writer calls for ways of salvation. The ground of Fitrat's views on the family is formed by the thoughts and ideas that are put forward in the Qur'an on this issue. That is why Ham this book was sincerely opposed by progressive youth in its time. It is impossible to reform society, to direct its development towards tarqqiyat, without properly building the foundation of the family and educating the younger generation in a full-fledged correct path. Ultimately, the fate of the nation depends on the aunt of her family. This idea was expressed in Fitrat's work: "the bliss and glory of every nation certainly depends on the inner discipline and harmony of this people. Peace and harmony rely on the discipline of the anashu nation's families. Wherever a family relationship relies on a strong discipline, the country and the nation become all the more powerful and majestic.

In the practical process of the article, an attempt was made to reveal in detail the fate of the nation in its specific aspects of the Uzbek family, referring to the educational significance of morality and national identity in Fitrat's work "family". In the interpretation of Fitratninng, the family consists of three important components: 1) husband; 2) Wife; 3) children.

Each of the three components of Anashu has a subtle, specific aspect. Because, while starting a family for a husband and wife is a major problem, this issue has its main facets. Fitrat keeps in mind the most important aspects of the issue before highlighting and giving the family's legal framework. The continuation of chayot in the form of children, in the eyes of Fitrat, is not only a family, but also a factor that expresses the strength of the nation, its reputation: "let's take, for example, the Belgians and the British, so that members of both nations are hardworking and mobile. But when we bring them before our eyes and express our concern, we see that the English nation has a hundred times more power and enthusiasm than the people of Belgium. Interestingly,

there is no difference in knowledge and effort between the English and Belgian Nations.Where then is so much difference in the chapter of shavkatu Shan and izzat?

The answer to this question can be found in the total number of both nations, that is, the morality of English Milatos reaches 44 thousand, and Belgians-7.5 thousand. Therefore, the common effort and deed of the English nation is several times more fertile than the effort and deed of the Belgian. The strength and honor and attention of the English nation are the result of these efforts and deeds. From this, European hockey players try to increase the number of their nation. If the European scientist undermines the prestige of his people,:

"O ye! The honor and attention of our country is not left, our nation will die nest. Grow a child to protect our honor, our homeland and our nation," the dod says. We see that the issue of family and children is not a private matter of either a man or a woman. The child is not only a continuation of parental life, but also a chain people who de The non-believers of which nationality are enthusiastic, ambitious, have a strong hand leg and are agile, and the members of the community are active and attentive to health." The quality of the Fitrat nation meant aspects that were ham-related to its quantity. I am saddened for this. The actions that determine the value and honor of the nation in the family mean, first of all, by chivalrous examples, that the husband and wife are associated with chastity, dionyacy.

Abdurauf Fitrat's moral views, ideas about national identity are largely given in his work entitled "family or family management procedures". This work was written in 1914. The work "family" is considered a work that embodies the intensity of that time. It is written with a boisterous style in its own right. The reason was that the intensity of that period in some ways also moved to works of art. In the work" family", both the spirit of criticism and the spirit of call are strong. Mother Fitrat wants to see Turkestan free, for this every Turkestan family should be a hearth of morality, limelight and freedom. The Thinker encourages the construction of a new family in this order. Only the children raised by a family that is healthy in all respects will be able to raise the nation to the top, save it from desiring: "this world is a field of struggle. The weapon of this field is a Healthy Body-Body, Mind and morality. But this weapon is broken,and the rust is rotten. With such weapons, there is neither Bliss nor pleasure for us in this world," says Fitrat with bitterness.

Indeed, both the future of our state and the position and potential it occupies among developed countries, and the thoughtful understanding of its worldview, knowledge, intelligence, duty and responsibility to the motherland, society and family, depend on today's generation. After all, such moral qualities as interest in knowledge and profession, respect for parents, loyalty to a friend, kindness, honesty and purity are formed and polished in the family.

Abdurauf Fitrat's work, family or family management routines, focuses on the emergence of the family, its role and importance in society, the internal order and rules that are followed in the family. Especially in the parts of the work "on whether to marry or not to marry", "thick (money) and what a wedding should be like", "on how the couple live", "the family's livelihood and office", these issues were thoroughly considered.

In this work, Abdurauf Fitrat covers issues that can serve as a guide for each new family. It follows from the principles of patriotism and nationalism and gives order to the first part of the book, in a sense, in the form of a normative guideline. He could be used by the Turkist, who wanted to create every new family, as a small-scale moral-domestic, hygienic-health commune. In addition, the work also touches on the material aspects of the family, the moral foundations of the circumstances from its foundation to its breakdown. This is a very positive aspect if we look at

these aspects from the point of view of that time. Because during this period in Turkestan, Khali medisina was not very developed, the culture of people's living was not so high either. Since Fitrat was in many foreign countries, there was a positive, learning needed, increased a lot of experience regarding lifestyle.

Consisting of a couple and children, led by one person, those who live together, according to Fitrat, form a family. The work states that different laws have been developed in order to protect the interests of each family, they are called "address event" (household wobble event). In this sense, when the inhabitants of a particular country weaken their family relationships due to dirt and allow indiscipline, both the bliss and life of that nation are in doubt.

Referring to the attitude towards women in the family, Fitrat cites the following narrative: "Aisha narrates. The Prophet said, " the most perfect believers are those who treat themselves with kindness and grace with their family. To their wives, the mardikarim does good, and the mardilaim is evil." In the eyes of Fitrat, the fate and prospects of the country are determined not only by raising harmonious children. In this work, it is repeatedly emphasized that the Enlightenment of the nation is also a bright manifestation in the attitude towards women.

The second part of the book is devoted to raising children. Fitrat also interprets upbringing in the traditional direction: physical education, mental education and moral education. In the harmony of these three educations, a real person matures, the author believes. In this part of the book, Fitrat, in a sense, presents a kind of theory of moral education. He exposes the problem of freedom of discretion through the concept of declination: may happiness, may activity, may communication, may love for others, etc.k. In all this, a person is brought up as a member of society, as a social being. He also touches on the issue of self-esteem, especially will. In the small chapter under the heading" Will and discretion", Fitrat encourages the child to be raised as a Will, offers the four-point rule-stages of Will education. When raising a child in a strong-willed manner, it is not the best of the parents that emphasizes that a certain freedom that is given to the child is important. The chapter "parents' rights " also provides an idea of the degree of freedom of an adult child.

The author associates the fate of the nation, its happiness with the maturity of family relations in society. In his opinion, there is not a single people in the world who are not a Taliban of self-esteem and Bliss. Where a family relationship relies on a strong discipline, the country and nation will also be so strong and strong. Fitrat brings economic illiteracy as a nation's drawback. For example, in his chapter" thick (about money) and what a wedding should be like", our people strongly criticize that all their lives spend the fallen world of goods on a one-day wedding, where they give in to unkind dreams and allow waste. The Thinker spends the wedding in a small circle without waste, noting that the money left from him is spent on young people's knowledge, health. Looking at it with attention, these thoughts of Fitarat Khali have not lost their relevance either. The reason is that even today in our society there are people who spend a lot of money on waste, saying that surfing is a dream. The author also emphasizes that economic illiteracy creates many social probl.

So then, in conclusion, it can be said that the work of The Thinker-jadid Abdurauf Fitrat "family" played a great role in the Turkestan national awakening. At the moment, it is a work with special attention as an excellent moral and educational treatise, which has not lost its relevance even now. The importance of Fitrat's moral views today is that he wants to change his moral life and challenges people to the idea of national liberation of his time. His legacy to us truly adds a

great dimension to improving and enriching our moral consciousness, our self-control, our behavior, our manners of treatment, which corresponds to our practical activities. We hope that the work of Fitratnig "family" will play a huge role in enriching the spiritual world of its time and the humanity of today.

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CONCEPT AND ITS TYPES IN LITERARY TEXT

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https://doi.org/10.5281/zenodo.7558363

Abstract. *In this article are given the notion of concept and the usage concept in the literary texts.*

Keywords: *concept, time, notion, continuity, duration, experience, analysis, cognitive linguistics, cognitive psychology, cultural linguistics.*

The thought is expressed at a relatively complete level and it seems necessary for the speaker to add something to it that was not thought of beforehand , an expression is an auxiliary construction. It means concepts. Concept expands, completes, realizes and clarifies the content of the main expression of the previous sentence. This is a very natural case for oral speech. It is an idea that is left behind in the main sentence during the conversation and it is considered extremely necessary to say can be filled through constructions. At present the term “concept” is widely used different fields of linguistics. The study of concept has a great importance as it is connected with cognitive linguistics, cognitive psychology, cultural linguistics and with cognition and transferring information.

Many researchers formulated the characteristics of the “concept” in their works. For example, D.S. Likhachov used this term to refer to the generalized cognitive unit, which reflects the phenomena of reality, depending on education, personal experience, professional and social experience of a native speaker

Yu.S. Stepanov believes that a concept is the “content of the notion”, A.P. Babushkin regards the concept as a mental unit which reflects the object of real or imaginative world and is kept in the national memory of native speakers. In the Brief Dictionary of Cognitive Terms the concepts is defined as “operational meaningful unit of memory, mental lexicon, conceptual system, brain language, and the whole picture of the world reflected in the human mind”

The concept can be a part of the world picture as well. It reflects the values of both the individual person and the entire linguistic community. The concept is valuable for a particular culture, which is expressed by a large number of linguistic units, which can be embodied in proverbs and sayings, poetry and prose. They are a kind of symbols or emblems, specifically pointing to the text, situation or knowledge that created them.

It is important to say that despite the variety of interpretations of concept, linguistic researchers have agreed that concept is a mental representation, “a unit of mental activity”. In general usage the term mainly denotes “idea” or “notion”. In a narrower sense it is a mental symbol sometimes defined as a "unit of knowledge", built from other units which act as the concept's characteristics. The concept has a cognitive status and does not exist outside mind. In linguistic science the notion of linguistic personality appeared long ago: the information about the possibility of reconstructing personality through language, the view of the world, consciousness was noted in the works of A.A. Potebnya, L.V. Scherba, G. O. Vinokur, B. A. Larin and other scholars at the beginning of the XX century. The structure of the linguistic personality is described in most detail in the works of Yu.N. Karaulov on the material of the Russian language. Many provisions of this work concerning the structure of linguistic personality served for the quality of initial theoretical

prerequisites of our work. Nevertheless, the problem of linguistic personality in English appears to be elaborated insufficiently. It is possible only to point out few researches on English material devoted to the problems of linguistic personality: linguistic personality in individual style of Hemingway; the concept of linguistic personality in English in comparison to Russian (on the example of the analysis of various translations of the play B. Show "Pygmalion; general and distinctive structure of linguistic personality in Russian and English variants of professional sports language). A certain attention in some articles is paid to particular aspects of LP. In foreign linguistics, the problem of linguistic personality is generally dealt within psycholinguistic aspect.

The most important of the linguistic features of the literary text is that it contains emotional words, dialect words, slang and argons, figurative words, similar in meaning, similar in form, similar in pronounciation and related meaningful words, as well as units such as idiom, proverb and matal, application and aphorism are given a wide place.

The method of concept research is not identical in case of literature and folklore. Analysis of the concept LIFE based on the phraseology is given by V. Maslova

1) outlining of the concept core based on dictionary definitions of the same entry during different historical periods;

2) establishing the periphery of concept using associative experiment;

3) ideographic processing of the concept structure (semantic analysis);

4) determining the concept place in general conceptual scheme – the first level of conceptualization;

5) selection of background information (from dictionaries of different types: etymological, explanatory, mythological, cultural, ethno-linguistic, etc.) for each semantic field, group, subgroup;

6) singling out the common and differential, general-cultural and ethno-cultural components from background information within all semantic fields;

7) outlining the associative-figurative complex of components pointed out on the second level – the second level of conceptualization V. Maslova

V. Maslova considers the concept as a part of the national conceptual domain (linguoculturological approach). This type of conceptual analysis involves the study of semantic structure and pragmatics of a certain word that is interpreted as a cultural phenomenon with its own etymology. For establishing the semantic volume of the concept, the scholar offers:

1) to define the reference situation including a concept, and in case of a literary text this operation is carried out on its basis;

2) to establish the place of a concept in the language picture of the world and linguistic consciousness of the nation through appellation to the linguistic and encyclopedic dictionaries, besides we consider the dictionary definition as a concept core;

3) to appeal to etymology and its features;

4) since dictionary interpretations give only a general idea of the word meaning, as well as encyclopedic dictionaries – of the concept, it is necessary to involve to the analysis a variety of contexts: poetic, scientific, philosophical, journalistic, proverbs and sayings, etc.;

5) received results should be compared with the analysis of associative links of keyword unit (concept core), for example, analyzing the concept of “time” enables to establish its close relationship with the concept of “future”;

6) if the important culture concept was selected for analysis, it must be frequently repeated and interpreted in painting, music, sculpture, etc.

Thus, the analysis of linguistic literature has shown that the problem of linguistic personality, especially the one on English material, is studied insufficiently. Any other work based on complex research of LP similar to our research material chosen by us for revealing LP in literary discourse is absent.

The concept and the meaning of the word have some similarities. Human mind reflects the objective and subjective reality. Both the concept and the meaning are the reflection of reality (objective and subjective). They have cognitive nature and present the result of the reflection and cognition of reality by the human mind.

On the other hand, they have certain differences. The meaning and concept are the products of the different levels. Concepts are regarded as mental units, and meanings refer to linguistic entity Concept is a product of cognitive human consciousness, while meaning is the product of linguistic consciousness. Meaning in relation to concept appears as a part of its content, which is relevant to linguocultural community. Many cognitive linguists agree that components of lexical meaning reflect only significant conceptual features, but not all of them. The structure of concept is much more complicated and more varied than the lexical meaning of the words.

Nowadays there are two approaches to the notion of concept in modern linguistics. They are *cognitive*, and from the point of view of cultural study─*linguo-cultural*. Each approach, according to certain features, highlights the specific properties of concept.

Researchers of the first approach consider concept as a cognitive linguistic phenomenon. From the positions of cognitive linguistics “concept” is considered to be a complex mental unit, means of representation of knowledge structures. Concept is the information which an individual knows, thinks, suggests, and imagines about the objects of the world. According to the cognitive approach concept is connected with verbal means of expression. Though concepts exist in the individual’s mind, they are verbalized in language with the help of linguistic means. Concept is expressed by words, phrases and by sentences, idioms, collocations and even by the entire text.

Concept has a certain structure that is not rigid; it is a necessary condition for the existence of the concept and its entry into the conceptual realm. Concept includes all the mental characteristics of a phenomenon and provides the understanding of reality.

Other researchers such as V.I. Karasik, G.Slyshkin, S.G. Vorkochev, Z.D. Popova, V.A. Maslova, I.A. Sternin and others assert that there are three components composing “concept”: **notional; imagery** and **evaluative**.

The notional layer is based on factual information, i.e. the basic, essential and distinctive features of the concept. Imagery layer is based upon the principle of analogy, and evaluative component is connected with axiological and cultural significance.

Summing up the results of the research done in this sphere we can say that concepts mean as components of human cognition in the cognitive science disciplines of linguistics, psychology, and philosophy, where are regularly formalized in mathematics, computer science, databases and artificial intelligence. In informal use the word *concept* often just means any idea. Concepts exist in people’s mind, they can be verbalized in language. In language concept can be presented by separate words, phrases, sentences or the whole text. The choice of verbal shape depends on the personal meaning, mental representation and the internal lexicon of the speaker, which are all interconnected with each other.

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THE USE OF MODERN INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING AND ITS EFFECTIVENESS

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Abstract. *This article is about how to use the methods of modern teaching of innovative technologies so that they become the leading aspect of learning a foreign language, and fully contribute to the formation and consolidation of the study of the material. Naturally, the question of how to organize the work on the assimilation of grammatical structures in English lessons cannot be separated from other aspects of integrated learning: lexico-semantic, orthoepic, orthographic work, from work on the formation of communicative skills in all forms.*
Keywords*: methods, teaching, motivation, foreign language, meaning, textbook, teacher.*

After the independence of our country, the interest in teaching foreign languages has grown and many opportunities have been created for young people and different modern technologies have entered our life. In today's fast-paced world, science and technology are also growing rapidly. Development in every field is moving forward.

In particular, great changes are taking place in science. Delivery of each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. The effective use of Innovative technologies, such as computers, the Internet, multimedia resources in the educational process is the only way to show the quality of education. One of the innovative technologies of improving the students' communicative abilities is using multimedia in the process of teaching and learning in the classroom. Proper use of multimedia in classroom will provide the opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream courses. Furthermore, because educational technology is expected to become an integral part of the curriculum, students must become proficient in accessing and using electronic resources Foreign language science is divided into four aspects (reading, reading, listening comprehension, and speaking), each of which provides specific concepts and skills.

Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies.

Teaching and learning a foreign language using modern technology is one of the most effective ways. In this process we should include:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language
- You can listen and watch radio broadcasts in foreign languages and TV programs
-the use of tape recorders and cassettes, which are more traditional methods

The use of these tools will make the process of learning a foreign language more interesting and effective for students In the process of globalization it is hard to imagine our lives without the internet. It is one of the most effective ways to learn and teach a foreign language.

You will be able to communicate with foreign speakers through the Internet. Writing exercises can be improved by writing a letter via e-mail. The most important issue is the introduction of modern communication technologies in the educational process, their targeted and correct, effective use, through which the student's interest in a foreign language, to increase the effectiveness of teaching. This will create opportunities for the use of innovative educational technologies and increase demand.

The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching.

Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he or she can play, speak, listen, understand, and write in English.

We know that in the current educational process, the student must be a subject.

Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods based on the experience of teachers in the United States and the United Kingdom:

Creative Problem Solving- To use this method, the beginning of the story is read and the conclusion is left to the judgment of the students Merry Ridles

- Merry Riddles is an important part of teaching English to students, as they learn words they are unfamiliar with and find the answer to a riddle;
- Quick answers help to increase the effectiveness of the lesson;
- ―Warm-up exercises‖ to use various games in the classroom to engage students in the lesson ;
-"Pantomime" is a method that can be used in a lesson where very difficult topics need to be explained, or when students are tired of writing exercises;
- A chain story method helps to develop students' oral skills
- Acting characters This method can be used in all types of lessons.

Professionals such as Interpretter, Translator, Writer, and Poet can participate in the class and talk to students

- The ―When pictures speak‖ method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures.

As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process. In short, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately. Such methods stimulate the student's desire for knowledge. The student strives to prepare well for the lessons. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we will contribute to the further development of effective ways for future teachers to effectively use innovative technologies.

Many are looking for ways that would help improve the effectiveness of raining. Teachers always excites the actual problem is to make sure that all the students were interested in a lesson to all involved in the learning process, so that there are no indifferent. How to use stories to develop the personality of the student, his creative thinking, the ability to analyze the past and present, to make their own conclusions and to have their own point of view? All these tasks can be implemented under conditions of vigorous activity of students using interactive methods and teacher training methods. As language teachers, we have a tradition of integrating new media into our teaching. We have embraced any new technology, which was likely to improve learning. Mindful of the need to bring native speaker voices into the classroom, teachers in the first half of the 20th century took gramophones into their classrooms. These were replaced by reel-to-reel tape recorders when the price was right and appropriate recordings became available. Brave souls acquired microphones and encouraged students to record their own voices, to accustom them to hearing themselves speaking in another language. The next innovation was the language laboratory, coming as it did at a time when the audio-lingual method was to the fore and drills were considered central to successful language learning. Those entrusted with the maintenance of language laboratories heaved a sigh of relief when audiocassette recorders replaced reel-to-reel tape. Slide and filmstrip projectors, film projectors and television sets also found their way into language classrooms, followed by video players and video cameras. All of these innovations made their entrance as "bolt-ons". It was only when their characteristics were fully understood and their strengths identified in comparison with existing media that they become integrated into the delivery strategy of the teachers concerned, and into published courses. The innovative technologies that we reviewed today significantly enrich and diversify the teaching of foreign languages. In place of the monotonous work comes intelligent creative search, during which formed a new type of personality, active and purposeful, focused on constant self-education and development.

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THE IMPORTANCE OF MOTIVATIONAL METHODS IN LEARNING A FOREIGN LANGUAGE

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Abstract. *This article is about how to present motivational teaching methods so that they do not become the leading aspect of learning a foreign language, but fully contribute to the formation and strengthening of the study of the material. Naturally, the question of how to organize work on mastering grammatical patterns in English lessons cannot be separated from other aspects of integrated learning: lexico-semantic, orthoepic, orthographic work, from work on the formation of communicative skills in all types*
Keywords: *methods, teaching, motivation, foreign language, meaning, textbook, teacher.*

A foreign language learner's motivation can be influenced by many factors: social, psychological, educational, and economical. In spite of the complicated situation, teachers can still do a lot to motivate their students by being observant, understanding, informed, and tactful.

If a teacher looks at his students' performance over critically, he will never be satisfied because errors and imperfections are a sure part of learning a foreign language. However, if the teacher focuses on his students' successes, he will be surprised to find how much they are learning and how hard they are trying. There will always be things for the teacher to be proud of.

The benefits of focusing on successes and achievements are manifold. Such a focus can build rapport between teachers and students, help students develop positive self-esteem, make learning pleasant, and, finally, lead to greater effort and success. Showing appreciation of students makes it easier for students to love their teacher, and interest in the subject. Of course, praise should never be overused, or it will lose its power. The teacher should be observant and give genuine, well- deserved praise in appropriate ways, keeping in mind the cultural values of the learners.

In the science of language testing, there are two types of measurement: norm referenced and criterion-referenced. The former measures a student's performance by comparing it to the performance of other students in the group. The students are arranged along a continuum ranging from the first to the last, or from the best to the worst. The result is contrasting, ranking, and competition.

Norm-referenced evaluation is like athletic competition in that prize winners are scarce. It is even worse: language learners are always competing with the same rivals because the groups of students in classes are usually fixed. There are harmful effects for both the good and the not-so-good students. The former might become conceited or sluggish, for their victories seem to be guaranteed owing to the ability gap between them and the others. The latter students will become silent and humble, lose interest and self-confidence, and eventually give up trying. So norm-referenced evaluation can motivate neither the better students, nor the slower ones. Criterion-referenced evaluation measures a student's performance by comparing it to a defined range of knowledge or skills. The students are evaluated according to standards, not each other. In classroom teaching, objectives-referenced evaluation relates students' performance to instructional

objectives for a specific course, lesson, or task. This form of criterion-referenced evaluation has clear advantages over the norm-referenced method. It gives all students a chance to succeed as long as they are attaining the teaching objectives. In the long run, students develop positive self-esteem and confidence and the ability to accurately judge their own knowledge and skills. Objectives-referenced evaluation works well with essays. When marking an essay, a teacher does not just rank it outstanding or satisfactory in comparison with the other students' essays and give a few comments based on a general impression. Instead, the teacher judges it according to how well the student has satisfied the objective(s) of that particular assignment. If, for example, the objective is to develop a topic with supporting details, then this is the standard by which the essay will be judged. The other features of the essay would be dealt withon other occasions or as other assignments. Objectives-referenced evaluation should be an integral part of the everyday teaching process, because it evaluates teaching results by referring to instructional objectives laid down during the planning stage. A competent teacher will not only pace his teaching properly, but also frequently check whether his teaching has been effective or not. Teachers should not set unrealistic demands or judgment criteria for their students, but rather depend on objectives referencing to evaluate both their students' performance and their own teaching. If objectives are realistic and appropriate and if teaching activities are effective, most students should be able to meet the requirements, and thus experience success and achievement, despite any ability gaps within a group. In addition, objective-referenced teaching and evaluation encourage everyone to try to reach the set goals. Learning a foreign language is a long and complex task. Learners need constant encouragement, and one of the best forms of encouragement comes from a sense of achievement and success. With a keen eye for achievement, an admiring eye for efforts, and a tolerant eye for differences and individuality, a skilful teacher can manage to enable the majority of his students to enjoy learning. A shift in the way we evaluate learners can work wonders.

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THE PROCESS OF DEVELOPING THE CREATIVE ABILITIES OF FUTURE ENGINEERS

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https://doi.org/10.5281/zenodo.7558375

Abstract. *In this article, the ability of students to have creativity is its personal qualities, the quality of natural and social activities, and directs to effective organization. The creative ability of students studying in the higher education system is shown in the environment for developing new ideas, not thinking in a single mold, originality, initiative skills, different from the traditional approach to the organization of educational and upbringing processes.*

Keywords: *creativity, traditional, creative ability, success.*

The process of developing the creative abilities of future engineers is organized in the following stages. Under the guidance of a professor-teacher, the organization of students' creativity, extremely strongly stimulating the acquisition and strengthening of knowledge, the development of creative activity in the process of developing creativity, is one of the most effective directions in the educational process. This, to a certain extent, serves to fulfill the tasks noted in the decree of the President of the Republic of Uzbekistan PD-5847 dated October 8, 2019 “On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030”, Resolutions PR-3775 dated June 5, 2018 “On additional measures to improve the quality of education in higher education institutions and ensure their active participation in large-scale reforms implemented in the country”, PR-4022 dated November 21, 2018 “On measures to further modernize the digital infrastructure”, PR–4884 dated November 6, 2020 “On additional measures to further improve the education system” and other regulatory legal acts.

According to A.G. Mikhaylova, the introduction of a creative approach is manifested in the development of creative thinking together with practice. The family plays a big role in the development of the student's creative ability. At the same time, parents are able to develop or destroy a person's creative abilities. The development of creative thinking skills of gifted students depends on good relations between their parents and teachers. She emphasizes that the role of the father is of great importance in the development of students' creative abilities [2].

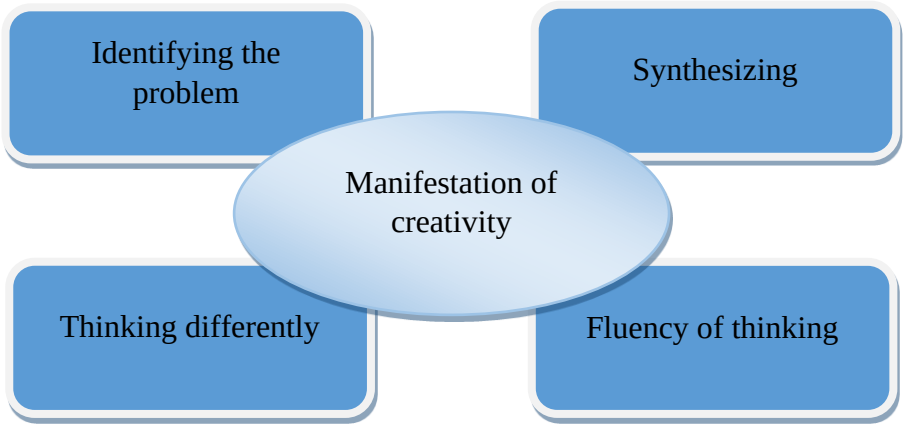
According to G.N.Ibragimova's opinion, she states in her research that “required the development of the content of students' creativity development according to the possibilities, directions, determination of motivation, creativity qualities, conditions and stages of development of students' creative abilities. The process of developing creativity in students allows the creation of heuristic developments based on interactive methods and technologies in the higher education system due to the fact that it depends on the effective organization of a person-oriented educational process by professors and teachers.” [4].

The simplest example of this approach is to present works of art and literature as products of the artist's fantasy, and then conclude that creativity is a form of neurotic fantasy. It can be seen from this hypothesis that it cannot explain why all dreams are not creative. If we emphasize that any person is a creator in some field of knowledge, it is self-evident that if all the obstacles that

arise in the process of creation are eliminated, it is important to be able to achieve real results in the activity.

Figure 1.

The process of developing creativity



From the presented concepts on the development of creativity, we believe that the development of creativity in overcoming obstacles will bring out the creative abilities of every student studying in higher education institutions.

In our opinion, creativity develops most successfully in an environment characterized by the absence of criticism, intrusive assessment and stress, and students perform creative tasks and intellectual tasks much better. This situation is manifested in the first period of development of students' creativity.

Valuable conclusions are given that the manifestation of the process of developing the creative ability of future engineers can be determined by the following criteria:

- identifying the problem;
- the ability to synthesize, feel similarities and understand differences;
- thinking differently;
- fluency of thinking.

In our research, the creative activities of high-intelligent students were studied, equating them with the creative activities of specialists and teachers, and their development as a creative and active person with high potential.

The main attention in the development of the research ability of students studying at a higher educational institution can be formulated as follows.

- theoretical justification of the essence of the concept of "creative ability", which implies the existence of creative and intellectual initiative; the ability to create new original ideas in solving problematic issues; an adequate way out of the problematic situation that arose during the educational process; the ability to adapt to changes and non-standard situations that occur in the educational process.

- pedagogical conditions for the development of students' creativity during the educational process, including a favorable climate in the student community for the development of the spirit of creativity; designing problem situations that allow the development of arbitrary attention, memory, logical thinking during the educational process; organization of subject-mental activity of students using the author's teaching technology; involving students in research activities; organization of a system of independent work on the development of students' creativity.

- author's teaching technology, created on the basis of a special model, is aimed at arousing students' interest in academic subjects; is manifested in improving the quality of students' knowledge; activation of educational work of students; the involvement of students in research activities.

Summarizing all of the above, it should be noted that various aspects of the problem of creativity are actively studied by foreign and domestic experts, and the results of these studies are widely used in the development of various programs for identifying and developing creative potential..

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ORGANIZATION AND DEVELOPMENT OF THE EDUCATIONAL PROCESS OF EDUCATIONAL CENTERS IN CLUSTER CONDITIONS ON THE BASE OF DIGITAL TECHNOLOGIES AS A PEDAGOGICAL PROBLEM

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https://doi.org/10.5281/zenodo.7558742

Abstract. *In this article, the organization and development of the educational process based on digital technologies in the conditions of the educational cluster is highlighted as a pedagogical problem. It was also mentioned what should be paid special attention to in order to effectively use digital technologies in the educational process while maintaining the quality of teaching.*

Keywords*: cluster approach, educational centers, E.P. Belan, "GovTech Maturity Index 2022", digital technology, educational institutions, student, parents.*

Application of the cluster approach to the pedagogic education system, especially within educational centers, is one of the current issues. Improving the educational cluster model, as well as organizing and developing the educational process on the basis of digital technologies, is currently one of the important factors in order to eliminate some problems in educational centers. It is important to have optimal cooperation of all interested parties in improving the educational cluster model in educational centers. It includes institutions that interact with each other. Integrating the team, resources and coherent system of each institution within the framework of the cluster will expand opportunities for comprehensive quality education for our youth, as well as solve a number of pedagogical problems.

According to the Russian researcher E.P. Belan, the organizational form of the cluster provides benefits for all institutions that are part of the cluster, this makes it possible to combine their efforts and increase the efficiency of the educational system, to strengthen the individualization of education and to create an integrated educational environment. In turn, the cluster model is associated with mutual obligations and joint activities of the cooperative institutions.

The organization and development of the educational process based on digital technologies in the conditions of the educational cluster is able to systematically solve some of the problems of the children in the society. Of course, through these approaches, in order to improve the cluster process in the educational process and achieve effective results, it is organized by a team of specialists and teachers who are ready to work with students in an individual integrated direction in each educational institution.

According to the "GovTech Maturity Index 2022" report compiled by the World Bank, Uzbekistan took 43rd place among 198 countries in the international ranking of information technology development in the public sector. It can be seen that our country has significantly

improved its position compared to 2020: it has risen to 37 places. In particular, according to the "GovTech Enablers" index of digital skills and innovations in public services, Uzbekistan took the 4th place in the world (increased by 65 places compared to 2020).

Judging by the information given above, we can see that digital technologies are rapidly entering our lives. Today, digital technologies are actively used in all spheres of life. It is possible to widely introduce digital technologies in state and community management, social sphere, increase efficiency, in a word, dramatically improve people's lives. It is not surprising that the educational system today is immersed in digital technologies, because it serves as a basis for serious analysis and pedagogical justification of many things that are offered in the information space today. It is also known that in recent years, several state projects or surveys have been conducted to solve the problems of "digitalization" of education. It should be noted that earlier we were limited to the implementation of digital technologies in certain areas. Today, taking into account that digital technologies are rapidly developing, they are included in all areas of digital development, especially in the field of education.

Today's classrooms are very different from ten years ago, and classrooms are equipped with computers, televisions, smart boards, and other types of educational technology. As in other parts of the world, digital technologies are emerging in Uzbekistan. As a result of constant interaction with such digital technologies, the thinking of today's youth is radically different from the way it used to be. It is necessary to adapt the educational system to the digital generation through mass and effective use of innovative educational technologies based on modern information and communication technologies. At the same time, it is necessary to actively use a research-based approach in the educational process. Through this, it is possible to develop the skills of young people and form creative thinking based on IT. Digital technologies are not a solution to all problems in the education system, but a means of making the learning process rich in information and interactive for the digital generation.

It is already known that the organization and development of the educational process based on digital technologies is considered a widely used concept, and it is a novelty that ensures the growth of the quality and efficiency of the processes required by the tireless researchers. This is the result of human intellectual activity and imagination. Digital technologies play an important role in scientific research. The implementation of digital technologies in the educational system will improve the quality of education on the basis of a cluster. It should be noted that education is a system of skills acquired by a person in pedagogical activities, and skills are considered a collection of knowledge, which can be achieved in educational institutions or with the help of independent learning. So, there is no doubt that independent education through digital technologies can further improve the quality of education in our country

In the age of information, the main task in the formation of the state's innovative capabilities in the educational process falls on teachers. Such an important task can be solved only by a teacher who has mastered modern pedagogical and information technologies, improves his knowledge, skills and abilities, has a creative approach to his work, and constantly works on himself individually. While the times are rapidly developing, education does not stand still. Now, according to the demand of the times, traditional forms of education have been replaced by non-traditional forms of education. Lessons organized through such forms of education are liked by students, arouse their interest, give them a lot of news and motivate them to move forward. Modern education sets goals for the student: free acquisition of knowledge, knowing how to interact with

different people in different situations, and at the same time feeling free and confident. For the development of the student's knowledge, skills and abilities, it is necessary to properly organize his activities. Development does not take place in the process of slow comprehension of educational material. The student's own actions will be the basis for the formation of his abilities in the future. Therefore, the task of education is to create situations that encourage students to act. In a word, teachers need to create special educational conditions that help each student to form individual tools and methods to solve tasks correctly in different situations. This, in turn, is considered one of the important issues of the technology of achieving the results set before the educational system. Digital technologies are very important in the development of the educational process.

The use of digital technologies helps to increase the interests of students and to form their positive motivation, because it takes into account the individual educational opportunities and needs of students, wide opportunities to choose the content and forms of educational activities, reveals the creative potential of students, and helps students master modern information technologies. That`s why our research is the organization and development of the educational process based on digital technologies in the conditions of the educational cluster, as well as, educational centers, educational institutions, parents of the student, as well as the individual work process of the young people in question. In this case, the possibilities of digital technologies can be used to organize digital educational resources, individual tests and distance lessons.

Formation of the national system of information, mass introduction and use of modern information technologies, computer equipment and telecommunications in all spheres of economy and social life, more complete satisfaction of the growing information needs of citizens, access to the world information community and use of world information resources in order to create favorable conditions for expansion, we must start active use of digital technologies in the educational process.

The use of various technologies in the modern education system of our country allows solving the existing problem in the educational process based on a new approach. For this purpose, special attention should be paid to the implementation of information and communication technologies in the educational process.

Today's students do not want to study in a traditional way, on the contrary, they support innovative education based on modern information and communication technologies. Therefore, digitization of the education system through mass and effective use of information technologies is the need of the hour. Now the teachers do not teach in the usual way. Because, as in developed countries, a generation with high intellectual potential is growing up in Uzbekistan. The way of thinking and receiving information of young people growing up in such an environment is fundamentally different from the previous thinking and learning process.

In conclusion, there is no doubt that the use of digital technologies in the educational process will have a positive effect on the quality of education in our country. In particular, interest in the use of innovative technologies in the education system and attention to the introduction of modern methods is growing day by day. The reason is that earlier the educational goal was focused on the acquisition and memorization of ready-made knowledge. Now modern technologies are teaching them to search for knowledge by themselves and draw independent conclusions.

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SPECIFIC FORMS AND FEATURES OF SPEECH CULTURE

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https://doi.org/10.5281/zenodo.7558765

Abstract. *In this article the main attention is paid to specific forms and peculiarities of the culture of speech in human communication, as well as questions of the oral form of speech, spoken and written language. Live spoken language also has its own lexical, grammatical and other features. Each form of literary speech has its own lexical, grammatical and other characteristics, these issues are covered in detail in this article.*

Keywords*: human relations, speech types, forms, oral and written speech, literary language rules, eloquence, grammar, vocabulary words, press speech, radio and sarcasm, antithesis, slang, speech art.*

INTRODUCTION

People express their inner experiences, dreams, and expectations in the process of communicating and speaking. In the **introductory** part of the article, an attempt is made to reveal that the development of society for the sake of people, and the formation of relations between people with each other in general is impossible to imagine without mutual communication and cooperation. Communication and speech - an important form of interaction, showing the inner and outer world of man. In the process of communication, a person expresses his views, representations, and feelings about the external world, the way of life of society, and his social, economic, and spiritual life. All this is reflected in the culture of speech and has its forms and features.

If we focus on the **theoretical aspects** of the article, then, first of all, with the change in social relations and living conditions of members of society, their imagination, ideas, worldviews, manners and moral norms about the material world will also change. Such a change takes place based on common interests and goodwill of people. With the advent of human society, the need for communication between people was felt. The interaction of the members of the society with each other has become the basis for the comprehensive development of this society. The importance of knowledge of speech forms in the study of the science of "oratory and the culture of speech" is incomparable. Linguists distinguish forms of speech as oral speech and written speech. Some scientists attribute colloquial speech to them. Because, according to experts, the most common form of speech is spoken language. The oral form of speech is widespread. It seems easy to many. In fact, oral speech is very important to attract the attention of the audience. The main feature of oral speech is that thoughts, words, expressions often appear when the speaker speaks from the pulpit, depending on the situation. The speaker should always be ready to give a lecture on an interesting, fascinating topic.

As a result, we will pay attention to the **practical aspects** of the article and comment on certain forms of speech: **Oral speech form**:

The first form of **oral speech** is a lecture. The speaker prepares his speech in writing but speaks only orally. The speaker must know where, to whom, how much and how to speak. Voice plays a key role in speech. Performance skills are of great importance in the lecture, i.e., in

conveying the collected material to the audience. Even the best speaker is worthless without execution.

When Demosthenes was asked, “What is most important in being announcer?” he replied, “The first is performance, the second is performance, the third is performance”. The performance in a lecture, that is, the delivery of thoughts, ideas to the listener, is done with the help of a pleasant voice.

The second form of oral speech is conversation. “Each speech is composed of content and words, and in each speech, without content, the words lose their ground, and the content without words loses its clarity”. So, conversation means the exchange of ideas between two people or several people. Every intelligent person should be ready for any conversation. The conversation has its rules. When an elderly person speaks, young people should not interrupt him until he is finished talking. When talking it is necessary to be very careful with every word, speech, and thought, to respect the interlocutor, and observe the rules of etiquette even when reacting. As far as possible, interlocutors should try to make a good impression on each other. Conversations are of two types. Specially prepared interviews or off-site interviews. Questions for television, radio, newspapers, and magazines are prepared and given to the interlocutor in advance. The second type of conversation is the conversation that takes place sitting next to the train, or bus, at weddings, maracas, and meetings.

Regardless of where, when, and between what gender conversations take place, interlocutors must learn to respect each other and speak face to face. The peculiarity of oral speech is that speech is in the form of live colloquial speech, so sentences should be very short and simple. Another form of communication is discussion. The term “discussion” refers to a round-table discussion of 30-40 mature professionals involved in the field, with the participation of 30-40 people, which are usually organized in the family, in the neighborhood and in public places. Unfortunately, in most cases, speakers and interlocutors talk without speaking, rush to react, try to express a new thought, speak out of turn or talk long.

Oral lectures are widely used in schools, high schools, colleges, institutes and universities. The lecture can last 15, 25, 35, 45, 60 minutes as a teacher. The speaker needs to prepare very carefully for each lecture, tell the audience, whether he is a student or a student, a new idea, a new phrase, something new. The speaker should pay attention to the age of the audience. The forms of speech include such forms as book speech, literary speech, tank speech, welcoming speech, advertising speech, speech, information speech.

Another form of speech is **written speech**. In written speech, the thought must be clear and impressive. The subject or information to be given in a written speech is well written and coherent. A disadvantage of written speech compared to oral is that some errors in oral speech are not noticed, and in written speech there are mistakes “here I”, regardless of whether they are spelling, stylistic or in any other form. In written speech, the speaker must first know the Uzbek literary language, spelling dictionary, grammar of the Uzbek language, spelling rules, syllabic translation, punctuation. Today, most of our youth are not at the required level of literacy. Probably, hence the saying: “You are satisfied with what you say, you are not satisfied with what you write”.

According to expert scientists, there are also types of written speech, such as lecture, synopsis, abstract, independent work, review, recommendation letter, description, statement, resume.

Another form of speech is colloquial speech, which is a form of oral speech. Listening plays a key role in conversational speech.

Live spoken speech also has its own lexical, grammatical and other features. According to some researchers, live conversational speech is determined as if it contradicts the written form of scientific, official, journalistic and artistic methods strictly adhering to the literary language. Live spoken speech is defined as a separate form of speech, and written speech styles (scientific, official, journalistic, artistic) following the literary language are defined as separate speech forms. Live spoken speech is characterized by randomness (impromptu). Also, this type of speech is usually in the form of dialogic speech. Slang can be allowed in it. It has its own lexical units (*aylanay, o'rgilay, jonginam, bo'pti, mayli, xo'p, bo'laveradi, yo'g'-ye, opke, kelaver* ... etc.). In live conversational speech, the words are widely used:

Many features of live speech are expressed in these passages. Each form of literary speech has its own lexical, grammatical, etc. features, as well as such forms as scientific style, formal style, artistic style.

Forms of literary speech. "Language is the "key" of the heart". "A good word is the master of the heart." Since language is multifaceted and complex, it is also studied by the science of linguistics. It has such departments as phonetics, lexicology, grammar, morphology, and syntax. People use tools other than language to communicate and think. But the main place in the growth of speech is literary speech. The subjection of language to certain norms and rules is called literary language. Literary language has written and oral forms. The written form of literary language is based on figurative means and is subject to the rules of correct writing and is called **orthography** (spelling). The oral form of literary language is based on such means as speech sounds, intonation, accent. Orthography studies the rules of pronunciation.

The scientific and methodical view of the literary language is of great importance in the system of higher education. Scientific speech is the speech of scientific works, that is, it is in the form of scientific articles, scientific brochures, textbooks, monographs, teaching aids, dissertations, scientific lectures.

It is noted that there are two types of official speech:

1. Oral statements by the official speakers.

2. Official working speech (written). Written application for employment, written notice of leave, receipt or order - all this is typical for an official written speech. If the speaker speaks in a formal language in front of the leaders, he speaks in a formal, pre-written text - in a formal style. The speech of the official lectures in the oral style differs from the speech of artistic, scientific, lively spoken, journalistic, and differs from the speech of official working papers. Fiction is a means of educating young people and developing human speech.

Also, by reading stories, novels, stories, poems and epics of many talented writers, poets, he improves his knowledge, enriches his language, learns to express his opinion correctly, clearly and clearly in talks and lectures. There are different forms and ways of using literature in speech. Depending on where and with whom he is talking or giving a lecture, the speaker can use artistic imagery, quote excerpts from works, read poetry.

Although the speaker is giving a talk on the international situation among 60-70-year-olds, it is certainly not acceptable if he is reading a poem about love. Because he needs to know when and where to use fiction with his intellect. Reading excerpts from works of art should serve to enrich the speech and improve the mood of the listeners. The value of examples of popular oral

literature in enriching a speaker's speech is incomparable. Every orator should increase his vocabulary, using proverbs popular in the people, not popular in the people, the wise words of scientists. The role of fiction in the development of speech is great. In fiction there is also author's speech. This is a component of the language of a work of fiction, in which the author's statement and comments are expressed in the language of the narrator, different from the speech of the characters. Character speech is the speech of additional characters that manifests and complements the characteristics of the hero of the work. It expresses his thoughts and feelings, attitude towards life events.

Reported speech is to copy what others have said while retaining meaning. If the speech of the characters of the artwork is borrowed from others and is pronounced by comparison, it is called assigned speech.

A **monologue** is a speech addressed to oneself or other participants in a work of art. Monological speech differs from dialogical speech in that it does not involve other persons.

In addition to the author's speech and the speech of the characters, there is also fiction speech in fiction. The speaker should pay attention and study the variety and abundance of images in fiction, what the writer, the poet wants to say with his work, what means of imagery he uses in his speech in words and phrases. Elements of a literary work, creating scenes and images that can be seen, heard, felt and felt, are called visual aids. Figurative means are the techniques of artistic representation of reality, pictorial and emotional means, and such their manifestations as animation, clarification, comparison, exaggeration, antithesis, sarcasm, figurative parallelism, symbolic images, allegorical images are often found in folklore and written literature.

Like any poet, the speaker is also the creator. In his speech, the speaker will be able to quote excerpts from the works of beloved and famous poets and writers and give examples. Exaggeration adorns the speaker’s speech, increases the impact, attracts the attention of the audience.

Antithesis means the opposite. The speaker provides a better understanding of the event by taking contrast in his speech.

Sarcasm is one of the techniques of disclosure in more critical speech, satirical works: it consists of bitter poison, sarcastic rebukes and insults.

In his speech, the speaker should, if possible, not use dialects, local words (dialectisms) found in works of fiction. Because the speaker's speech should be understandable to all present. Besides them, there are words and word combinations used only in certain places, villages, cities, districts, which in linguistics are called **provincialisms**. Also, words related to a profession are called professionalism. The terms jargonism, barbarism and ideology are also found in the Uzbek language.

Jargon, that is, words and expressions that appeared in a certain environment, used by merchants and thieves. Words that appear on the demand of the time are called **ideologies**. Therefore, the speaker must be able to use the various innovations of language in expanding his or her speech.

As mentioned above, the speaker should know the grammar, syntax and phonetics of the Uzbek language perfectly. Scientific speech is a philosophical speech, journalistic speeches are devoid of artistry and emotionality, but have strong logic.

Intonation is the main means of expressiveness, that is, the attitude of the speaker to the interlocutor, and helps to express the meaning expected from the speech of the speaker, to revive

the speech. In speech, the speaker is used to express thoughts and feelings such as question, exclamation, sign, sarcasm, anger, stress. Every speaker can skillfully use the wise words, proverbs and sayings of Central Asian and world thinkers. If he quotes and uses passages from songs, fairy tales, poems in his speech, it proves the speaker's skill.

Correct word pronunciation and intonation play an important role in **speech etiquette**. In the Uzbek language, the stress usually falls on the last syllable of a word. If the speaker pays special attention to the stress of each word, he or she can know that the level of content and effectiveness of his or her speech will increase. One of the most important signs of speaking is the intonation of the spoken sentence. If a speaker's speech continues at the same pace, in the same voice, no matter how important, relevant, and interesting the ideas are, listeners, especially students, will get bored and will not accept any ideas or anything. Experienced speakers pay special attention to increasing the meaningfulness of speech through rhythmic and melodic structure of speech, changes in pitch, volume, and sound vibration.

Uzbek speech has its components such as intonation, silence, tempo, rhythm. In preparing to speak, the speaker should determine where the tone and pause would lie. All forms of art help the speaker to strengthen his speech. The speaker should read and study scientific works.

CONCLUSION

So, we can **conclude** that the speaker should be able to understand what digital economy is and be able to explain it to the general public. Nowadays it is said that it is necessary to promote the production of innovations and discoveries in science on the initiative of the President, to serve the development of the country. So, the speaker must keep up with the times. The person who wants to become a speaker must first master the Uzbek language.

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RESEARCH THE DYNAMICS OF CADETS' COGNITIVE ACTIVITY IN THE MILITARY EDUCATIONAL PROCESS

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https://doi.org/10.5281/zenodo.7558780

Abstract. *The article dedicated for a measure of the cadets' cognitive activity level within the educational process there were developed the cadets' cognitive activity measurement criteria.*

Keywords: *criteria, professional competence, research methods, cognitive activity, dynamics, cognitive science techniques, behaviours, strategies, pedagogical creativity.*

Introduction

Just as cadets never stop learning, neither do librarians and teachers. Learning is a process that is facilitated by interest and applicability [1]. Therefore, it is imperative to develop instructional activities that cadets deem important and relevant. Analysis of the scientific literature has made it possible to determine three levels of cognitive activity: reproductive, partially exploratory and research [2].

Materials

To research the dynamics of university cadets' cognitive activity in the military educational process there were developed criteria to measure the cadets' cognitive activity. To measure the cadets' cognitive activity level within the educational process there were developed the cadets' cognitive activity measurement criteria. The criteria are as follows: attitude to the object of cognition, focus of learning and question formulation mindset and search of the modes of action [3]. Cognitive activity development levels are the following: reproductive, partially exploratory and research (Bakhaeva, 2010).

To study self-assessment of professional competence by a cadet seeking a bachelor's degree we used a questionnaire that enables to determine the following indicators:

– knowledge of the object of professional activity;

– knowledge of the operating procedures applicable in the field of the future profession;

– knowledge of special features of work in their future professional activity, knowledge of the theoretical bases for their professional activity;

– diagnosing the level of professional competence development;

– knowledge of technology for their professional activity;

– ability to use research methods, knowledge of scientific achievements in the field of professional activity, of the legal framework and documentation;

– ability to generalize one's own experience;

– knowledge of methods and ways of self-education [4].

Methods

Theories from basic cognitive science imply principles for effective teaching and learning. Principles include 'spacing' learning out over time, providing worked examples to support problem-solving, and presenting information both verbally and visually [5]. The applied evidence summarized does provide support for many of the principles of learning implied by basic cognitive science, albeit in specific contexts.

For most of the strategies included in this review, cognitive science principles were significant factors aspecting rates of learning and retention of information in the auditory. Most of the results could be explained using theories from basic cognitive science and practice-facing versions of these.

Results

Possible factors affecting the impact of cognitive science techniques

Teaching:

- extent of teacher professional development and learning for the cognitive science technique
- teacher general pedagogical and subject-specific knowledge and skills
- level of teacher experience
- teacher motivation and enthusiasm for the cognitive science technique
- extent to which technique replaces or improves teacher's existing practice.

Cadet individual factors (potentially different for each cadet):

- prior level of knowledge, in general and for the topic being learnt (and extent to which the teacher takes this into account)
- working memory capacity [6]
- nutrition and hydration
- alertness/activity level
- mood and emotional state
- general and learning – specific motivation
- personality and temperament
- special educational needs
- learning behaviours and strategies
- age and maturity.

Social environment:

- relations in the class (teacher-cadet, cadet-cadet, cadet-teacher)
- culture of participation
- emotional environment
- disruption, noise, or distraction
- decoration and information
- access to learning resources.

Activity, topic, and subject:

- subject or curriculum area (e.g., general differences in the nature of subject content and pedagogy)
- nature of specific learning content (e.g., complexity/element interactivity, novelty, connection with other learning)
- nature of specific learning activity (e.g., cadet-led, length, structure, resources) [4].

Discussion

Pedagogical research illustrates that cognitive activity enables cadets to form professional and specialized knowledge effectively . This means that the development of knowledge of the requirements by information and communication technologies is one of the important issues of modern education.

A. V. Khutorsky cites cognitive activity as the main competence directed at acquiring knowledge, mastering methods of cognitive activity, developing certain skills, creative

thinking and independence in the learning process. In our opinion, competence is not only the skills or ability to perform certain technological activities in the educational process, but also a combination of professional knowledge and skills, social ethics, teamwork, initiative [7].

Presently, there is a need to develop new forms and methods of activating cadets' cognitive activity when studying the subject "Informatics and Information Technology" [8]. There are three ways to introduce pedagogical creativity in pedagogical practice: discovery, invention, improvement. At this stage, we are choosing the third path, that is, we will select the most familiar forms, methods and means of teaching and training, to choose the specific subject, teaching material, audience and conditions, its contents are enriched by creating non-standard and training activities for cadets' cognitive development its contents are enriched. When organizing and conducting such training, it is advisable to rely on the following approaches [9]:

- creating conditions for full development of cadets' personal functions;
- incorporating important tasks for cadets into the learning process;
- selecting assignments (including selection of creative tasks) based on the ability of cadets to know;
- reduce requirements to different social and professional situations (role-playing activities - debating press conferences, gaming technologies such as Viruses);
- creating conditions for cadets to self-identify, activate, and develop [6].

Conclusion

Based on the results of pedagogical research, problem-solving and conclusions, the following recommendations can be made [10]:

- organizational components of the development of cognitive activity of future professionals (motivational, cognitive, using the methods of explanatory-demonstration (information-receptive), module-rating, problem-solving, heuristic, aimed at activation of cadets' cognitive activity in the educational process; improvement of active, reflexive, creative) content;

- organizational-pedagogical structure of development of cadets' cognitive activity based on technologies «Case-Problem-Method», «Case-Incident-Method»;

- implementation of criteria (cognitive, functional, motivational, trajectory) and methods (theoretical, technical, creative, module-rating system, assimilation, quantitative) based on the principles of regularity, consistency, and gradual development of cognitive activity in cadets [3].

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MOTIVATION AS A TOOL OF LEARNING FOREIGN LANGUAGES

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https://doi.org/10.5281/zenodo.7558794

Abstract. *Motivation in teaching is one of the foundations of successful mastery of the subject. In this article, the author examines the approaches of domestic and foreign specialists in the field of psychological and pedagogical aspects of teaching foreign languages. Motivation to study English in educational establishments is defined as a transitional concept, that is, it depends on both the students themselves and the teacher. The paper focuses on ways to form and maintain students' interest in the English language. The author pays attention to both the psychological features of the teacher's work with students, as well as types of tasks that contribute to increasing the motivation of students.*

Keywords: *motivation, tool, learning, foreign language, teaching, methodology, Edward Desy and Richard Ryan, team, students, Generation of initial motivation, Maintaining motivation, home reading.*

The most effective way to maintain motivation can be considered training built around intrigue and problematic issues. Also the necessity of students' autonomy in the educational process is substantiated in order to develop students' activity and independence. Strategies for forming and maintaining interest in acquiring knowledge can be successfully applied in the practice of teaching foreign languages at a university. Motivation is one of the most important factors in successful learning, and teachers often discuss how they know how to motivate their students. What does this mean? Some try to increase interest in the discipline being studied by making certain demands; someone expresses dissatisfaction with the failure of students, others remain calm; some talk to a group, others to an individual student. Which strategy is more effective? Referring to the educational process, where one of the important components is educational motivation and the motive of teaching, it is appropriate to define these concepts. The motivation of learning is a system of goals, needs and motives that encourage a person to acquire knowledge, skills and methods of cognition, to consciously relate to learning, to be active in educational activities. The motive of teaching is the orientation of the student to various aspects of educational activity, the motivation for active and independent mastery of knowledge and skills. The motive from a psychological point of view is a multidimensional phenomenon. Therefore, it cannot be interpreted unambiguously, since it is only one of the types of motives, along with needs, goals, aspirations, interests and intentions.

Next, we will focus on the most influential studies of foreign authors in the field of motivation to learn foreign languages.

As it is known, social and cultural factors have an impact on learning a foreign language. Given this fact, Robert Gardner he proposed the most influential theory about motivation to learn a second foreign language. In it, the scientist highlights socio-psychological aspects, since the attitude of students to the language being studied and the community speaking this language strongly influences the desire to learn a particular language. The coexistence of various linguistic (English and French) communities in Canada drew the researcher's attention to the importance of

integrative motivation, which implies the desire of students to learn a foreign language based on positive feelings towards a group of people, in particular which is spoken in this language. Gardner also defines instrumental motivation – when a language is studied based on practical considerations, for example, because of the opportunity to get a better job, a high salary or pass an exam.

An important addition to Gardner ‘s concept can be considered the concept. Of “linguistic self-confidence”, introduced by Richard Clement. This term is interpreted by the authors as confidence that a person is able to achieve the set results, achieve goals and competently perform the proposed tasks.

Another significant idea about the structure of educational motivation belongs to American psychologists Edward Desy and Richard Ryan. In they created the theory of intrinsic and extrinsic motivation, argues that students interested in academic tasks and results, and receiving pleasure and satisfaction from getting knowledge more likely to be more successful with students than those studying for promotion – good grades, or to avoid punishment on the part of parents or school.

In the early 90s of the XX century, it was suggested that a change in the paradigm of the study of educational motivation and the expansion of motivational concepts in relation to the practice of teaching foreign languages is required. In the early 90s of the XX century, it was suggested that a change in the paradigm of the study of educational motivation and the expansion of motivational concepts in relation to the practice of teaching foreign languages is required. Thus, the results of Clement’s research showed that integrative motivation, “linguistic self-confidence” and the educational atmosphere are the most influential factors, which also confirmed the importance of further psychological and pedagogical research.

Significant contribution to the study of motivation to study a foreign language was introduced by a British scientist of Hungarian origin Zoltan Dernei. He expanded the focus of studying this issue and proposed a more complex structure of motivation to learn a foreign language. He identifies three levels of motivation: the level of language (culture, society, intellectual and pragmatic values), the level of the student (individual characteristics of the student “linguistic self-confidence”) and the level of the educational situation (components related to the course of study itself - programs, teaching materials, methods, tasks, components affecting the personality of the teacher – his behavior, style and practice of conducting classes).

Z. Dernei also draws attention to another important feature of educational motivation - instability and change over time. This means that it changes over the entire time of learning a foreign language.

The concept of motivating teaching of a second foreign language by Zoltan Derne and was taken as a basis, where he identified four successive stages: the creation of basic motivational conditions, the generation of initial motivation, the maintenance of motivation, the formation of a positive attitude towards academic performance among students. Let’s look at each of them and back them up with examples from educational practice.

1. Creation of basic motivational conditions

This includes the proper behavior of the teacher, a pleasant and supportive atmosphere in the classroom, a cohesive study group with acceptable standards of behavior. To implement this approach in practice, the teacher should give students their own example of interest in their subject. The personality of the teacher, his passion for the subject play a very important role, especially in the initial courses. It is unlikely that a student will be able to get full knowledge from a teacher

who knows his subject perfectly well, but is burdened by his work. In addition, it is extremely important to establish a good relationship with students, which implies trust and mutual understanding. All kinds of information posted on the bulletin board are suitable for this, for example, a teacher's greeting, a birthday greeting or a successful defense of a project in English. This will help the students themselves to show their achievements in various subjects. Also , social networks can serve as a platform for communication between a teacher and a student, and mutual assistance. Let's add to the above that the study group as a whole has a powerful influence on its members and even can largely determine the individual preferences of each student. A group acquires motivational value when it consists of cohesive people. Therefore, the role of the teacher in creating such a team is especially important. The organization of a friendly unified "team" of students can, for example, facilitate the exchange of information about each other, the history of the group, that is , when students are connected by common memories, encouragement by the teacher of group assignments, extracurricular activities (trips to cinema, museums, theaters) or overcoming difficulties together (whether it's difficult tasks or passing a difficult exam). Thus, a friendly atmosphere in the group can have a beneficial effect on the motivation of each student.

2. Generation of initial motivation

In this case, such aspects as the creation of a positive image of a community speaking a particular language, respect for the language and culture itself, and the orientation of students to success are important. The motivation to learn a new language is also determined by the specifics themselves the subject. It is well known that any language is something more than communication and is part of the cultural heritage of the people who speak it. Accordingly, the desire to comprehend a foreign language can be influenced by the attitude to culture, traditions, and people who use it. Such cultural conditionality can influence both positively (when the student is interested in the culture of the country) and negatively (when this culture is not accepted) on the motivation of teaching.

Thus, for example, Zoltan Dernei talks about the unsuccessful experience of studying the Russian language under the influence of a negative attitude to culture. For ten years, he barely mastered the alphabet. Thinking in this way, the teacher should actively increase the positive attitude of students to the language and culture being studied. In the case of the language of international communication, which is English, the situation is different. So, a teacher can appeal to the well-known and immutable fact that English has become the official language in many areas – in the international academic community, business, tourism. In in the modern world, knowledge of this language is necessary for future study abroad, building a successful career, doing business, traveling, and the like.

3. Maintaining motivation

Taking into account the fact that motivation is characterized by variability and impermanence, the teacher needs to resort to a number of actions, such as: creating a pleasant and stimulating learning process, offering tasks that arouse interest in students, maintaining their positive social image, encouraging their autonomy, forming and maintaining the image of a "possible Self" within the framework of the theory of Z. Dernei "motivational self-image system in the context of learning a foreign language" (L2 motivational self system) and, of course, promote close cooperation between students. In the aspect of "home reading", when choosing works, it is important to take into account that they are relevant to the students' experience and relevant to various aspects of their lives. It is desirable that the book addresses the problems that

the current generation of students is facing or may face. The key point is the ability to appeal to your own experience, make projections on your life and thereby express it in your speech.

One example is the novel “Reluctant fundamentalist” by the American writer of Pakistani origin Mohsin Hamid (2007). The main character of the work is a young Pakistani Genghis who comes to The United States from Pakistan to realize the “American dream” and regain for themselves and their families the position of middle-class people lost at home. To do this, he studies hard at Princeton University and, after graduating with honors, gets a job at a prestigious company as a financial analyst. The author shows the thorny path of a young Pakistani in American society, notes the impact of the events of September 11, 2001 on the course of world politics, and also puts Genghis before a difficult choice between America and his country. Having discussed in detail the training materials used, let’s return to the strategies for maintaining motivation. So, in order to maintain a positive social image in students, conditions are needed where they could show their talents and show their strengths. A good way to implement this strategy can be considered dramatizations or performances in which each student can be given the role of the main character in turn.

4. Formation of students’ positive attitude to academic performance

It is well known that the way students relate to their past academic achievements largely determines their future approach to completing tasks. It may seem strange, but their assessment of their own academic performance depends not only on the absolute, objective indicator of their success, but also on the subjective interpretation of these results. Using appropriate strategies, a teacher can help his students see their academic performance in a more positive way to get more satisfaction from success and progress in studies, as well as to find a constructive explanation for failures. The mistakes made should not “stifle” the initiatives of students.

Therefore, the right approach is chosen by those teachers who do not use a red pen or pencil when checking notebooks, since it is very unpleasant for a person to get a job that is full of bright corrections and immediately gives a signal that the result is unsatisfactory. That is, it is already visually possible to negatively adjust the student. While corrections with a simple pencil do not differ so much from the text written with a pen and therefore will not cause a strong negative reaction. It is even worth going from the opposite and emphasizing not only mistakes, but, for example, wellexpressed thoughts in an essay, the correct translation of a sentence if it is complex. Thus, students see that the teacher is not only the person who notes mistakes, but also the one who is able to notice and appreciate both the abilities of students and the originality of thought.

To conclude, the level of motivation not only characterizes the trainees, but also the teacher, that is, this is what motivates students for any activity. A teaching assistant can open up “new horizons” or prospects for students when mastering a foreign language. Also, during the long -term interaction of the teacher and the student, some personal qualities of the latter may change. It follows from this that motivation is a transitional concept. Moreover, it is dynamic, that is, it can change over time, especially in cases of long-term study of a foreign language language and needs to be maintained. Understanding the concept of motivating teaching and its subsequent application in the practice of teaching a foreign language can significantly increase the effectiveness of the educational process.

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THE ALGORITHM OF SOCIAL AND HUMANITARIAN EXPERTISE IN THE PREPARATION OF FUTURE ENGINEERS-TEACHERS FOR DESIGN AND CREATIVE ACTIVITIES

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Abstract. *In the article, modern problems of pedagogical engineering design and ways of its improvement are considered in the context of innovative technology of the organization of socio-humanitarian expertise and pedagogical engineering design, as well as the formation of creative project activity of a modern engineer-teacher.*

Keywords: *research, professional competence, integration, design, technological, creative ability, modeling, structure, experiment, innovative, expert, expertise, concept, complex, intellectual, consultation, algorithm, axiological, method, hierarchy.*

INTRODUCTION

It should be said that the State educational standards and qualification requirements for vocational education in technical universities aim to form graduates of general cultural and professional competencies necessary at the present stage of development of society, and also provide for a qualitative change in the status of a bachelor of engineering teacher, his professional capabilities (research, production and technological, organizational and managerial, etc.). project activities) ensure its expansion and to some extent equate it with an engineer-teacher, graduated from it earlier. All this leads to the need to activate the educational process of training future engineers-teachers, to carry out significant innovative changes in the organization and content of the process of training future engineers-teachers in general and separately for each academic subject.

MATERIALS AND METHODS

The requirements for vocational education in technical universities in the curricula of the State Educational Standard create the need to expand the list of activities that most fully reflect the specifics of professional activity. The integrating core of the educational quasi-professional activity of future engineers-teachers is the project activity, which is the methodological basis of the entire system of general professional training. Educational engineering design is a quasi-professional educational activity, during which:

Unification, deepening, systematization and generalization of design skills and qualifications are carried out in relation to the main (for the specialty being prepared) production, technical, technological, organizational and economic situations;

the technology of implementing a real engineering project is being mastered from the stage of setting the task, to the stage of pre-project research, to the stage of forecasting the future consequences of the project (including social and humanitarian);

the methods of solving engineering design issues are reproduced, including tasks that do not have a standard (typical) solution and require the realization of the designer's personal potential, the use of his personal professional experience and intuition for their implementation;

professional relationships and communicative tactics are modeled in the process of discussing and making engineering and design decisions;

important personal qualities and non-productive reserves of a specialist are formed, i.e. unity of word and deed, compliance with ethical standards of professional activity, discipline and responsibility, purposefulness and mutual assistance, etc.;

the development of creative abilities, technical thinking, education of the culture of intellectual work, the desire for independent acquisition of knowledge, self-education, the formation of a positive attitude to the future specialty.

However, the pedagogical engineering design used today needs innovative approaches that can provide methodological relevance and up-to-date content that meets the existing technical reality and the requirements of a competent approach.

Currently, the educational, engineering and design problems inherent in the practice of the educational process of requirements for students in the field of vocational education in technical universities, when new requirements are presented to them, negatively affect the quality of vocational training. training of modern engineers-teachers and possible ways to solve them.

The first problem is related to the fact that engineering and design activities are focused not only on the equipment and technologies in which we believe, but also on the individual and society as a whole. In engineering, the problems of the technical, social and biological existence of society are closely related to each other. Any technical achievement has social and biological significance, since it changes society, nature and the biological state of a person (changes in human physiological characteristics, the appearance of new diseases, etc.). In the process of engineering creativity, new types of material needs appear, which change the way of life, and then the ways of communication (channels), and ultimately lead to a change in the surrounding reality [1].

Based on these arguments, the purpose of educational engineering design is not only to teach students to develop creative projects independently, to teach them how to calculate production parameters (which is also very important), but also to convey to future engineers-teachers the creative idea process as the meaning of creating ideas and materials and is to make it the personal property of the future engineer-teacher. Engineering work consists in turning the “natural” into the “artificial”, into the “non-existent”. How this “artificial” behaves in our life, how much it changes nature and the world around us, what the project is being prepared for, what its significance for society is, whether the designer corresponds to the values and ideals of humanity – these are questions that the designer should think about. Although there are automated systems for designing methods and technologies that can largely replace people, only people can find meaning in their work.

The second problem is related to the structural and substantive aspects of educational and technical design. Regardless of the training specialty (profile), the order of execution of interdisciplinary course and diploma projects that simulate the real process of engineering design of technical objects in technical universities includes the following main project actions of students:

1) obtaining the initial task (stage, node, etc.) for the design of the technological process;

2) formation of an information base on the subject of the project (study of its analogue in the industry and the method of obtaining it, familiarization with materials related to the development and improvement of the object under study and their analysis, patent and information search, etc.);

3) analysis of the results of patent information search and structuring of information in order to determine the need and possibility of improving design objects, identifying its shortcomings and a list of new technical solutions recommended for improving the object;

4) analysis and selection of a specific technical solution for use in the project, clearly expressing the design task;

5) perform the necessary engineering (technical and technological, mathematical, graphic, etc.) calculations;

6) design of the explanatory letter and the graphic part of the project;

7) project protection.

The main element of the educational engineering and design process, bearing the main content load of this type of educational activity, is reflected in professionally defined (technical, technological, constructive, etc.) sections of the project with all the specific features. implementation of projects by students of various engineering specialties - in the project there is a stage of analysis and selection of a new technical solution for subsequent implementation.

However, in practice, we found during a survey (scientific experiment) among senior students of engineering faculties of TASHSTU with design experience (interdisciplinary course project) that the implementation of projects is not always associated with the use of new technical solutions in the project (technical university, on average, in 66% of projects). This term meant a technical solution of students' own invention or patented, but not implemented in practice, where the main principles that guided students in choosing a technical solution were the technical and economic indicators of the design object (in 44% of cases) or the decision was made similar to the decisions made earlier in similar projects (30%). Only 14% and 16% of students took into account environmental aspects and potential harm to people and society when choosing a technical solution, respectively.

In addition, the educational and methodological department of the University conducted a scientific and intellectual analysis consisting of diploma projects and final qualifying papers of 875 students who have fully mastered the full-time program. At the same time, it turned out that the original skills used in the preparation of dissertations are very briefly presented in publications and other sources of intellectual scope.

All this indicates that educational engineering projects are not sufficiently innovative and innovative, which makes it difficult for modern future engineering teachers to gain full-fledged experience in creative project activities. Thus, modern educational engineering and design processes do not fully meet modern socio-cultural requirements.

As a result, the level of creative project activity of future engineers-teachers will be low, which is represented by the division of the engineering project, outside of its relationship with the technical and social environment. The creative project activity of the future engineer-teacher is professional and personal qualities, a set of professional knowledge corresponding to the level of modern science and technology, corresponding functional skills and constructive skills, psychological readiness to show innovative approaches in practical design. finding non-standard and creative solutions to engineering and design tasks, moral and personal qualities that determine the willingness of a specialist to work in conditions of incompleteness of pre-project information and risk, to predict the consequences of the adopted design (including socio-humanitarian) decisions, which instills in future engineers-teachers not only an understanding of the consequences of their actions, but also a willingness to bear responsibility includes.

The use of new technical solutions in the implementation of interdisciplinary course and diploma projects, the mandatory inclusion of elements of group expert work (mainly at the stage of analysis and selection of a project solution), a significant improvement in the quality of projects, practical development and updating of professional knowledge and skills of the student, the search for a project solution and allows you to form competencies related to the manifestation of creativity, disclosure of personal qualities, forecasting the impact of the results of the project on nature, society, global and local processes in the life of each person.

The third problem of educational engineering design lies in the non-project area of student education. Unfortunately, there are not enough subjects in the curricula of modern technical universities that prepare students for creative project activities. “Computer-aided design” or “Engineering Design” should come to the fore as the main subject, which in many ways will help to overcome the fragmentation of individual subjects in the preparation of future engineers-teachers for creative project activities. Its invariant core should be attributed to the following expanded didactic units:

1) the content and principles of engineering design, its levels; a systematic approach to engineering design;

2) general and special quality indicators, their models;

3) technical contradiction; ideal end result;

4) the main qualities of the design object, their analysis; terms of reference;

5) methods of searching for ideas; from an idea to specific technical objects;

6) vector optimization, decision-making;

7) system models, algorithms and programs reflecting the operation of physical objects;

8) digital methods and models for modeling tests and working conditions;

9) methods of assessing the quality and acceptability of design solutions.

Always looking closely, you can see that these disciplines do not have a deep content, there is no mention of the methodology and technology of design as a type of engineering activity.

At the same time, the most important thing in the design and creative activity of students is creative action, that is, the formation of an innovative idea with a scientific basis, the identification of problems and tasks associated with it, the analysis of the material needs of students. society and their implementation, which teaches methods of predicting the impact of projected technical objects on society and human life, educational subjects are not enough. This requires training courses of a broad methodological plan, special courses that include discussion of creative tasks and their solutions, modeling of socio-humanitarian expertise of engineering and design solutions.

The fourth problem, which is not paid much attention to, but which does not remain important, is that the pedagogical and engineering design of the teaching staff of technical universities is not ready for the new requirements of the time. The problem is not even that there is no universal textbook on the content and methodology of designing the educational process; each department publishes its own guidelines in accordance with its specialization and established traditions. Changing the algorithm of creative design, searching and testing new organizational forms of creative design, mastering a new methodology of creative design - all these are psychological stresses (not to mention physical exertion) that are often encountered in the professional life of modern professors and teachers, consciously or unconsciously. In this regard, the problem of teacher training is of particular importance. The new design methodology is not

only a change in methodology, but also, in a sense, breaking the established professional stereotypes. Therefore, first of all, the teacher should master new approaches to creative design, make them his personal property. These processes do not occur without the will of people.

Thus, it follows from the above that the formation of the general cultural and professional competence of future engineers-teachers in design and creative activities determined by new educational standards should be provided with a new technology for the preparation of educational and engineering projects that meet modern requirements technical reality.

At the same time, new requirements for engineering and design activities, features and prospects of its development at the present stage of society's development, and, first of all, expertise in its complex form, as well as socio-humanitarian, engineering and design solutions at the pre-project, design and post-project levels, it is necessary to pay attention to new manufacturing elements, the need for their organization at the state level has acquired special importance in recent years.

RESULTS

In modern conditions, the idea and concept of socio-humanitarian (humanitarian) expertise as an important mechanism for preserving a person's creative project potential have been introduced by many scientists and specialists, including H. H. Avdeev, I. I. Ashmarin, G. V. Ivanchenko, D. A. Leontiev, Petruneva P.M., Pokrovsky D.A., Safuanov F.S., Skirbekk G., Smolyan G.L., Solntseva G.N. Belongs to Stepanova, P. D. Tishchenko, G. L. Tulchinsky, B. G. Yudin and many other scientists. For example, the philosophical foundations of humanitarian expertise are analyzed [2]; Humanitarian expertise is considered as a specific form of activity, type and social technology that proactively reacts to possible negative consequences of social and technological innovations [3]; the interdisciplinary and complex nature of humanitarian expertise is noted [ibid.], the characteristic of objects and objects of expertise in the general sense, its functions and organizational support of the examination procedure are given [4, 5]; socio-humanitarian expertise is considered as a method of assessing the importance of engineering and design solutions for society and a method of training engineers [6], etc.

The analysis of the literature made it possible to determine the list of questions that the participant of the socio-humanitarian examination should answer. Here are examples of such questions.

Question 1. Did you know that engineering and design solutions can have social and humanitarian consequences for society? What do you see as the social and humanitarian consequences of implementing engineering design solutions?

Question 2. Do you consider it mandatory to take into account the socio-humanitarian aspect when choosing technical solutions for the design process? Are you ready to identify and discuss the socio-humanitarian aspect of your technical solutions in the design process? New professions will appear, traditional professions will disappear, etc.

Question 3. Do you consider it necessary to make significant changes in the design of educational equipment, organization and conduct of educational practices? What are these changes?

It is also clear that the socio-humanitarian expertise of engineering and design solutions should be comprehensive and interdisciplinary. The complexity of the object of interdisciplinary communication is manifested in the fact that it requires the involvement of specialists from various fields of science and practice, including the humanities. The complexity of the examination is

determined by the nature of technical, social, natural and biological changes that should be determined predictively.

Special requirements are imposed on the participants of a comprehensive socio-humanitarian examination. In addition to bright natural, general engineering and special training in a specific discipline, these specialists should have experience in humanitarian-oriented thinking and humanitarian-oriented engineering and design activities. Such experience is very necessary for experts, because they must not only assess the consequences of the implementation of a technical project, but also determine them first of all, which requires an appropriate intellectual and emotional potential of a person. It seems that today we do not have such specialists and they need to be specially trained.

The question of the responsibility of experts and the qualitative composition of the expert group remains open. If social and humanitarian expertise is subject to social projects or normative documents, various public organizations or professional associations and religious figures can participate in the expertise, engineering and design solutions are subject to social and humanitarian expertise only in this or similar areas, as well as as humanitarian (philosophy, law, medicine, pedagogy, psychology it is possible to attract the most influential specialists in this field.

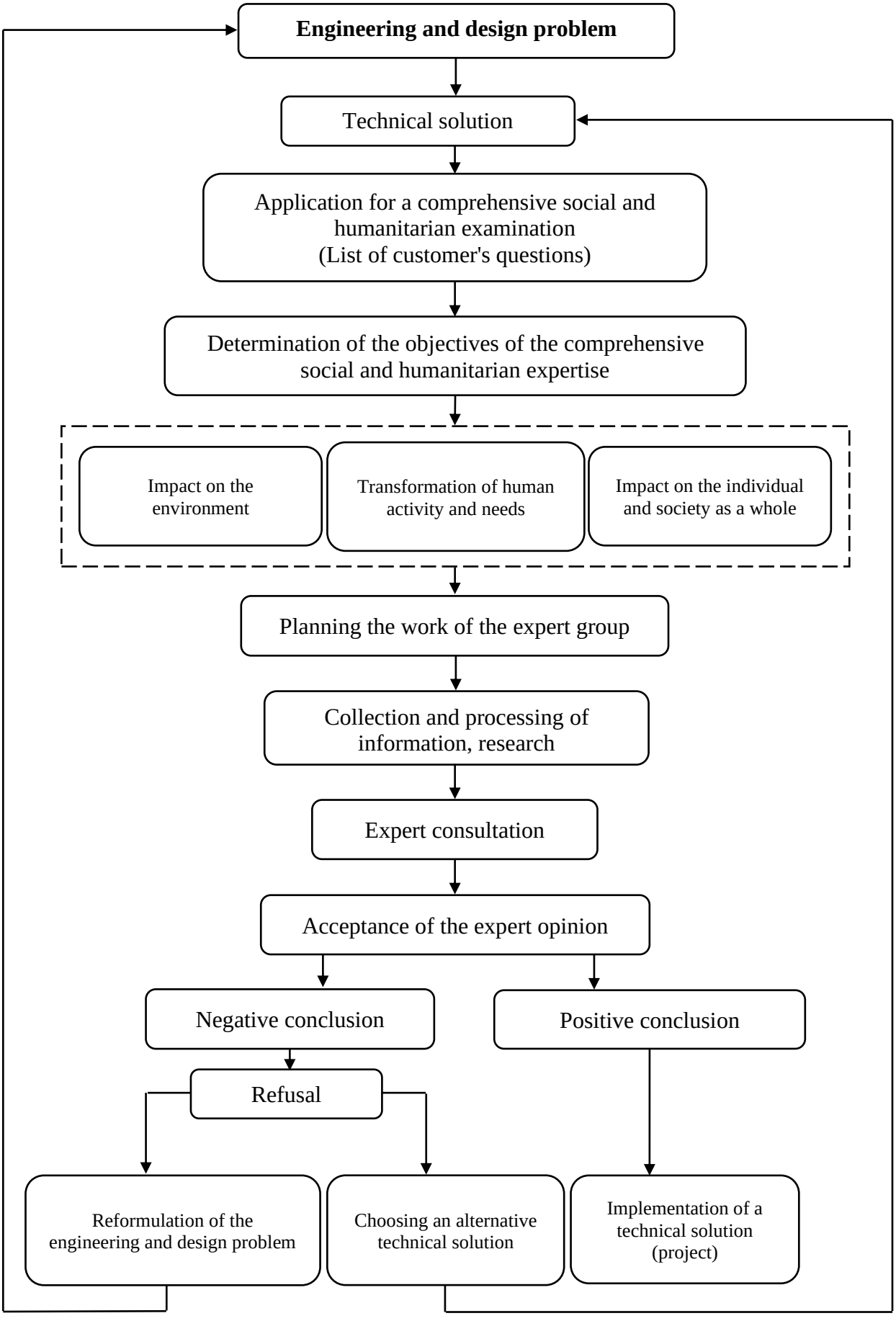
Not only professional engineers, doctors, lawyers, etc. can participate as experts, but also professional elites who are able to give a comprehensive and global vision of the problem and possible consequences of the project. Thus, an engineering project is important not only for working on technical systems, but also for carriers of specific knowledge related to their creation, the development of new phenomena and social relations. Society expects not only knowledge, but also moral integrity, responsibility in making professional decisions and their timely application from representatives of the elite [7].

Technological processing of the mechanism of socio-humanitarian expertise includes the introduction of such a concept as the socio-cultural effectiveness of the project. This concept shows the compliance of the proposed technical solution with modern socio-cultural norms and the needs of certain groups of the population and does not include an assessment of the effectiveness of the project itself. The criterion of socio-cultural effectiveness lies at the intersection of the socio-cultural necessity of the project, technological capabilities and possible consequences of its implementation, assessment of group and public morality. The category of social efficiency [8] includes the following concepts:

social utility, which is defined as the degree of impact on the quality of life, taking into account the minimization of consequences;

socio-cultural significance that determines all the qualities of a technical project, contributing to the emergence of new elements in people's relationships with the outside world.

Based on the above, a comprehensive socio-humanitarian examination of an engineering and design solution appears as a multifaceted and multilevel structure reflecting the nature of the processes affected by engineering and design activities in conditions of incomplete certainty and risk [9]. The algorithm for conducting such a check is shown in drawing 1.



Drawing 1. Algorithm of social and humanitarian expertise

DISCUSSION

A comprehensive socio-humanitarian examination of a technical solution is a multi-stage process that begins with the submission of an application from an interested person with a list of mandatory questions. At the initial stage of the work, the expert group determines the hierarchy of the objectives of the examination based on the analysis of the questions (tasks) asked by the applicant and the normative-value (axiological) complexes of the society. In this case, if the level of the basic values of the society is not taken into account by the applicant when formulating questions, additional questions may be asked by experts.

CONCLUSION

After planning and developing a strategy for the work of the expert group, including methods and methods of collecting information, processing it, determining criteria for the effectiveness of the decision, forms of presentation of the results of the examination, etc., the data are re-analyzed and processed accordingly, including mathematical processing of measurements and results.

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STRUCTURAL AND CONTENT MODEL OF THE DESIGN AND CREATIVE ACTIVITY OF THE FUTURE ENGINEER-TEACHER

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https://doi.org/10.5281/zenodo.7559508

Abstract. *This model is based on the dominance of the target characteristics of the process and the subordination of all structural components of this process to them. At the same time, the target component is the design and creative activity of a modern engineer-teacher in the form of a set of design competencies of a specialist.*

Keywords: *Future engineer-teacher, modeling method, results of a pedagogical experiment, design efficiency, formation of project creative activity, structural-content model.*

INTRODUCTION.

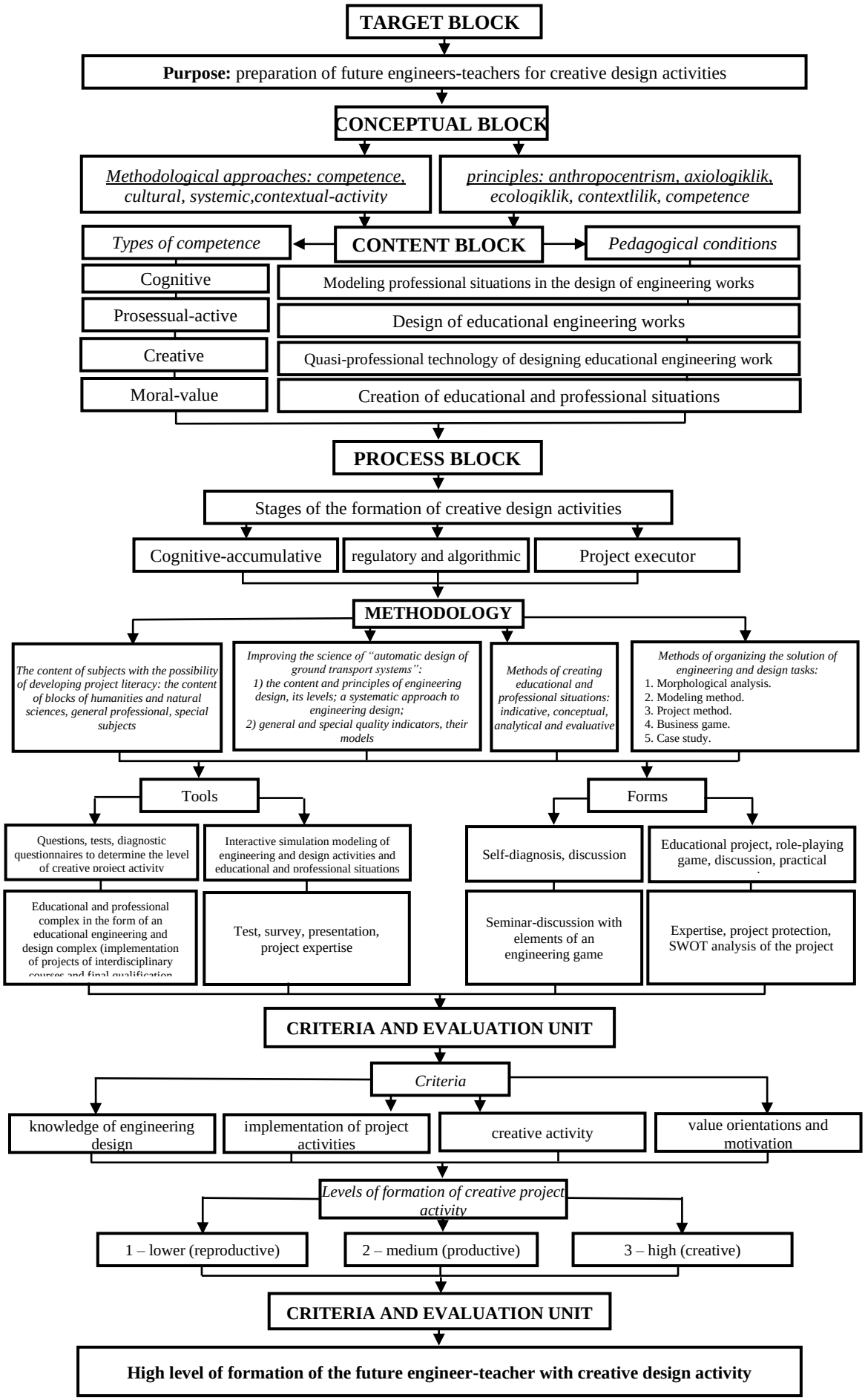
Regarding the modeling of the process of preparing a future engineer-teacher for design activities as one of the scientific and pedagogical methods, it is necessary to determine how the essence of modeling can be understood as the basis for describing and building the desired model. The modeling method was fully developed in the works of Yu.K. Babansky, S.I. Arkhangelsky, V.V. Kraevsky, N.F. Talyzina, G.P. , Methodists, op. [1, 2,3,4].

Speaking about the modeling process, academician V.S. Stepin said that “this process is the process of creating special schemes (models) of the objective side of practice, in which stable connections of objective relations and interactions are established that describe a potentially given class of practical situations recorded” [5].

The term “model” has many meanings. In science, there are many definitions of this concept. In our work, we use the definition of V. A. Shtoff, who considers a model as “a system, imaginary or materially realizable, which can replace the object of study by describing or repeating the study to the extent that it can give us new information about the object” [6]. Bu is defined by bazlanib, the model is bu bir-Bir bilan buzaro buzaro, known as structuraciga iga bulgan tizimdir. The model strives for an idealized image of berylgan berylgan, a training model, case studies, task organization and advanced parameters to obtain the maximum possible information.

In the conditions of the information and educational environment presented in the research of this dissertation, the theoretical model of the formation of the qualifications of the future engineer-teacher and the ideas of a competency-modular organization of teaching as the basis for creating an internal structure of the model reflect and consist of targeted, conceptual, meaningful, procedural, methodological, criterion-evaluative and effective blocks. One of the most important components of the concept is a structural-meaningful model that fully reflects the studied pedagogical process, its intermediate and final goals, and also serves as a theoretical and practical basis for the implementation of the developed concept.

RESULTS. The Model is a praxiological projection of the concept developed for the educational process in higher educational institutions, carried out in an integral unity of the rules that determine the theories, approaches, principles, meaningful-organizational and normative regulations that define it.


TARGET BLOCK
Purpose: preparation of future engineers-teachers for creative design activities
CONCEPTUAL BLOCK
Methodological approaches: competence, cultural, systemic,contextual-activity
principles: anthropocentrism, axiologiklik, ecologiklik, contextlilik, competence
Types of competence
CONTENT BLOCK
Pedagogical conditions
Cognitive
Prosessual-active
Creative
Moral-value
Modeling professional situations in the design of engineering works
Design of educational engineering works
Quasi-professional technology of designing educational engineering work
Creation of educational and professional situations
PROCESS BLOCK
Stages of the formation of creative design activities
Cognitive-accumulative
regulatory and algorithmic
Project executor
METHODOLOGY
The content of subjects with the possibility of developing project literacy: the content of blocks of humanities and natural sciences, general professional, special subjects
Improving the science of "automatic design of ground transport systems":
1) the content and principles of engineering design, its levels; a systematic approach to engineering design;
2) general and special quality indicators, their models
Methods of creating educational and professional situations: indicative, conceptual, analytical and evaluative
Methods of organizing the solution of engineering and design tasks:
1. Morphological analysis.
2. Modeling method.
3. Project method.
4. Business game.
5. Case study.
Tools
Forms
Questions, tests, diagnostic questionnaires to determine the level of creative project activity
Interactive simulation modeling of engineering and design activities and educational and professional situations
Self-diagnosis, discussion
Educational project, role-playing game, discussion, practical
Educational and professional complex in the form of an educational engineering and design complex (implementation of projects of interdisciplinary courses and final qualification
Test, survey, presentation, project expertise
Seminar-discussion with elements of an engineering game
Expertise, project protection, SWOT analysis of the project
CRITERIA AND EVALUATION UNIT
Criteria
knowledge of engineering design
implementation of project activities
creative activity
value orientations and motivation
Levels of formation of creative project activity
1 – lower (reproductive)
2 – medium (productive)
3 – high (creative)
CRITERIA AND EVALUATION UNIT
High level of formation of the future engineer-teacher with creative design activity

The text of a scientific paper on the topic “Structural and content model of training a future engineer-teacher for creative project activity”

The effectiveness of the presented model and the author's project developed on its basis is confirmed by the results of the pedagogical experiment [7].

Taking into account these considerations, it is a set of theoretical rules that reveal the pedagogical (structural and substantive) model of the formation of design and creative activity of future engineers-teachers in the educational environment of a technical university in accordance with the accepted methodological guidelines. The goals, content and procedural characteristics of the process of forming the design and creative activity of future engineers-teachers are interrelated. The creative idea of future engineers-teachers can be presented in a hypothetical form in the form of process attributes, such as the formation of pedagogical models of activity, elements of unique activity, experience of professional behavior in the field of integrated competence engineering. the phenomenon.

The model presents a structural-content model of the formation of the design and creative activity of future engineers-teachers, which is based on the dominance of the goal of the process and the subordination of all components of this process to it. The result of the work of the system in the presented model is the creative project activity of the future engineer-teacher in the form of a newly formed student personality, including a formed natural science worldview, value directions of the subject, professionally oriented knowledge, knowledge of methods of engineering and design activities and professional knowledge and skills formed on this basis. The interdependence of the components of the model and the integrity of the pedagogical process of forming the design and creative activity of future engineers-teachers are ensured on the basis of the basic theoretical and methodological principles and rules. They are the starting point of the design process along with the goals. We reveal the essence of the presented concept.

The presented model consists of a target block, which defines the purpose of the study; from the conceptual block, where the following methodological approaches are presented: systemic, which consists in considering design and creative activity from the point of view of an integral system of its components, from the point of view of the diversity of their connections and relationships; competent, determines the goals and results of the educational process in the form of competencies of the future specialist; substantiates the content of cultural studies, engineering education as a set of types of socio-cultural experience, the mastery of which ensures the student's readiness to enter the world of modern culture and society; contextual activity, integration of education, science and production as a result of a combination of activity and contextual approaches that reflect the activity nature of learning and the tendency to combine learning with future professional activities.

On the basis of the adopted methodological approaches, specific principles for constructing the pedagogical system were determined, their sum served as a guideline in creating the concept of forming the design and creative activity of students. These include the following principles: anthropocentrism, axiological, ecological, contextual, competence.

The content block included types of competencies that form the design and creative activity of the future engineer-teacher: cognitive (intuition, feeling, perception, understanding, a measure of possession of a complex of knowledge on the design of engineering work up to reading, theory (this is self-development, assessment of one’s knowledge and skills perform various types of cognitive activity based on the possibilities of their application, solve various everyday and

professional tasks)); procedural and activity (a measure of possession of tools and productive methods of engineering and design activities, methods of scientific knowledge); creative (the level of development of a person's creative potential); moral and value (a measure of the presence of moral and value qualities in the performance of professional activities).

The content block also included pedagogical conditions that improve the preparation of the future engineer-teacher for creative project activities. These include the modeling of professional situations in the design of engineering work, the design of educational engineering work, the organization of the creation of educational and professional situations based on quasi-professional technology for the design of educational engineering work.

In the procedural block, we have identified the stages of the formation of the design and creative activity of future engineer-teachers [8]:

1) is characterized by the mastery of fundamental knowledge by students in the cognitive-collective, humanitarian, natural, mathematical, economic and general technical sciences, as well as the skills and abilities to perform special procedural design and design operations within the framework of the subject studied science. At the first stage, the motivational and purposeful component of design and creative activity is actualized, the awareness of the social significance of engineering and design activity begins, the formation of the ethical component of engineering and design activity.

2) norm-algorithmic, mastering the methodology, modern methods, norms (rules) and algorithms for designing new equipment and technologies by students, acquiring quasi-professional experience in designing individual elements (stages) of structures and technologies of vehicles (upon completion of an interdisciplinary course project), characterized by. At the same time, at the second stage of the formation of design and creative activity, the technical solutions adopted in the project should be formed in the process of implementing an interdisciplinary course project with elements of socio-humanitarian expertise, engineering design, which is a sustainable system of social and humanitarian significance. Students should have primary experience in predicting the consequences of technical decisions made at the level of individual structural elements and technologies of vehicles. As a result, students will acquire design competencies that will enable them to successfully perform simple design activities in a team of creative design engineers-teachers.

3) project implementation is understood as the stage of conscious application of knowledge, a set of skills, a system of professional values acquired in the creative design of innovative technical objects based on quasi-professional experience in designing complex technical objects (course projects, graduation qualification works). This stage is the leading component of ethics - anticipatory self-awareness of design, understanding of the need to limit one's own needs, co-evolutionary impact on the biosphere, experience in anthropocentric engineering and design activities, socio-humanitarian expertise of all new technical solutions adopted at all levels of the designed technical system, characterized by the decisive task of this stage is the formation of a holistic creative project activity of the future engineer-teacher.

Table 1 presents the content of the phased process of the formation of the design and creative activity of the future engineer-teacher during the period of study at technical universities.

The transition from one stage to another does not mean a dialectical negation of the previous one. Thus, the knowledge gained at the cognitive-accumulative stage of the formation of project activity is reviewed, based on new elements in the process of further project activity, and

thus there is a transition to a qualitatively new stage of project preparation. At the same time, psychological mechanisms for the exteriorization of knowledge and skills of the previous level into practical activities are realized, new abilities and opportunities are formed in professional activities.

Table 1.

Creative design activity of future engineers-teachers step-by-step formation of content

Stages of formation	Step content
Step content	Formation of creative design literacy through general and special knowledge: knowledge of natural sciences, mathematics, worldview.
normative-algorithmic	In the process of designing an interdisciplinary term paper, including a socio-humanitarian examination of technical solutions, the formation of project competence.
Project executor	Formation of creative project activity as a result of the creation of technological projects, including socio-humanitarian expertise of technical solutions

In the future, the synthesis of practical skills and deep theoretical knowledge will lead to the internalization of the newly learned ways of working and their transformation into qualitatively more advanced structures of consciousness, which will become the basis for the creative, systematic application of engineering knowledge. in project activities.

The competencies that make up design and creative activity are fully formed in the process of working on a project, and the structure becomes more complicated and is formed in interdependence with the skills and abilities at different stages of the formation of design and creative activity, and the same competence can be formed at different stages of project activity.

CONCLUSION

In conclusion, it should be said that when implementing the model of creative project activity of future engineers-teachers, it was assumed that the accuracy inherent in the technological process is impossible in pedagogical design; the design process is dynamic and iterative; the design of the formation system ensures not only its acquisition, but also its development during operation; requires the experience of a designer-teacher to simplify the model without losing important properties of the real system.

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MONITORING THE RESULTS OF STUDENTS' COLLABORATIVE LEARNING

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https://doi.org/10.5281/zenodo.7559675

Abstract. *Collaborative learning is the process of two or more students working together to solve the group task at hand. In this scientific work we are going to discuss about monitoring of the student final reflection from collaborative learning.*

Keywords: *collaborative learning, indicators, collaborative activity, cognitive activity, meta-cognitive activity, comprehension monitoring, monitor, evaluate, adaptive, beneficial, competency.*

Introduction

The monitoring by teachers of collaborative, cognitive, and meta-cognitive student activities in collaborative learning is crucial for fostering beneficial student interaction. Let's give a definition for a collaborative learning. Collaborative learning can be defined as the process of two or more students working together to solve the group task at hand [1]. They can achieve this by sharing their knowledge and thus building common ground and joint knowledge [2]. In this sense, collaborative learning goes beyond cooperative learning because cooperation is defined as a situation where a group task is divided into independent subtasks to be solved individually and then to be assembled to form the final solution [3,4]. Cooperation can take place during collaboration, but through joint knowledge building, collaboration is more than the sum of its parts [4]. So, as you can see, in this article, we focus on collaborative learning.

Materials

Collaborative learning has proven to be highly effective and often superior to individual learning in terms of academic achievement and attitudes [5]. However, its effectiveness largely depends on the quality of student interaction, which can be evaluated on three dimensions, namely students' (1) collaborative, (2) cognitive, and (3) meta-cognitive activities as defined in the following [6]: (1) When students successfully collaborate with each other, they are actively engaged, build common ground, and share information and ideas. (2) Asking targeted questions and giving elaborate explanations, providing reasons for a line of argumentation, and comparing different solution paths are visible indicators of cognitive activities. (3) Meta-cognitive activities are indicated by comprehension monitoring, checking for errors, as well as critical checking of ideas and the final solution. When teachers want to evaluate the effectiveness of student interaction, they are supposed to monitor student interaction along these three dimensions.

Methods

Monitoring competency can be regarded as teachers' professional vision concerning student interaction in collaborative learning. The professional vision of teachers is defined as the ability to notice crucial classroom events, and in a second step, to reason about these events [7]. While monitoring student interaction, crucial classroom events are those that are meaningful indicators of collaborative, cognitive, or meta-cognitive activities [3] such as building common ground, sharing information and ideas, asking targeted questions and giving elaborate explanations, as well as checking for errors (see Tables 1, 2, and 3). These behavioral indicators

are defined by students' utterances which teachers can observe and, drawing on their professional knowledge, interpret as indicators for collaborative, cognitive, or meta-cognitive activities. Reasoning about student behavior further draws on teachers' professional knowledge to analyze and explain the situation at hand [8].

Results

Thus, noticing indicators of student activities is a precondition for reasoning and is also shaped by explicitly learned pedagogical knowledge such as teaching aims, teaching strategies, and definitions of collaborative learning, but also personal experiences and teacher beliefs [8]. In this sense, professional vision is a kind of knowledge-based processing. Based on explicitly learned pedagogical knowledge, teachers decide which events in the classroom are crucial, and thus have to be focused on.

Table I. Checklist of behavioral indicators (Coll.act.)

Collaborative activity [8]			
Indicator		Example (pro)	Example (contra)
1	The group members share their ideas.	$y'' + y' - 12y = 0$ is the second order homogeneous differential equation	1-2 group members don't contribute any ideas of their own accord, even though it would have been possible.
2	The group members respond to each other's ideas	Right, and $y''-y'=0$ is also the second order homogeneous differential equation	Ideas are ignored by not responding or by saying something that doesn't relate to the previous idea.
3	The group members encourage each other to contribute [9].	What do you think, Anvar?	Group members who don't contribute to the group work or stay silent for a long time are not being paid attention to.
4	The group members treat each other with respect.	Letting others finish speaking; listening to each other (looking at the person who is speaking); engaging in the group work instead of letting the others do all the work; praising each other.	Interrupting; doing something else while a group member is speaking; reacting in an irritated way.

Table II. Checklist of behavioral indicators (Cog.act.)

Cognitive activity			
Indicator		Example (pro)	Example (contra)
1	The group members ask each other questions if they do not understand.	I don't understand why you said the order of equation is equal two.	There are not any questions, because … - the group members do not have

			any comprehension problems or ... - the group members do not ask even though they did not understand both are to be assessed as not present.
2	The group members give their own reasons for their statements.	$y''-y'=0$ is the second order homogeneous differential equation like $y''+y'-12y=0$, because their orders are the same.	Orders are the same.
3	The group members think out loud.	Well, $y''-y'=0$ can be with order two and only!	I've got it! We have two equations where the orders are the same!
4	The group members connect content that is already familiar to new content that is to be learnt.	Looking for the definition of the order DE, we have no doubts.	There is no evidence that the group actively use their prior knowledge from previous lessons.

Table III. Checklist of behavioral indicators (Meta-cog.act.)

Meta-cognitive activity [10]			
Indicator		Example (pro)	Example (contra)
1	The group members point out mistakes to each other.	No, that's not right, $y''+y'-12y=0$ has the same order.	Mistakes which were made are not found or addressed by the order group members.
2	The group members express lack of understanding and/or what they have already understood.	*I don't understand.* Expressing lack of understanding *That's easy.* Expressing that something is already understood.	There are not any statements about a lack of understanding and/or about what is already understood.
3	The group members search for ways to make progress on the problem at hand	We could write down the definition of the order of differential equations to see with the illustration.	No idea at all!

Discussion

The professional vision of teachers has been shown to positively affect student learning. One possible explanation is that the better teachers can monitor and evaluate their students' needs, the better they can enhance their students' learning by providing adaptive support [9]. When monitoring student interaction, the teacher checks if students are following the prescribed activities, for instance of a given collaboration script, by attending to behavioral indicators. When the teacher observes a lack in beneficial student activities, he or she may decide to intervene and

support the student interaction [10]. Monitoring competency, regarded here as a form of professional vision, can therefore be seen as pertinent for enhancing beneficial student interaction, that is, enhancing students' joint knowledge building and each group member's individual learning gains.

Conclusion

We use the notion of competency because, during the whole monitoring process, the teacher must act in a flexible and adaptive manner in response to the specific situation. For this competent behavior, situation-specific skills are needed, such as noticing, reasoning, and decision-making. We concentrate on teachers' noticing of crucial classroom events, which is the first step of professional vision and one facet of monitoring competency. This means in our study preservice teachers are only required to detect students' utterances and interpret them as indicators of collaborative, cognitive, or meta-cognitive activities during student interaction. Next, we describe video-based training programs to enhance professional vision.

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THE ROLE OF INDEPENDENT STUDYING IN THE DEVELOPMENT OF TERMINOLOGICAL COMPETENCE OF PHILOLOGY STUDENTS

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https://doi.org/10.5281/zenodo.7559705

Abstract. *The article discusses one of the urgent tasks of the current higher education system - the formation of a specialist with professional and terminological competence. Opinions about independent education in the educational system, its role, place and importance in the educational process are presented. Information is presented on the organization of independent education in the credit-module system in higher education and the development of terminological competence in philology students through this process. Specific characteristics of independent work tasks are taken into account. The advantages of using the credit-module system in higher education are described and recommendations are given. By paying attention to independent education, the role and importance of philology students in the development of terminological competence is analyzed.*

Keywords: *independent education, independent work, terminological competence, professional competence, individual knowledge, credit education system, didactic task, creative activity, term, qualified specialist.*

INTRODUCTION

Nowadays, when science and technology are rapidly developing, it is impossible to deliver all information only during the course of the lesson. Therefore, independent education has been introduced in higher education, and this process leads students to study outside the classroom, research, work on themselves, and students' creativity, independent study forms learning, thinking skills. Independent education - strengthening and enriching the knowledge, skills and competences of students of a higher educational institution under the guidance and supervision of a pedagogue, acquired in lectures, seminars and practical training in academic and specialized subjects, and by them new education aimed at ensuring independent acquisition of knowledge, skills, skills, preparing them to organize professional activities independently [1]

Today, preparation of philology students for creative thinking and creative development, development of independent thinking skills in them is the main requirement of the State Education Standard.

"60111400 - Requirements for the professional competencies of bachelors in the field of Uzbek language and literature" contains the professional competencies of bachelors, and in "General competencies"

- Mastering the skills of written and oral speech in the native language and one of the foreign languages in order to systematically and freely express one's thoughts in the native language, work with scientific texts, and give a public speech.

- Using methods, methods and means of obtaining, storing and processing information; the ability to work with global computer networks.

In the section of professional competences:

- Knowledge of various theories of teaching, education, development, ability to use educational programs at various stages of education;

- It is envisaged to regularly improve theoretical knowledge of the Uzbek language and literature, to learn the current issues of the native language and literary sciences, to be able to apply them in teaching activities and to be able to convey them to students [2].

Independent education is of particular importance in the development of given general and professional competencies.

LITERATURE ANALYSIS AND METHODS

The issue of the importance of independent education in the higher education system is discussed in the research works of Sh. Muhammedov, N. Suyunov, G'. Toshmatov, Sh. Kokanboyeva [3, 4, 5, 6]. consideration of the work as an important source was studied in the scientific research of many researchers, including A.M.Altaitsev, A.A.Verbitsky, S.I.Vershinin, I.A.Zimnyaya, I.F.Isaeva, and others. [7,8,9,10,11].

There are some uncertainties regarding the definition of self-employment. In particular, R. M. Mickelson says that independent work should be done by students without anyone's help under the supervision of the teacher [12]. S.I.Zinoviyev defines independent work as independent education. In his opinion, the search for individual knowledge is a general feature of the university student's educational activity; states that "the independent training of a student, which is carried out in parallel with the educational process of the university in independent work, is an independent educational process" [13].

In the works of N.V.Solovova and O.Yu.Kalmikova, various modern forms and types of tasks are given for independent work of students. The authors classify the tasks according to the parameters of the didactic goal: acquiring knowledge, strengthening and systematizing knowledge, developing skills and competences. Authors include working with textbook texts, additional literature, normative and legal documents, audio and video recordings, professional and popular articles [14].

M.V.Bulanova-Toporkova found that in most countries of the world, students' independent work outside of class is taken in the ratio of 3.5:1 to classroom training. emphasizes that it contributes to the mastery of educational methods, becomes the main reserve or increasing the efficiency of training specialists [15]

Sh.Kokanboyeva, independent work in higher education "processing lecture texts, articles; development of diagrams, tables, dictionaries, puzzles, crosswords for systematization of educational material; completing test tasks; answers to control questions; interpreting, summarizing, reviewing the text; compilation of resources on the studied topic, including a list of electronic resources; work with computer programs and other tasks" is effective.[6]

O.Askarova says that it is important to do various independent tasks in training, to educate students, and independence is considered a personal quality, to prepare students for independent work, to make independent tasks understandable, to allocate enough time for independent work and to check the result of independent work. Independent work on the rules and definitions in the textbook: reading the rules and definitions in the textbook and distinguishing the factors related to them; analyze the factors collected according to the teacher's assignment and make conclusions; to selectively read some pages of the textbook and prepare a brief report on ways to use this knowledge in practice; rules, dividing definitions into logical parts and collecting material from the literature in addition to the terms within the scope of the studied topic; emphasizes comparing

the conclusions drawn by the teacher during the lecture, story, conversation with the rules and definitions in the textbook.[16]

RESULTS AND DISCUSSION

Agreeing with the above opinion, it is necessary to say separately that the role of independent education in the formation of terminological competence in future philological specialists is incomparable. Thorough assimilation of the terms, definitions and rules learned in the lecture and practical training, bringing the terms into the range of independent work topics serves to increase professional and terminological competence.

In the credit education system, independent work of students is considered the main activity and is a unique educational activity of the student. It directs to independent completion of didactic tasks, interest in reading and increasing knowledge in a specific field of science. It is desirable that the content of the students' independent work should be related to the performance of practical tasks that allow them to develop logical thinking, creative activity, and a research approach to mastering the learning material. This process directly creates the ground for reading and learning terms related to the specialty, as well as mastering them thoroughly.

Usually, independent work of students includes independent work of the student under the guidance of the teacher, which is performed outside the classroom, together with the full independent activity of the student. In full-time undergraduate studies, the total number of hours of independent work of students is half of the volume of the subject, and almost half of it is allocated to independent work of the student under the guidance of the teacher. It is desirable that the volume of independent work of a student in external education should be 4/5 of the volume of the subject [17].

Thorough mastering of specialized terms is the basis for improving the quality and efficiency of education and training highly qualified personnel. To increase the quality and effectiveness of education, use of non-traditional methods of studying terms in science, modern methods, forms and tools of their teaching, game technologies, problem-based teaching, in particular, course work and independent work. plays an important role. Also, it is appropriate to provide philology students with the characteristics of subjects in the preparation of independent education in educational science programs. This includes studying the science terms given in the subject chapters and topics of textbooks and study guides, working on philological terms in the subject sections or topics of special literature, performing the student's educational and scientific research work. It is intended to direct the departments and topics of the sciences related to the in-depth study of philological terms. In general, the implementation of independent education in students requires an individual approach.

There are several types of independent education in the programs: 1) in-depth study of departments and topics related to students' educational and research work; 2) work with literature; 3) creative work; 4) abstracts and presentation preparation on some topics are mentioned, but how many topics a student can independently study and write an abstract on the topic, perform creative work and how to complete and evaluate them each semester? It would be appropriate if instructions were given, and if independent work topics were enriched with topics and tasks related to the thorough mastering of specialized terms.

The fact that the number of hours allocated to independent education in the model curricula of pedagogical higher education institutions that prepare pedagogical personnel in our country is equal to the hours of the auditorium indicates how important independent education is. In this

process, the number of hours allocated to the audience and independent study in the curriculum of bachelors shows that it is necessary to pay attention to independent study of subjects. Taking this into account, the issue of developing the terminological competence of philological students through independent education occupies an important place.

From the observations, it can be said that the effectiveness of independent work does not depend only on the department that teaches this subject, but on the pedagogical conditions created in the higher education institution, including the information resource center of higher education and a sufficient level of education in the library. The existence of educational and scientific literature depends on the provision of educational and terminological dictionaries related to science.

It is necessary to take into account the characteristics of certain forms of science, as well as the mastery level and ability of each student, when organizing the independent work of philological students. There are no works on the conditions for organizing independent works in solving the problems of increasing the role of philological students in modern education and the problems of developing their terminological competence. In our opinion, it is necessary to pay special attention to the teaching of science-related terms in each subject's curriculum, working curriculum, topics, and each of their plans, to teach students terms that are considered important in their professional activities. Thorough mastering of terms is the main factor in developing a qualified specialist. In this sense, teaching of terms for lectures, practical, seminar classes and subjects of independent education and independent work, providing detailed information about them, about the meaning and essence of the terms in science providing concepts is one of the important conditions for developing future philologist students' terminological competence and professional qualities.

It is necessary to pay serious attention to the topics of intermediate and current control, independent education in the subjects specified in the curriculum. In them, it is important to pay attention to such questions as the meaning, use, origin, etymology of scientific terms, synonyms, alternatives, scope of application.

It is necessary for every student to independently study, understand and independently master the task assigned to the subject. The most widely used method of organizing independent education is individual work of students. Students have an individual approach to knowledge, and existing knowledge is enriched with new knowledge. The main goal of independent education is to produce a mature, highly qualified, competitive specialist who is well-versed in his field and meets modern requirements.

It is important to develop terminological competences of future Uzbek language and literature teachers through independent education. In this regard, it is necessary to improve science programs, to make changes and additions to the subjects of independent education where necessary, and to pay attention to the study of terms of science. In particular, students of the first stage of Uzbek language and literature study the subject of "Uzbek folklore". In the curriculum of this subject, there are tasks aimed at mastering industry terms in a number of topics recommended for independent study. These are: "Explaining the difference and associative meanings of legends, proverbs and anecdotes in reflecting reality, comparative analysis of the genres of proverbs, riddles and riddles, paying attention to the original and figurative meanings of proverbs, harmonous and different meanings of riddles and riddles. "to dwell on the properties" was given to the students as an assignment. [2] It is gratifying that in these assignments there are topics and assignments where

attention should be paid to the genres of Uzbek folklore, the meaning of terms related to science. However, it is advisable to increase the number of independent educational topics aimed at learning such tasks and terms related to the science of Uzbek folklore.

CONCLUSION

In fact, the role of independent education is incomparable in the student becoming a mature expert in his field. Taking into account that the development of terminological competence in philological students, the careful mastering of specialized terms, the effective use of terms in educational and professional activities is the main task in the preparation of mature and competitive personnel, the independent work of the student in mastering specialized terms is of particular importance. Organization of independent education of philology students, in general, at a high level increases the effectiveness of education.

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SCIENCE AND INNOVATION
INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 2 ISSUE 1 JANUARY 2023
UIF-2022: 8.2 | ISSN: 2181-3337 | SCIENTISTS.UZ

FROM FAIRY TALES IN TEACHING ENGLISH METHODS OF USE

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https://doi.org/10.5281/zenodo.7566287

Abstract. *The article explains the importance of using fairy tales in teaching English. It also explains the effective use of fairy tales in English lessons and the educational value of fairy tales.*

Keywords*: fairy tale, linguistic competence, English lesson, textbook, students' creative abilities.*

The increasing demand for learning and teaching foreign languages presents the modern teacher with sets the task of using new methods of teaching. Communicative competences formation is the main goal of teaching English. The teacher's task is the student's speech abilities, lexical reserves, grammatical and syntactic aspects of the English language and their future is to form ideas to ensure its development.

Practice shows that fairy tales are an effective source of teaching foreign languages at an early age. They represent the uniqueness of people, their culture, traditions, moral principles, especially their national life and clearly show the way of life. At the same time, English-speaking countries fairy tales along with cultural diversity, universal human values instilled in them from childhood reflects.

Fairy tales develop children's imagination, are a connection between imagination and the real world serves, the student will have some experience of social life. These things are foreign to students causes the development of social and cultural competence of language learning. There are many teachers years of experience in learning fairy tales: attracts children allows us to emphasize that it increases interest. The fairy tale, in turn, affects their emotional state: reduce anxiety and negativity, to feel and connect with your favorite characters provides nourishment, creates an atmosphere of motivation and joy.





Any lesson as a methodological whole system is not only educational, but also developmental and educational also has goals. Therefore, the English lesson is not only about

enriching the vocabulary, reading texts and should not be limited to the ability to translate or understand someone else's speech.

Also, the student learns to critically accept and analyze the information received during the lesson necessary, in addition, the teacher should help to develop the ability to think logically.

It is difficult to develop communicative competence in English without being in the country where the language is being studied.

Therefore, the important task of the teacher is to use various methods (role games, discussions, creative projects, etc.) is to create real and imaginary communication situations in a foreign language lesson.

The task of introducing students to the cultural values of the country where the language is being studied is important. Text and related images play a big role in achieving these goals.

The advantage of modern English language textbooks is undoubtedly their wealth of regional geographical information. In-text ads, icons, profiles, menus and other miscellaneous information takes an important place. All facts about different areas of life in English-speaking countries, information and events are selected taking into account the age and interests of the students. This mastering the material allows students to visit in the future (for reading, travel, business, etc.) will provide an opportunity to better explore the country.

At the same time, students are introduced to the life, customs, and language of English-speaking countries It is very important to give a visual representation of reality. Fairy tales can serve this purpose, their use is the most important requirement of communicative methodology - the process of language acquisition helps realize understanding as a reality of life.

A possible option for working with a fairy tale can be as follows:

1. Preparatory work. Students are given the name of the fairy tale and they give their guesses about the plot. Then new vocabulary necessary for understanding the fairy tale is introduced. New before reading each chapter dictionaries are included.

2. Perception of a fairy tale (divided into parts). Discuss with students before reading each part will be done.

- Who is the main character? Who is the main character?
- Do we like him? Do we like him?
- What did he do? What did he do?

3. Test your understanding of the main content.

First, students answer the questions given to the teacher before reading. Then From the exercises "Choose the correct answer", "Place the sentences in a logical sequence", etc you can use.

4. Development of oral speech skills.

Communicative speech can be stimulated using various tasks.

- describe the main character;
- performing the dialogue between the characters;
- comment on the character's behavior;
- what phrases do we use to describe the character.

It is known that one of the most important reading skills is the ability to predict, but its it is very important in reading fairy tales. In the process of working with them, students were unfamiliar to themselves they can guess the meaning of the words in the context, which in many ways generalizes their content provides understanding. The main thing is not only to teach students to

read and understand texts, but also It is also very important to instill a love for reading.

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CORRUPT PROBLEMS AND RECOMMENDATIONS IN THE TEACHING SYSTEM OF GENERAL SECONDARY SCHOOLS OF UZBEKISTAN TODAY

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https://doi.org/10.5281/zenodo.7566300

Abstract. *If we look at the reasons of not flourishing in school system, there is a bitter conclusion about hindering to accomplish teachers' professional duties who really adore their jobs and feel their duties or responsibilities for the future of the country. In the past, de jury, teachers' rights and beliefs were not defended. That's to say, teachers were forced different kind of jobs which were not on their duties. They were involved in various voluntary works that directly reduced their status in the society. Thus, many problems had been emerged in this sector. These snags definitely could not be solved at once, however, it needs much effort and time in the long run.*

Keywords: *corrupt, combat corruption, education, unethical behavior, favoritism, curriculum, governance, schools mechanism, reforms, transparency, private tutoring, teaching methods, mainstream teachers, scepticism.*

Considering the public education sector as a most important and the largest sector in all countries, it requires reforms in the curriculum as well as in governance. Especially in the poor or developing societies the results show enough low points in this sector. "The education sector consumes around 20percent and 30 percent of the total budget, the employers by far the highest percentage of educated human recourses (administrates, inspectors, teachers, and professors), and concerns between 20 percent and 25 percent of the population (pupils and students, parents and other stakeholders)."("Corrupt schools, corrupt universities: What can be done? "UNESCO Publishing 2007 page23).Therefore, societies must really rethink their educational system and curriculums which aids to develop in every sphere of these countries, particularly developing economies.

As well, in Uzbekistan the authorities endeavoring to eliminate problematic issues ,which occur in its educational system, force everyone to participate and contribute to the educational process in many ways. Much regulations in governance of schools , introducing some new legislations to prevent ethical norms in schools have been to the point where the staff of teachers are being skeptical about the educational reforms as well as of the government's claims. We can consider this as a first major reason for becoming neglected area by the government during decades. Meanwhile, having low efficacy and quality of learning in education sector, or high unemployment rates among graduates not only in our country but the stags seem to have in other societies also.

A mass of problems have piled due to negligence for several decades in public schools in Uzbekistan. Even up to these days fundamental or pressing problems in education sector have not covered in news, current affairs programs or specialized programs for educational affairs

throughout Uzbekistan. Hence, corruption has gradually rooted and educational institutions, schools have become one of the corrupt areas among others. But now education has become on top agenda on news in the mass media.

Paying much attention on this sector the president of Uzbekistan has been striving for greater achievements and goals. Gained lost status among society teachers are also inspired by him. Every citizen in the country has green light to be educated now. On article 5 in the "Law of the Republic of Uzbekistan on Education" tells that every citizen have access to be educated. Despite the attempts, educational processes in public schools face with difficulties which can be described as unethical behaviorism, unacceptable etiquette.

If we look at the reasons of not flourishing in school system, there is a bitter conclusion about hindering to accomplish teachers' professional duties who really adore their jobs and feel their duties or responsibilities for the future of the country. In the past, de jury, teachers' rights and beliefs were not defended. That's to say, teachers were forced different kind of jobs which were not on their duties. They were involved in various voluntary works that directly reduced their status in the society. Thus, many problems had been emerged in this sector. These snags definitely could not be solved at once, however, it needs much effort and time in the long run.

A recent survey conducted by a professor Kobilov Sharif and his team public schools were the third largest area where 24,9 percent citizens feel that corruption is widespread in this sector, yet 48,4 percent respondents consider that corruption occurs in some schools not in all. Whereas 19,7 percent people think corruption in schools is unavailable and 7,0 percent respondents who answered the question whether corruption exists in school or not gave vague ideas about it. These facts show that the schools mechanism should be learnt properly.

Good, proper education and deep knowledge leads to prosperity of the country, therefore why not identify the causes for pervading corruption in schools. Through identifying them it can be seen further pro-developments all different branches across the country. Regarding vulnerability to pervasive corruption in schools is insufficient salaries for teachers. This pushes them to give extra lessons to pupils after school which aims financial gain and burden to parents as well. Still, private tutoring has positive purposes when public schools support students who have lower grades with the free use of state facilities in order to improve their level:

-it enhances student's studying;

-it helps not to waste time after school;

-it is great chance to have supplementary earning for teachers;

-it provides a good opportunity for both for children who cannot achieve sufficient marks and for their parents as remedy courses;

-it helps strengthen students' confidence and enables them to compete with their peers honestly and others.

Nevertheless, additional private tutoring has already become a major business industry that is draining parents' income and consuming pupils' time. Adversely, mainstream education is affected by it as a source of corruption."A study on the Republic of Korea shows that expenditure on private tutoring by the richest 10% of the surveyed population is 12 times as high as that spent by the poorest 10%.Unlike most shadows, private tutoring is not just a passive entity but may negatively affect even the body which it imitates."(Source: Bray 2003;21.) The trend of educating schoolchildren in private tutoring has also accelerated in Uzbekistan which affects negatively the behavior of teachers, students, and parents. Furthermore, private tutoring grows unfavorable

attitude towards mainstream education and corrupt practices. Usually, some mainstream teachers teach only the part of the topics which is planned to be taught on the syllabus. Thus, being aware or not these secondary school teachers force their own students to attend their extra lessons in order to pass academic exams.

Another cause for behaving corruptly is that some school teachers deliberately make the exam questions difficult or facing students with any competitions for not getting high marks or exerting pressure on their parents to send them their unofficial working hours of teaching. This dishonest unethical behavior of teachers creates unequal environment among students in the classroom and develop skepticism to the educational system. The outcome would be definitely penalization students differently.

To state the next cause about assisting to develop private tutoring is lack of experienced teachers who fully understand and know the subjects to be taught. For that reason private tutors may gain more prestige over secondary school teachers, and students mostly rely on their tutors because of tight relationship between them.

Absenteeism of teachers in public schools for no reasons at all sometimes making their excuses is the other issue which pushes students to take extra lessons.

All in all, if teachers do not lead classes professionally and students cannot satisfy with the lessons, this ends up to the advantage of private tutoring. Creating favorable atmosphere for teachers may prevent corruption in education.

Mentally fatigue private tutors could undermine the state educational system. Because being overloaded with their own work teachers who also work at state schools have less preference to conduct professional and interesting classes under their responsibility. In a consequence, instead promote integrity, transparency they encourage favoritism and corrupt behavior showing disrespect to the system and ethical norms.

Private tutoring has negative impact on the state school system and it aids to develop dishonest, immoral behavior among youth. On the other hand, it is not bad when tutoring provides via transparent system. So as to acquire good governance, school managers should make great efforts to reach and maintain teachers' moral obligations. This is teachers who are responsible for strengthening students' moral values and bonds between students. To combat corruption, there is a need to reform in school management and curriculum emphasizing teachers, students, and parental involvement. Moreover, private tutoring cannot be banned directly for many reasons i.e. before giving a good salary increase, recruiting psyched-up professional teachers and protecting teachers' interests. Further recommendations would help combat corruption in public schools:

- to extend the teaching hours at schools;

- and collaboration of two teachers: the usual teacher and an assistant teacher working together in one class where the amount of students is over 30 to reach the obedience to class rules;

-forcing students to work together to do project presentations maintaining them to spend more time in school libraries;

-To avoid traditional teaching methods;

-in order to fairly assessing students' knowledge computerized online testing should be held.

When these all are managed properly, without any doubt teachers can contribute good changes towards better participation on building transparent as well as anti-corruption educational system.

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LINGUISTIC GAME IN THE SYSTEM OF MEANS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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https://doi.org/10.5281/zenodo.7566323

Abstract. *This article discusses the use of linguistic games in the lessons of Russian as a foreign language, proposes a classification of linguistic games with examples.*
Keywords: *linguistic games, Russian language, cognitive activity, vocabulary, foreign language.*

Scientific and technological progress, a rapid flow of information, the ability to communicate in social networks with representatives of other countries provides for the study of languages, including Russian. Today the requirement of the time is a creative approach to all activities, activity and independence of all members of society. The formation of such qualities should take place at school. Consequently, it is during this period that the most important task is to awaken students' interest in cognitive activity, in particular, in the study of the Russian language.

However, reliance on grammar, as well as on any linguistic aspect of speech activity, takes on various forms and content, depending on the characteristics of the material used, its complexity, and its relationship with its analogue in the native language. The teacher's maturity, his ability to make the right choice of teaching method in the presence of different trends in the approach to the pedagogical process in a foreign language is especially clearly manifested in cases where the problems are related precisely to the peculiarities of the language material. After all, it is in it that the specificity of our subject is manifested, its difference from the native language. Many works have been written about teaching methods, methodological recommendations that cover various aspects of this issue, but nevertheless, one can single out their commonality in that all methodological concepts have a single goal - to maximize the learning process [7].

To instill interest in learning, to form an internal need for continuous replenishment of knowledge is the main task of the teacher. The fact that interest in the case helps to master it, facilitates the work. The personality of a teacher who is passionate about his work is the most important condition for the student's interest in the subject.

The game form of lessons is created by game motivation, which acts as a means of inducing, stimulating children to learning activities.

The implementation of game techniques and situations in the classroom takes place in the following main areas:

the didactic goal is set for children in the form of a game task;

educational activity is subject to the rules of the game;

educational material is used as its means;

an element of competition is introduced into the educational activity, which translates the didactic task into a game one;

successful completion of a didactic task is associated with a game result [9].

In modern conditions, it is also necessary to use various forms and methods of teaching in Russian language lessons. In particular, the use of gaming technologies and linguistic games.

A linguistic game is a language game associated with learning a language and enriching speech, with the development of logical thinking, communicative features of speech in terms of taking into account lexical, grammatical, orthoepic, syntactic features of speech [10].

Various linguistic games in teaching Russian as a foreign language are a means of intensive learning in Russian language lessons, since during the game the information received is processed creatively. Thanks to linguistic games, a favorable communicative and cognitive atmosphere is created, both for children of primary school age and older ones. But you need to take into account the degree of complexity when choosing linguistic games for age categories. Subject to the correct choice of games, the goals and objectives of the educational process, in particular the lesson of the Russian language, are realized. In the course of a linguistic game, students replenish their vocabulary, develop clarity and correctness of speech, create prerequisites for the development of spelling skills, increase activity, worldview potential, and in general, cognitive activity is activated.

Today, there are many classifications of linguistic games: according to the thematic principle, according to the type of lesson, according to the composition of the participants, etc. Based on the basic laws of the subject area, games are divided into:

- Orthoepic - aimed at developing pronunciation skills;
- Lexical - enrich the vocabulary of students, improve speech;
- Grammar - help to consolidate the knowledge gained in sections of grammar in practice, develop spelling skills.

Linguistic games can be used at any stage of the lesson, depending on the goals and objectives. The inclusion of linguistic games in the educational process contributes to the productive assimilation of educational material by students.

Let’s consider a few examples of linguistic games

Orthoepic games

For younger students in the foreign language, whose vocabulary is still small, you can offer tasks related to the pronunciation of letters, composing simple words from letters, for example:

- **“Phonetic tongue twister”**:

Ра, ра, ра, ра – начинается игра,
Ры, ры, ры, ры – а у нас в руках шары,
Ре, ре, ре, ре - стоит домик на горе,
Ру, ру, ру, ру – продолжаем мы игру [11]

- **“The letters crumbled”**: making words out of letters – к, о, ш, к, а; д,е,д,у,ш,к,а и т.п.

For older students, phonetic tasks can be offered, such as:

- How to change the word *мел* to shallow place, *угол* – to charcoal, *шест* – to a number, *мол* – to an insect, and *полку* – to a fun dance? (answer: мел – мель, угол – уголь, шест – шесть, мол – моль, полка - полька)
- Which letters need to be replaced in order to change *точка* to *дочка*, *уточка* - to *удочка*, *прутик* – to *прудик?*

Lexical games.

- In a foreign language environment, compared to native speakers, the situation is more complicated, especially when it comes to vocabulary. In this case, age characteristics are not always taken into account. Depending on the lexicon, the following tasks can be offered:
- **«Thematic dictionary»**: compiling a vocabulary on topics - "Vegetables", "Fruits", "Pets", "Wild Animals", etc. with translation into native language.
- **«Printery»**: make words out of words as many as possible: *активизация* – акт, актив, кит, виза, заяц, ваза, як, таз, and other.

Grammar games

The grammar of the Russian language is quite difficult for foreign language students, including Uzbek ones. The grammatical structure of the Uzbek language largely corresponds to the grammar of the Russian language, but also has significant differences. This is especially true for gender, prepositional-case forms, etc.

Grammar games help without loading theoretical material, it is easier to master the rules and apply them in practice.

Examples of grammar games:

- For masculine words, match the feminine pair: ученик – ученица, учитель – учительница, повар – повариха, портной – портниха и т.п.
- Name baby animals: осёл – ослёнок, козёл – козлёнок, тигр – тигрёнок, лиса – лисёнок и др.
- Continue word formation: ***лес**, лесной, лесник, … ; **гора**, горный, пригорок …*
- Form the plural: *город – города, мост - моста, брат – братья, человек – люди* and so on.

Each teacher, based on the amount of grammatical material, can increase the number of games in the Russian language lessons. A properly selected game helps to develop mental activity, replenish the active vocabulary, instill interest in learning the Russian language in a foreign language.

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COOPERATION BETWEEN ESP TEACHERS AND ENGINEERING STUDENTS IN THE CREATION OF EDUCATIONAL MATERIAL AND MOTIVATION FOR LANGUAGE ACQUISITION

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Abstract. *The purpose of this article is to analyze the method of cooperation between English language teachers and carriers of specialized knowledge (in our case, they were production specialists and students). Since the literature on this aspect is generalized, we came to an analysis of how such a collaboration can be implemented within a particular educational institution. We considered aspects of joint creativity between ESP teachers and students studying oil and gas business at the Branch of the Russian State University of Oil and Gas named after I.M. Gubkin. The literature review conducted by us presents a theoretical basis in the area of interest to us, then the concept of this cooperation and the approach taken by us for independent work of students in learning the language are given. In conclusion, we summarize the results of the teacher-student collaboration and identify the advantages and disadvantages of this method.*

Keywords: *ESP, cooperation between teachers and students, joint creativity, independent work.*

Introduction

Today, the role of ESP teachers is no longer limited to the transfer of educational material to students, their task is expanding to a mutual exchange of information with specialists and students. The modern world puts before teachers of English in non-linguistic universities the task of complete immersion in the field of special and general education disciplines, the study and analysis of the needs of the profession being mastered by future specialists, an integration interdisciplinary approach to teaching a foreign language.

The characteristics and effectiveness of ESP methods are comprehensively considered in the work of G.V. Astashova. The results of her research proved that the development of the program depends on the analysis of the needs of the group being trained and the real situations of using the language for specific purposes. ESP is more effective in increasing students' motivation as it is directly related to their specific professional career and it is easier for students to adapt to their professional environment.

The method of co-creation in developing educational material for engineering students is dictated by the need for modern reality - in order to update the acquired language skills and develop the required competencies, future specialists must navigate the working environment even before entering their work duties. On the other hand, the ESP teacher, participating in the process of preparing specialists for the profession, not only keeps abreast of industrial events, but also accumulates this knowledge, constantly processes it and transmits it in the form of educational material. This process is cyclical and the interchange of knowledge requires a certain structuring. ESP teachers are initially general English teachers, their switch to teaching a language for

specialists occurs without any training, directly in the process. The success of this process occurs with the help of teachers of the main disciplines, or specialists. The task of ESP teachers is to analyze the needs of students, select and adapt educational material, build lessons, create a student-centered approach and evaluate student progress. A.A. Esteban highlights the following points in the work of an ESP teacher:

1. The needs are not determined by the usefulness of the language in society, but rather by a more immediate and real context, namely the target situation of the learners.
2. Goals and objectives are not determined by external educational factors, but by the profile of students.
3. Selecting and adapting learning material means using all kinds of sources, and textbooks are just one of them.
4. As a result, the teacher teaches, that is, textbooks are good helpers, but bad teachers.
5. Students are not only adults, but also experts in their field.
6. Assessment of students combines their English proficiency and proficiency in a professional situation.

Getting started on the creation of a training course, you should conduct a Needs Analysis of students. For this, a questionnaire method is used to determine expectations from lessons. Here, the English teacher is faced with a dilemma – on the one hand, it is necessary to identify the information that the student expects from the course, on the other hand, this information may not coincide or only partially coincide with the set of requirements of industry leaders from a specialist. To this end, it is recommended to study the requests of all interested parties - both students and company owners, managers, specialists, etc. In the process of requirements analysis, the goals and objectives of the created course are clarified, discussed and approved.

The amateur video material accumulated by students and teachers from production sites contains a huge informative potential. Since these plots are accompanied by comments in Russian, it is illustrative in the educational process and sets the topic of the lesson.

In our study, we tried to answer the following questions:

1. Efficiency of cooperation between ESP teachers and students in the creation of educational material.
2. The influence of independent work on the development of students' language competencies.

Literature review

The problem of interactive learning in the domestic scientific environment was dealt with by Zaripova G.K., Saidova N.S. on the example of a credit-modular system of higher education in the Moodle online system. “In the process of such cooperation, the professor-teacher, along with the development of students' speech, also performs a diagnostic function, that is, it reveals the vocabulary, interests of students, evaluates their creative abilities ... Interaction in the process of vocational training or training in information technology can help increase the effectiveness of training.". Isroilova D.M. dealt with the problem of teaching professionally oriented English in non-philological universities.

The issues of integration of processes in the foreign language training of future specialists are widely represented in the works of Russian scientists: G.V. Astashova, N.V. Dyorina, T.A. Savinova, T.Yu. Zalavina, Bezukladnikov K.E., Margaryan T.D., Bulash Yu.M.

M. Dove and A. Hoenigsfield, in their work on the problem of joint teaching and cooperation in teaching English, consider seven approaches, in each of which there are two teachers in the class - a teacher of the main discipline and an English teacher. Variations are in the roles that teachers play in the educational process as well as in the delivery of information. These researchers note the effectiveness of the method in the development of teaching qualities and in the learning ability of students. Taking into account the limited time of the teaching load, this approach seems difficult to us in the conditions of the educational process in a higher educational institution.

One of the types of cooperation in the educational process is autonomous learning of students. Offering students independent work, the teacher must have a wide range of resources, among which one of the leading places is occupied by Internet sources. As an important component of language training in a higher education institution, autonomous learning sets the following tasks:

- to develop the personal qualities of the student;
- to form students' critical thinking;
- develop their lateral (non-standard) thinking;
- prepare students for a continuous process of education, self-development and self-improvement.

When selecting the content of training, the interests and problems that concern students primarily should be taken into account in the selection of authentic textual material, in the choice of topics for discussion, etc. It is important that the selected material be somewhat redundant. This allows for a differentiated and individual approach to students, puts them in a situation of choice, encourages greater independence and activity. The latter is achieved thanks to the problematic presentation of materials, and not giving of "ready-made tasks", encouraging students to think, independently search for information, to independent conclusions, generalizations. For example, this is often achieved with the help of special tasks related to observation, comparison, analysis, which contribute to the development of the individual, self-awareness, self-esteem. In this regard, student’s self-report and self-assessment are important elements. Therefore, when selecting content, it is important to provide materials that appeal to the student's personal experience, feelings, emotions, encourage the expression of one's own opinion, assessment, which stimulates the formation of value orientations.

T.D. Margaryan notes that the choice of organizational form and place of its application are determined mainly by the nature of the material, the type of activity being developed, the age and psychological characteristics of students. Such assignments should be creative and productive. First of all, these include web quests, debates, project work. For her research, Margaryan opted for a web quest. An educational webquest is a problematic task with elements of a role-playing game, for which information resources of the Internet are used [18]. Web quests are designed to maximize the integration of the Internet into various academic subjects at different levels of learning in the educational process. They can cover a particular problem, subject, topic. A feature of educational web quests is that some or all of the information for independent or group work of students with it is located on various websites. The technology of web quests helps to form and develop the following competencies in students:

• the use of information technology to solve professional problems (including searching for the necessary information, formatting the results of work in the form of computer presentations, websites, flash videos, databases, etc.);

• self-learning and self-organization;

• teamwork (planning, distribution of functions, mutual assistance, mutual control);

• the ability to find several ways to solve a problem situation, determine the most rational option, justify one's choice;

• public speaking skill, as it is necessary to publicly defend the project, answer questions or take part in the discussion.

Melor Md Yunus, in his study, pointed out the advantages and disadvantages of introducing social networking tools in ESP in the writing class, which showed that this approach helps to expand students' knowledge, increase their motivation and structure competence in mastering writing skills in ESP. Difficulties include concentration when using a computer, lack of equipment as well as access to the Internet, and lack of time for teachers to interact with students.

Merita Ismaili's study on the effectiveness of using films in EFL (English as Foreign Language) classrooms in developing listening and speaking skills shows that authentic material not only enriches the teacher's toolkit, but also attracts students' attention, presents the language in a more natural way than in textbooks . In addition, visual context contributes to the understanding and improvement of students' learning skills.

Respondents

The study was conducted at the Branch of the Russian State University of Oil and Gas named after I.M. Gubkin in the second-year academic group URG18-01. By the time the study began, students had completed a course of general education disciplines (such as mathematics, physics, chemistry, and others), basic special disciplines (Development and operation of gas and gas condensate fields, underground storage, and others) and English (97 hours, including basic grammar and professional terminology). The group consisted of 24 students.

Methods and materials

During the development of the Video-Based Training Manual for Students of the direction of Oil and Gas, the approach of joint creativity of teachers and students was used, which we divided into three stages: 1. Creation of production videos and their selection for the manual according to the principle of the greatest relevance.

2. Creating lesson modules.

3. Approbation, analysis and correction of these modules with students of the following courses. The inclusion of these videos had a positive effect on the interest of students in the search and study of specialized information.

The students of the experimental group were tested on the level of English, which ranged from A2 to B2 in accordance with the language skills: reading, writing, listening and speaking.

	In the beginning		
	Comprehension	Writing	Speaking
3	9	7	8
4	10	11	12
5	5	6	4
	In the end		
3	7	5	7
4	7	10	9

5	10	9	8

We selected 12 videos out of approximately 20. The selection principles were as follows:

1. Video quality (since they are filmed in the production area, it is always noisy there, it was essential for us that the sound was perfect).

2. Correspondence of students' knowledge in special disciplines to the selected problems of the modules.

3. The length of the video is no more than two minutes.

The topics of the manual are arranged in chronological order of their appearance in the industrial process. The oil and gas industry is conditionally divided into two stages: Upstream (primary oil and gas industry) and Downstream (Hydrocarbon storage, transportation and processing). Engineering areas of the Federal State University represent both stages of the industry: Geological exploration, Drilling, Development and operation of oil and gas, Construction and maintenance of storage facilities. Thus, our guide covers the following topics:

1. Drilling operations
2. Lifting Operations
3. Well Development
4. Drilling Rig
5. Drilling Fluid
6. Progressive Cavity Pump
7. Drilled rocks
8. Christmas Tree
9. Flare Boom
10. Welding
11. The final stage of Drilling
12. Integrated Gas treatment

Each two students were given one plot for partner work and were given the following tasks:

1. Find one or more images related to the topic of the video and ask questions about them.
2. Translate video text into English. Compile a glossary for the text. Compose text comprehension exercises.
3. Find text on the main topic in Internet sources, adapt it to the module, compile a glossary for it and comprehension exercises.
4. Make a list of keywords for the module.

At the same time, participants were required to indicate the sources of the resources used so that they could be found for more thorough work.

The task was given as an independent work for the semester. Students sent the results of the work done to us, teachers, for feedback. After checking, changes were made and by the end of the semester, the entire manual was compiled.

Module 1 DRILLING OPERATIONS

1. Look at the pictures. What do you know about these processes?















2. Match the word combinations with the photos.

1) drilling mud storage
2) drilling mud
3) making drilling mud
4) drill bit
5) drilling mud density measurement
6) oil well
7) gas well

VIDEO

5. **Watch the videos paying attention to the special vocabulary. Write out any 10 collocations and translate them into English.**

5. Translate into English.

Буровоой раствор

Здесь мы видим буровой станок. Ведется вертикальное бурение газовой скважины. В процессе бурения очень важную роль играет буровой раствор. Буровой раствор (Drilling fluid). Это сложная многокомпонентная жидкость, которая применяется для промывки скважин в процессе бурения. Вообще в практике бурения применяют буровые растворы на водной основе. В качестве сырья используются: каустическая сода, кальцинированная сода, полимерные, глинистые растворы, техническая вода.

Here we see a drill rig. Vertical drilling of a gas well is underway. Drilling fluid plays a very important role in a drilling process. Drilling fluid. It is a complex multicomponent fluid which is used to flush wells during drilling. Generally, water-based drilling fluids are used in drilling practice. As raw material are used: caustic soda, soda ash, polymeric, clay solutions, technical water.

Готовят буровой раствор непосредственно перед бурением и в его процессе. Большинство буровых растворов при буровых операциях циркулируют по следующему циклу значит: буровой раствор замешивается и хранится в специальных емкостях. Затем буровой насос перекачивает буровой раствор из этих емкостей через специальные бурильные трубы, колонны в их скважины. Буровой раствор по трубах доходит до забоя скважины, где буровое долото разбивает саму породу. Затем этот раствор начинает возвращаться на поверхность.

Сито состоит из металлических решеток, которые используются для отделения раствора от шлама. Далее раствор протекает через решетку и возвращается обратно в емкость, в отстойник. А шлам отделенный, он удаляется.

При циркуляции в скважине буровой раствор компенсирует давление пласта, создает фильтрационную корку на стенках скважины, укрепляет неустойчивые отложения, предупреждат обвалы, охлаждает, смазывает долото, обеспечивает антикоррозионное действие на буровой инструмент и обеспечивает качественно вскрытие продуктивных пластов.

7. Using dictionaries find out the translation of the next words:

плотность
прибор
аэрометр
буровой раствор
учитывать
существенно
погрешность
промывка
измерять

8. In groups make up a dialogue on the topic of the video.

READING. WRITING. VOCABULARY

3. Read the text. Find unknown words and define their meaning in the context.

Well Drilling

The term drilling indicates the whole complex of operations necessary to construct wells of circular section applying excavation techniques.

To drill a well it is necessary to carry out simultaneously the following actions (drilling process):

- to overcome the resistance of the rock, crushing it into small particles measuring just a few mm;
- to remove the rock particles, while still acting on fresh material;
- to maintain the stability of the walls of the hole;
- to prevent the fluids contained in the drilled formations from entering the well.

This can be achieved by using rotary drilling rigs which the ones are operating today in the field of hydrocarbons exploration and production. The drilling rigs are complexes of mobile equipment which can be moved (onshore and offshore) from one drill site to another, drilling a series of wells.

In rotary drilling the rock is bored using a cutting tool called the bit, which is rotated and simultaneously forced against the rock at the bottom of the hole by a drill string consisting of hollow steel pipes of circular section screwed together.



The cuttings produced by the bit are transported up to the surface by a drilling fluid, usually a liquid (mud or water), or else a gas or foam, circulated in the pipes down to the bit and thence to the surface. The rotation is transmitted to the bit from the surface by a device called the rotary table or, in the modern rigs, by a top drive motor with the rotary table as backup; additional rotation can be added by downhole motors located directly above the bit. After having drilled a certain length of hole, in order to guarantee its stability it has to be cased with steel pipes, called casings, joined together by threaded sleeves. The space between the casing and the hole is then filled with cement slurry to ensure a hydraulic and mechanical seal. The final depth of the well is accomplished by drilling holes of decreasing diameter, successively protected by casings, likewise of decreasing diameter, producing a structure made up of concentric tubular elements.

1. Match the verbs with definitions

Construct	a. formally assure (typically in writing) that certain conditions will be fulfilled, especially that a product will be repaired or replaced if not of a specified quality
2 overcome	b. keep (something) from happening.
3 remove	c. move continuously or freely through a closed system or area
4 prevent	d. provide with necessities for life or existence
5 maintain	e. build or make (something, typically a building, road, or machine)
6 circulated	f. keep safe from harm or injury.
7 guarantee	g. take (something) away or off from the position occupied
8 protect	h. succeed in dealing with (a problem or difficulty)

1 **Make up eight questions to the text.**

2 **Read the statements and define if they are true or false**

1. Drilling indicates exploration techniques.
2. The drilling rigs are complexes of mobile equipment which can be reemployed.
3. A drill string consists of hollow steel pipes.
4. The rotation is transmitted to the bit from the surface by a drilling fluid.

5. Casings are steel pipes, joined together by threaded sleeves in order to guarantee the hole stability.

SPEAKING

4. Read the text again and answer the questions.

1. What does the term "drilling" mean?
2. Tell about the drilling process. What actions are there?
3. What is used for rotary drilling?
4. How is the rotary drilling process conducted?
5. How long do you think it takes to drill to get to the fluid?

KEYWORDS

Nouns

drill string
downhole
rotation
casing
density
error

Verbs

prevent
maintain
bore
circulate
take into account

In the end of the research, we took the feedback from students of the experimental group.

1. The independent research helped in better understanding the content of the module
2. The necessity to make exercises helped in terminology acquisition and develop grammar skills
3. The deadlines made me to organize myself.
4. The necessity to share the work with the partner developed my negotiating skills

Discussion

While working on the training manual, a number of the following problems were identified.

1. Lack of analysis of the needs of industry leaders.
2. The impossibility of constructing grammatical material included in the general outline of the module.

According to the first remark, the spontaneous history of the origin of the method should be noted. The video material was collected and selected during the summer holidays, and work on the creation of the teaching aid started at the beginning of the academic year and was regulated by one semester. There were three parties involved in the video selection process - ESP teachers, students and teachers of special disciplines. In further work, a thorough analysis of the needs of representatives of the industry for which the engineering student is being prepared should be carried out.

Regarding the second remark, it should be noted that the course is intended for students with an English level from A2 to B2, that is, all students have basic grammar skills. The focus of the study was to develop the skills of independent work of students in the search for information, its processing and structuring. Having formulated the goals and objectives of the course on the basis of the cooperation of all interested parties, the teacher should think about what approach to teaching language for special purposes he will choose. There are two main approaches: The English through Approach and The English for Approach. The English through approach means teaching a traditional program of grammar, vocabulary and four speech activities in the context of the learner's professional area. The English for approach focuses on teaching the job-oriented skills and language that learners need to function successfully in the workplace. Given the limited time frame that is usually set for completing a particular course, and the specificity of the field in which the company operates, the choice usually falls on the “The English for approach”.

Conclusion

The method of cooperation between ESP teachers and students in the development of a teaching aid is concrete and specific, where the teacher is not only the main carrier of information, but also the main source of knowledge. He interacts with students, relying on their professional knowledge and little experience, materials are jointly selected to create a real authentic integration of special professional disciplines. Our article also analyzed the effectiveness of independent work in teaching English for special purposes to technical students. The necessity of matching the goals and content of the learning process to the needs of trainees, focused on the development of the student's personality and his competitiveness with the aim of his further prestigious employment, was proved. The motivation of job characteristics and prospects for high quality of knowledge at corporate courses in the professional field in English with the aim of further career growth is determined.

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CONDITIONS FOR THE OCCURRENCE OF CONFLICTS IN LABOR TEAMS AND METHODS OF CONFLICT ANALYSIS

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https://doi.org/10.5281/zenodo.7569294

Abstract. *This article explains the conditions and methods of conflict analysis in labor unions, and the fact that finding a solution to a conflict is a complex, long-term process that requires patience and satisfaction and requires the parties to work on it for a long time.*

Keywords: *work, team, conflict, conditions, analysis, method, conflict resolution, complex, long-term, patience and satisfaction, vertical and horizontal, antagonistic, compromise, open, hidden, potential, reasonable, personal, interpersonal , intergroup, national, ethnic, transnational, production, emotional-emotional, "animal" methods.*

Conflicts are one of the most urgent social problems of our time. Why do various conflicts arise in labor unions? There are several reasons for this:

1) according to the direction of influence: vertical and horizontal;

2) according to the method of conflict resolution: antagonistic and conflict leading to agreement - compromise;

3) according to the level of manifestation: open, hidden, potential, reasonable;

4) according to the number of participants: personal, interpersonal, group;

5) according to the nature of origin: national, ethnic, inter-ethnic, production, emotional-emotional.

There are two different conditions for conflicts to arise. Objective conditions:

• poor working conditions;
• improper distribution of duties and responsibilities among employees;
• imbalances in the management system;
• non-observance of professionalism appropriate to assigned tasks;
• unfair distribution of work due to lack of jobs;
• observation of cases of injustice in the organization of labor and payment of wages.

Subjective conditions in the occurrence of conflicts:

• appearance of negative ways in business relations;
• manifestation of personal characteristics in interpersonal relations;
• observation of inaccuracy and illiteracy in the organization of transactions.

Each conflict is analyzed as a separate event, but there are certain laws common to all of them, which include, first of all, its stages or phases:

I. Pre-conflict stage - confrontation.

II. The conflict itself is a compromise or a fight.

III. Conflict resolution - communication or dissonance.

Five main ways of behaving in a conflict situation can be distinguished:

1) flexibility, flexibility;

2) take oneself aside (left);

3) opposition (conflict);

4) cooperation;

5) compromise

1. Adaptability, compromise - individual actions are aimed at maintaining or restoring positive relations with the opponent at the expense of their own interests. This approach can be used in cases where the individual's share is not so large or the reason for the disagreement is more important for the individual than for his opponent. Such behavior is used in situations where the situation is not so important, it is more important to maintain good relations with the opponent than to protect one's own interests, and the individual's chances of victory and the strength in his hands are low.

2. To withdraw oneself (leave, run away). Such a moral individual is chosen in cases where he does not want to protect his rights, cooperate in the development of a decision, refuses to express his position, and avoids the debate. This method avoids responsibility for decisions when the end of the conflict is not important for the individual, or the situation is very complicated and the resolution of the conflict requires a lot of effort from the participants, or if not, his power to resolve the conflict in his favor, can be used in cases where the authority is not present.

3. Opposition, competition. An individual's active struggle for his own interests is characterized by the use of all available means to achieve the set goals: power, coercion, other means of putting pressure on opponents, using the dependence of other participants on him. . The situation is considered by the individual as a matter of victory or defeat, which implies a firm position towards opponents and uncompromising antagonism towards the opposing participants of the conflict.

4. Cooperation. It means that the individual actively participates in the search for a solution that satisfies all the participants involved in the interaction, but does not forget his own interests. An open exchange of ideas, the interest of all participants in the conflict in developing a common solution is assumed. This form requires positive work and participation from all parties. In such an approach, there is a possibility that the issue or the disagreements that have arisen will be thoroughly discussed and a common solution will be developed, respecting the interests of all participants.

5. Compromise. It occupies a special intermediate position and includes both active and passive forms of influence. It partially resolves conflicting interactions, and despite the fact that many compromises have been made, the causes have not been completely eliminated. This behavior means that opponents have equal power, power, and mutually exclusive interests, and that they have limited time to search for a better solution, until an intermediate solution will satisfy them until a certain time. will be

In some cases, confrontation can be more effective than adaptation, compromise, or even compromise in terms of resolving conflict in reasonable, controllable terms. In this case, it is important that the defeat does not cause the expansion of the base for forming new conflicts and the area of conflict actions.

In our previous articles, we have gained some knowledge about the content of conflicts, their causes, and what situations arise in the conflict. We realized that the most necessary condition is that the conflict should not be left alone. We have seen that active intervention in the conflict, managing it and working out its solution in cooperation leads to finding a solution to the conflict. We talked about

human qualities and skills necessary for conflict resolution. But at the same time, in order to find a solution to the conflict, it is necessary to master the unique methods of conflict management. Knowing and applying information about conflict management can also bring peace into your life. In conflictology, conflict management methods are developed based on people's character, behavior, and psychology.

Now let's look at how to manage conflicts. There are five main ways to manage conflict. Usually, in conflict theory, these methods are given in relation to the behavioral characteristics of some "animal" based on the behavior of various animals. We will consider the "animal" methods of conflict management developed by us and widely used in the theory of conflictology.

Your task is to find out which method is more correct and suitable for your character from the highlighted methods. But there are different situations in life, and it is not correct to study the complex character of a person by only one method. In many cases, it is necessary to assume that the human character is not directly analogous to only one method, but sometimes to a mixture of methods. Also, a person's behavior in one or another conflict situation depends on that situation in its own way. So, conflictology has the following methods of conflict management.

Adaptation and habituation method - "SHEEP";

"Whatever you say, I agree with you."

A person with the method of adaptation and adaptation always tries to adapt himself to some reality. Even in emergency situations, he goes by the way of agreement with the situation and the people who caused the situation. You always try to show your approval to the other person, because this way creates an opportunity to avoid conflict, not to openly resist, to withdraw from it, not to actively participate in the conflict. You are afraid of the conflict situation itself. A conflict situation for you is a disruption of a peaceful and peaceful life, new decisions are made, something is demanded of you. Therefore, you are afraid to actually make decisions and try to get yourself out of this situation. That's why you are often judged. You don't resist them, because you don't like conflict. "You're right, it was stupid to plant your apple tree in my yard, because my children will enjoy its fruits." Death is better for you than angering someone. You are worried about other people's opinion about you, their anger and rage. That's why you don't show anyone what you're really thinking and what feelings are bothering you. The most important thing for you is a warm relationship, even if it's fake, greetings and that's it. So everything is fine. It is very important for you to have a warm relationship with those around you, and you will tolerate them even if they harm you and treat you unfairly. With this, you will prevent conflicts in your life by being resistant to oppression and injustice. You manage conflicts by being inactive and swimming in the direction of flowing water, you do not even think about the essence of the conflict, but you overcome the conflict without actively interfering, taking the emotional burden on yourself.

Advantages of the method. As an Aries, you regularly maintain peaceful and friendly relationships with others. Because your burden does not fall on anyone. Everyone uses you. You endure everything. You will be more attentive to others, so others will feel the need for you. They openly talk about their pains and relationships in front of you. Because there is no harm from you.

Disadvantages of the method. Your demands, your feelings are very little considered, your needs are not taken into account and very little is fulfilled. If injustices against you increase in this situation, hidden anger and hatred will grow in your heart, but if you are surrounded by people who appreciate this quality of yours, your life will be as peaceful and peaceful as you want. But you always feel that you are weak.

Method "It's not my business" - "STRAUS";

"Leave me alone!" I don't care about anything!"

You avoid the conflict instead of looking for a solution, but this avoidance is different from the "let it go" method. If the put method recognizes that there is a conflict, you assert that there is no conflict. That is, you will not recognize the conflict at all, as a result of which your emotions will not suffer. You hide from it somewhere, you don't want to admit that there is a problem. You do not think that a conflict has arisen and that it should be resolved. You will avoid problems. "If they are not thought of, they will disappear," you think. When "Koy" is defeated, you will not even recognize its existence. You can't force yourself to think about the solution to the conflict, you don't even want to share it. If you find yourself in a conflict situation, your first reaction is to say, "It's none of my business." It's more comfortable for you to see yourself as someone who knows nothing, sees nothing, and can't solve anything. You run away from the place where the conflict arose, go out to another room or go to the samovar, try to change the topic of the conversation, postpone the search for a solution to the conflict or consider it "not available at all". This idea of yours becomes such a fixed idea that you start to treat others as if nothing happened at all, don't bother me. Therefore, if others look for a solution to the conflict and begin to solve it, the most favorable situation for you will arise. The most important thing is that they don't bother you. Let them solve everything without you. You usually prefer to have other people solve your problems.

Advantages of the method. You will never get into a situation of squabbling, fighting, fighting. Because you always manage to avoid any conflict. Keeping yourself out of dangerous situations and being able to get out unscathed is a very good skill. You will never face physical violence based on conflicts, you will be considered the guardian of your own health.

Disadvantages of the method. You do not consider yourself to be strong and able to defend yourself. Like a straus, you stick your head in the ground whenever you see a conflict. You will never be ready to solve your problems, you will not look for a way to solve them. And even if your problems are solved by others, you do not interfere with them, even if you understand that this solution may be superficial, unfair and temporary, that is, temporary, transient. And it can be solutions and conclusions against your interests. In general, you don't hate problems, you are afraid of them, so the worst result of this method is that you turn to other harmful ways to get rid of your problems, so there is a possibility that you will turn to drugs and alcohol.

Aggressive method - "SHARK" "Who says what?!

Who is against me?! Is he cool?!"

Your poet is to always be the "winner" in any situation. In a conflict situation, winning for you is better than the solution of the problem, that is, the solution of the conflict. You want to "win" even if you know it's your fault. You will stop at nothing to be a "winner". You prefer to be a "winner" more than conflict resolution, problem solving, and you plan and act accordingly. In fact, you don't know or believe that conflict resolution is the "right" way. You are ready to blame anyone else and often use words like "must", "must", "must", "must". You are quick-tempered and quick-tempered, you have a strong temper, it is common for you to be rude, and you are not able to listen to someone patiently. You perceive listening to your opponent's thoughts in silence as submission to him. You want people around you to see that you will definitely "win" in any situation and to recognize your strength. You don't think about the violation of justice. You get very hot, you put pressure on others, you can even shout. In fact, in many cases, you will win, and this will happen at the expense of suffering and harming the interests of others.

Advantages of the method. You are always open about your feelings and can express your thoughts freely. You like to be active, take responsibility and take risks. Always having the opportunity to vent negative emotions will protect you from emotional crises. You are not crushed and suffering inside. The word depression is yours.

Disadvantages of the method. The fact that you act only for your own interests does not leave out friends and loyal people around you, many of your loved ones suffer from your emotional outbursts, your disregard for the opinions of others, and the fact that you only believe in yourself will make your relationships with people difficult. You rarely listen to the advice of others and work in agreement with others. More people will have to agree with you. The problem is that it's very easy for your personality to turn violent. You don't hesitate to commit violence and carry it out. You take violence for granted. An increase in violence can lead to crime. But you don't think about it. The fact that you always win becomes a necessity, a commonplace. You don't think that your "win" is someone else's "loss".

Compromise method - "FOX"

“I am ready for anything for you.

Can I be of any use to you?!”

You know that every conflict has its own solution. But you don't want to spend a lot of time and effort on conflict resolution. Therefore, you are looking for the lightest and fastest solution. For this, you try to flatter, praise, sacrifice your life, hypocrisy, please others. Your motto is "first one step back, then two steps forward". “Are you so angry? "Okay, let it go, I'll do it myself." "Yes, I'm guilty, let me try again. I understand everything you said. I will do as you ordered...". "Whatever you say, there is no one sharper than you in this world, if a snake moves on the ground, you know...". You don't feel ashamed to compromise, but you put yourself above those who couldn't compromise. Because you consider the inability to compromise as a flaw in human nature, it is your fault. You try to agree in any situation, compromise is your vital need. In this case, neither side loses, but neither side wins. You often look for a favorable situation to realize your goals and wait for this favorable situation. You are a small "small" person and you fully believe that you can do "big" things, and you can do it. You masterfully use compromises to appear submissive and then dominate.

Advantages of the method. Your behavior is flexible and you feel at ease in any situation and situation. You believe in yourself. You can always withdraw if required. You know that retreating when necessary is to preserve one's interests. You do not hesitate to retreat, this is your achievement. Therefore, you can quickly come to conclusions with another person that are satisfactory and beneficial for both of you. There is an opportunity to take advantage of you in negotiations. Your ability to agree and compromise can bring a solution to a conflict situation, even for a short time. A person who can compromise inspires trust in many people. Trust is one of the necessary conditions for conflict resolution.

Disadvantages of the method. You are more interested in a quick solution than a fair solution. Therefore, your solution may be unfair and temporary. You are in a hurry, so you don't always have time to look for all the available ways to resolve the conflict. Conflict resolution is likely to be temporary when you intervene, and then develop all over again. Believing in your abilities, the main problem in the conflict may remain problematic.

Cooperation method - "BOYOGLI"

"I am always ready for cooperation!"

You are a person who is always ready to play the role of a partner in your character, knowledge and behavior. You are open to cooperation and now considered human. Therefore, in a conflict situation, all your attention is focused on finding a solution to the conflict. You do not condemn anyone, you do not blame anyone. You listen to what others have to say and take into account the feelings and needs of others. You can talk about your emotions and feelings calmly, calmly, without emotions. You can fully control your emotions. Your voice, facial expressions, speech, open heart, sincerity - everything is focused on finding a solution to the conflict. You offer different ideas and ways to resolve the conflict, you try to find a fair solution for both parties. It is important for you to take into account the interests of both parties, so that both of them can be "winners" and be satisfied. You will try to make a mutually beneficial judgment. In cooperation with others, you can develop several options for decisions that satisfy each of you.

If you feel that the conflict is out of your control and you cannot fully resolve it yourself, or if you realize that the conflict is turning violent, you are always ready to ask for help from others, that is, a third party. Your decision involves elements of compromise, compromise, and consent to dissent. You are able to bring conflicts to a complete solution.

Advantages of the method. Most of your decisions are usually fair and long lasting. Your relationships with others are built on trust. There will be many people, friends, brothers and sisters around you. Your friends trust you to share their feelings and secrets. You appreciate the dignity and personality of others and respect their hidden feelings. Everyone is ready to help you when you need it. In your character, the subtlety, observation, and judgment will be strong. Both adults and children obey your decisions. You can take responsibility for yourself and live as a guardian of justice.

Disadvantages of the method. Being an "owl" in real life is not easy. It places a great responsibility on a person. Others always have to walk with pain and sorrow. Therefore, no one considers it easy to be an "owl". Being an "owl" requires a person's internal culture, respect for dignity, knowledge and skills, time, responsibility, courage and self-confidence. Cultivating these qualities is not an easy task. At the same time, being able to use this ability is not easy.

Not everyone will like your being a guardian of justice, and there will be those who oppose you.

Thus, in conclusion, it should be noted that there are methods of conflict management, and each person uses a method related to his character. Knowing the methods of conflict management helps and helps a person to better understand himself and analyze his steps. Each method has advantages and disadvantages. Therefore, strengthening the advantages and cleaning one's behavior from the disadvantages makes it possible to avoid conflicts in conflict situations.

Conflict management methods require specific skills from a person, and in fact, conflict management is not an easy task. But a person who has learned to manage conflicts can always clear his life and the lives of those around him of problems and create alternative conditions for them to live correctly, justly and peacefully.

Therefore, finding a solution to the dispute is a complex, long-term process that requires patience and satisfaction, and requires the parties to work on it for a long time. Finding a solution to the conflict is a way for the parties to understand and understand each other.

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USE OF MODERN INFORMATION TECHNOLOGIES IN THE SYSTEM OF PHYSICAL CULTURE AND SPORT

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https://doi.org/10.5281/zenodo.7569392

Abstract. *The state considers innovative educational technologies that contribute to the organization and formation of information competence of future specialists in physical culture and sports.. The main tasks of the development of the system of the educational process as one of the characteristics of quality education are considered. The main need to consider the readiness of teachers to implement the intellectual, professional and physical development of the individual and the use of modern information technologies in the system of training the professional activities of specialists.*

Keywords: *information competence, information technologies of education, strategies for using information technologies, quality of education.*

At present, the progress of the advanced countries of the world is based on the concept of cultural, intellectual, professional and physical development of the potential of the individual. The main place in solving development problems is given to the education system, one of the main tools of which are modern information technologies. Therefore, the informatization of education is of great importance. A specialist of any profile, including a specialist in the field of physical culture and sports, for free orientation in information flows must be able to receive, process and use information using computers, telecommunications and other information technology tools. This is impossible without the inclusion of an information component in the system of training and retraining of a modern specialist. The problem of training specialists in the field of physical culture and sports acquires a number of new aspects firstly in connection with the transition of the domestic education system to a model of multi-level training, and secondly, in connection with the need to implement the conceptual provisions of the state educational standard of higher professional education.

There are certain difficulties associated with the organizational, logistical, scientific and methodological aspects of the development and implementation of modern information technologies. In the field of physical culture and sports, there is a need, along with traditional means, to use modern information technologies that allow more efficient collection and processing of information transfers. Conduct independent work and self-education qualitatively change the content, methods and organizational forms of education, training of highly qualified athletes and judges, in conducting physical culture and health work with the population.

In this regard, the scientific search for the creation and use of modern information technologies in the educational and training process is of particular relevance. An important role in these transformations is played by the rapid development of scientific and technological progress, global technologization and informatization of the advanced countries of the world community. The processes taking place in connection with the informatization of society contribute to the intellectualization of various types of activities, which makes it possible to create a qualitatively new information environment that ensures the development of the individual's creative potential. Depending on the field of human activity, the specific professional tasks he

solves, the use of information technology has its own features and directions. At present, the progress of the advanced countries of the world is based on the concept of cultural, intellectual, professional and physical development of the individual.

The purpose of using modern information technologies is to create a new information and educational space for mastering physical culture specialists. The unified information space affected the entire learning process. The exchange of information resources has become a reality of the integration of the education system in modern conditions. The use of information technology in the teaching of higher educational institutions has not left aside physical culture. Modernization of pedagogical activity has become one of the steps to improve the process of physical education at all levels of education.

he use of modern information technologies in the field of physical culture is primarily aimed at increasing efficiency along with traditional means, ensuring the educational process and further practical activities of specialists. The main place in solving development problems is given to the education system, one of the main tools of which are modern information technologies. They allow you to change the system properties of the most important components of our existence, the development of strategies and the use of information technologies in the field of education, physical culture. Despite the difficulties associated with the organizational scientific and methodological aspects of the development and implementation of modern information technologies.

In the field of physical education, they are of particular interest to a number of specialists in the field of physical education and sports. Since there is a need to move from traditional forms of training aimed primarily at the accumulation of certain knowledge and skills.

The use of modern information technologies makes it possible to carry out the collection, processing and transmission of information much more effectively, to conduct independent work and self-education, to qualitatively change the content, methods and organizational forms of education.

Computer technologies as a part of information technologies form a fundamentally different style of learning activity, which turns out to be more comfortable, mobilizing creative possibilities and intellectual potential of students. After all, the activity of people increasingly depends on their awareness, the ability to effectively use information. For free orientation in information flows, a modern specialist of any profile must be able to receive, process and use information using computers, telecommunications and other information technology tools. The society's need for qualified specialists who own an arsenal of means and methods of informatics is turning into a leading factor in educational policy. A holistic implementation of this need is impossible without the inclusion of an information component in the training system of a future specialist. The main idea of using modern information technologies in the system of training and professional activities of specialists in physical culture. It consists in qualitatively transforming their educational and practical activities in the modern information world community.

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THE IMPORTANCE OF USING METHODS IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS ON THE BASIS OF AN INTEGRATIVE APPROACH

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Abstract. *Pedagogical study and teaching methodology, creation of a teaching methodology complex of each of the special subjects allocated to the technology of training specialists, attention to the integration of the content of these subjects, study guides used by students and teachers of these subjects , the development of didactic material collections and their system, the selection of effective forms is a rather complex and long-term arduous task that requires sufficient attention.*

Keywords. *didactic material, interdisciplinary communication, methodological science, training, critical assessment, modern knowledge, assessment, mental attitude, process, opinion.*

Integrative premises are based on interdisciplinary connections. Dispatch of knowledge of an interdisciplinary nature helps to integrate education and harmonize human relations with nature by producing a modern scientific picture of the world. Students' integrative journey of knowledge, ability to critically evaluate the studied phenomena has an important impact.

Our goal is to prepare students for professional activity by combining methodical sciences with interdisciplinarity. We reveal the harmony of the methodology of speech development, the theory of introduction to nature and teaching mathematics. Acquaintance with nature - mental, aesthetic relations - is related to the content of knowledge acquired by the child. moves . Knowledge of the laws of nature, which are sufficiently accessible to children's perception, takes place in observing the attitude towards nature.

Today, as one of the highest problems of educational support, we can cite the low level of communication skills among students for higher education and the problems that can make them independent. If students cannot connect subjects in harmony, their knowledge will be fragmented and they may face a number of problems in their professional activities. For example, ensuring the unity of the activity processes, teaching the members of the pedagogical team about their personal characteristics , working with the help of others in creating pedagogical efficiency with the students and the administration's parents, and hokozas. This may take the form of a loss of self-development over the course of years of the material educator's work, but the educator loses a lot of time. It is necessary to get a deeper education with students. There is a basis for the quality of education and improvement of teachers' work on themselves and the implementation of pedagogy in their activities. For this, we use the most effective trainings in the classroom.

GENERALIZED TRAINING promise means to find properties, signs, symptoms and combine them from this common general content. In generalization, things are combined.

Participants can also be admitted to the training for assignments. It is better to collect the tasks by dividing the points into groups of two or three, rather than in groups. In order to determine the winning group, the score of the person who managed to say the first answer should be recorded on the scoreboard. According to the result of accumulated points, the winning group emerged. In this case, after explaining the tasks, the teacher quickly reads the words in the task one after the other in order. At the beginning, the group should be able to find the common signs of the words read aloud. The important thing is to be the first to say the answer. If they say the correct answer, the whole group should be given points.

There may be some noise during training. Because the answers to the tasks given are of average complexity, and as a rule, you do not ask for a turn or permission to tell the story. You just have to be the first to say the right answer. The purpose of the training is to observe the ability to correctly pronounce the task given by the majority of people . Based on the help of the teacher, it is necessary to control the implementation of the words in the given task, explaining the general usage according to the convenience .

This training is tailored to the skill production audience. The training consists of fifty tasks related to various subjects and fields. Based on the content of his subject, the teacher who has to use the training should adjust the problems in it according to the subject and the class, age and level of his students. you will be given a series of words derived from generalization. The words have something in common. The words collectively represent one. Your task is to have time to say the resulting general.

Example. Hasan-Husan, Fatima-Zuhra. If we generalize, who are understood?

Answer. Gemini is understood.

Set of assignments:

1. Choleric , sanguine, phlegmatic, melancholic. If it is generalized , what kind of experience is created?

2. Lemon, tangerine, orange, banana, pineapple, kiwi. In general , what fruits are understood?

3. Water, fire, earth, air .

4. Kubroviya, Nakhishbandiya, Yassaviya, Motrudiya. If we generalize, what faith paths are understood?

5. Egypt , Sudan, Senegal, Somalia, Ghana. If we generalize, where are the management companies understood.

6. Lieutenant, captain, colonel , general, marshal. What ranks or ranks are formed if we generalize.

7. Call, cubit, mil, farsah, yard, foot. If we generalize, what units of measurement are understood?

8. March, April, May. What months are understood when generalized?

9. Bear, lion, hyena, tiger, wolf ? What kind of animals are understood when generalized.

10. English , Russian, French, German, Spanish, Arabic? What languages are understood when generalized.

11. Horticulture, bee-keeping, cocoon-keeping, juvo-keeping, milling , cattle-breeding, poultry-breeding. What is meant by generalization?

12. Humo, Simurkh, Qaqnus. In general, what kind of birds are understood?

13. Trapezium , rhombus, cone, triangle, pyramid. What forms are understood when generalized?

14. European, Mongoloid, Negroid . What is meant by generalization?

15. Eagle , falcon , hawk, kyrgyz. If we generalize, what kind of birds are understood?

Training is a very popular and widespread form of installation in a wide range of fields of activity. Professional creation, from many parts, at the same time, training technology is one of the educational forms that help to understand the need to support a person's mood, attitude to a certain type of activity, self-education and self-development. is one

Training comes from the English language, " **train ", "training"** has many meanings, i.e.: to teach, to train, to practice (training). The word "training" has many meanings and the appearance of work with the individual as a factor of production in the form of science. physical , it consists of personal production in various spheres of social activity, in which the communication skills of an individual or a collective group are developed through a system of special tools.

Including:

- preparation of specialists for effective implementation of their future activities;
- development of mutual cooperation in educational institutions;
- determination of communication competence in all interpersonal relationships in the social environment;

Summary

It can be concluded that training is a type of training that is conducted through various games and exercises to create the skills and abilities necessary for the formation of a person that exists or can be created. Development of intelligence to apply innovations on the basis of pre-school education, to ensure that he manifests himself as a perfect person. These were sociologically analyzed by GNEshchanova in a series of articles. The main goal of trainings for future educators is to prepare them for professional activities, and this process is clearly reflected in the activities of the training.

Training activities:

1. Correcting the person's own knowledge.

skills , skills and habits manifested in professional activity .

3. Necessary qualities manifested in effective communication, observation of social norms, correction of inadequacies.

4. Developing self-awareness, knowledge and the ability to maintain correct relationships with others.

5. In general, such as ensuring and adjusting adaptation of personal social relations to activity, pelogological and social relations in it.

It is impossible to form a complex of personal and professional abilities of a person without improving the communicative competence of the person, without changing his social relations, without revising his general attitude towards the social world and himself.

From the above definitions of training, it can be said that training is a purposefully organized process, an active physical activity aimed at creating in the process of learning and effectively producing the future development of a person. Such a training concept takes field practice and provides personal development. According to the purpose of the training held in the observation of the integrative productivity of future educators, it is of different description.

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MECHANISM OF INNOVATION IN THE FIELD OF LIFELONG EDUCATION

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https://doi.org/10.5281/zenodo.7569444

Abstract. *The mechanism also includes the emergence of negative feelings, the existence of stereotypes of individual and mass consciousness, innovations that affect the way of life, interests and habits of people can cause painful phenomena in them. This is due to the blocking of vital needs for safety, security, self-affirmation, comfort, etc.*

Keywords: *Mechanism, innovation activity, advanced experience, lifelong education, achievements of scientific thought, implementation.*

The mechanism of innovative activity can be called, all related to best practices, numerous organizational changes in the field of continuous education, achievements of scientific thought and their implementation in practice. The educational process, which occupies a central place in pedagogy, can be considered as innovative, because its purpose is to transfer to students new knowledge for them, the formation of new personality traits. If we had effective methods for studying and evaluating innovation processes, then this would allow us to regulate them, enhance practical benefits and increase focus.

Probably, we will not be able to imagine the mechanism for the emergence of innovative activity and the conditions in which this mechanism can work without comprehending the psychological barriers that inevitably arise when you need to go beyond "one's own system" of coordinates, the usual ways of solving a professional problem, one's own idea of ways of performing activities, to make a transition, at least for a short time, to another platform, another point of view. Such transitions from another culture are very difficult. The new and the unknown always caused people anxiety and mistrust. Consequently, the mechanism also includes the emergence of negative feelings, the existence of stereotypes of individual and mass consciousness, innovations that affect the way of life, interests and habits of people can cause them painful phenomena. This is due to the blocking of vital needs for security, security, self-affirmation, comfort, etc. The innovative process and innovative activity, nevertheless, turns into innovation, then there is at least a well-developed set of methods to stop it. Among them, the most common are the following:

- "the method of concretizing documents" - the main thing is to prevent the breadth of the spread of innovation, the volume of content;
- "piecewise injection method" - the introduction of only one element;
- "the method of eternal experiment" - an artificial delay in the experimental status;
- "Method of reporting implementation" - a distortion of the true implementation;
- "parallel implementation method" - innovation coexists with the old.

Many elements are not replaced by new ones, but continue to operate with them, etc.

The above innovative mechanisms and barriers can also be referred to as barriers to creativity:

1. The tendency to conformism (passive acceptance of the existing order), expressed in the desire to be like other people, dominating over creativity, not to differ from them in their judgments and actions.

2. Phobia to turn out to be a "black sheep" among people, to seem stupid and ridiculous in one's judgments.

3. Phobia to seem too extravagant, even aggressive in its rejection and criticism of other people's opinions. In the conditions of our culture, the following judgment is quite common: to criticize a person means to be ignorant towards him, to show him disrespect.

4. Phobia of retribution from another person whose position we criticize. By criticizing a person, we usually evoke a response from him. The fear of such a reaction often acts as an obstacle to the development of one's own creative thinking.

5. Personal anxiety, self-doubt, negative self-perception ("I-concept"), characterized by low self-esteem of the individual, fear of openly expressing one's ideas.

6. Rigidity ("viscosity") of thinking, which can be considered as a property to use the acquired knowledge "in its final understanding without the possibility of diversity."

The mechanism of innovative activity in behavior is not an adaptation, but the maximum development of one's individuality, self-actualization. The teacher should be imbued with the thought: if someone refuses some of their values and ideals, he violates his moral and intellectual integrity, becomes unhappy, loses his freedom. Freedom implies respect for oneself as a person. In society, there are special techniques that force a person to stop innovative activity. It is useful for the teacher to realize the mechanism of innovative activity in experiences and get rid of psychological barriers, "complexes" that prevent the implementation of innovative activity. The standardization of the behavior and the inner world of the teacher is accompanied by the fact that instructive instructions occupy an increasing place in his activities. The mechanism of innovation activity leads to the fact that the teacher can fit into the pedagogical community, while reducing the level of creativity.

But the development of society, the mechanism of innovative activity, requires the teacher to have innovative behavior, that is, active and systematic creativity in pedagogical activity.

The mechanism of innovative activity in education is what characterizes and organizes the educational process and is a guide for achieving the set learning goals. Consequently, the mechanism of innovative activity in education is a systemic category focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and the orientation of this process to achieve high results in the development of students' personality.

Such a mechanism of innovative learning activity consists of the following components:

- learning objectives;
-content of training;
-motivation and means of teaching;
-organization of the educational process;
-student;
-teacher;
- the result of the activity.

The mechanism of innovative learning activity includes two interrelated processes: the organization of the student's activity and the control of this activity.

Considering learning technologies, one cannot help but dwell on modern electronic means, which can be called an element of the innovative learning strategy. Traditional education is characterized by a disciplinary model of education: disciplines are overloaded with redundant information. The strategy of innovative learning assumes such an organization of management of the educational process, in which the personality of the teacher still acts as the leading element, but his position in relation to the student, to himself changes. The nature of management, the impact on students is changing. The position of the student also changes.

One of the priority tasks of education related to the innovation strategy and the mechanism of innovation activity is, first of all, the training of the organizers of the educational process themselves, that is, teachers. Education with the mechanism of innovative activity of teachers has three main goals:

- development of a new style of management;
- development of a new type of analytical thinking, which in turn will be productive;
-formation of new ways of social interactions aimed at the joint implementation of projects and programs.

If a new technology appears today, then there must be a system for evaluating this technology. So, the indicators can be the results of a comparison of technologies by blocks:

- educational and methodical;
- organizational and technological;

In addition, it is desirable to involve expert experts who are able to evaluate the technology from a methodological point of view and from the point of view of software implementation.

Since the comparison of the mechanism of innovation can use indicators measured on a variety of scales (for example, on a scale of "excellent", "good", "satisfactory" or in points), the result of the comparison cannot be expressed in the form of a strict ranking of technologies from best to worst. The choice of technology is determined by the qualifications of the person, personal experience and understanding of the relative importance of individual blocks.

The spread of modern innovative mechanisms in the educational process is hindered by a number of significant factors, such as:

- insufficient equipment of educational institutions with computer and electronic teaching aids;
- as a rule, the lack of access of educational institutions to the Internet and other international information networks;
- lack of scientific and methodological base (electronic manuals, laboratory and control works, tests, etc.) for conducting training sessions;
- insufficient qualification of teachers in the field of modern computer technology, their ignorance of both software and teaching technology;
- and as a result of this, insufficient knowledge of students in the field of handling computers, with material presented in electronic form;
-lack of due attention of heads of educational institutions to this teaching method. These issues can be helped by:
- retraining of teachers for the development of new innovative teaching technologies;
-encouraging the development of new methodological multimedia aids by teachers;

- holding on-lain conferences, lectures, seminars and other educational events on the Internet and other information networks;

- development of a network of multimedia classes, laboratories and libraries in educational institutions;

-increasing the number of academic hours of teaching how to work on a computer, on the Internet, with electronic teaching aids;

- conducting scientific and educational work among students on modern information technologies.

Such means of the innovation activity mechanism would allow not only to improve the quality of education, but also to convey knowledge to more people.

A particularly effective way to introduce the mechanism of innovative activity in education is the development and implementation of distance learning through local and global world networks. Unfortunately, such examples in our country are still rare, but the development of this particular type of education promises prospects for residents of areas remote from large cities, villages, disabled people, employed people who seek to receive basic or additional higher or special education. Thus, remotely it is possible to pass exams to universities, receive advice from teachers, test knowledge of subjects, etc.

The mechanism of innovative activity of technology in education allows not only to bring education to the masses, improve its quality and speed up the process of acquiring knowledge, but also make education more accessible in material terms, which is not unimportant at the present time. New computer and information technologies are our future.

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INTER-SESSIONAL ASSIGNMENTS OF CORRESPONDENCE STUDENTS AND THEIR ASSESSMENT

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https://doi.org/10.5281/zenodo.7569473

Abstract. *This article is devoted to improving the content of the session tasks of the intermediate course on descriptive geometry for students of the correspondence course (special correspondence course) Department. As a result, the quality of control and consolidation of students ' knowledge is improved.*

Keywords: *special correspondence department, semester, tasks of intermediate control, complex, knowledge, assessment, graphic tasks, graphic literacy, graphic work, graphic task, consciousness, thinking, thought, presentation, test, exercise and task, surface, multilateral, independent work, creative work, electronic platform, descriptive geometry.*

Meeting the needs of educational institutions of the public education system in teaching staff with higher education in preschool, primary, music, fine arts, foreign languages, areas of labor education, physical culture and other disciplines, providing educational institutions of districts and rural areas with highly qualified teaching staff and improving the quality of education by further improving the organization of their training system on the ground Decree of the President of the Republic of Uzbekistan dated January 9 , 2017- In August, Resolution No. PP-3183 "on the organization of special correspondence departments of pedagogical profile in higher educational institutions" was adopted. [1]

The special correspondence department of the Tashkent State Pedagogical University named after Nizami has been defined as a basic higher educational institution for the formation of qualification requirements, curricula and programs in the areas of education, educational and teaching literature, a Council for the coordination of educational and methodological activities of higher educational institutions has been established under it, in which special correspondence departments have been created in the areas of pedagogy.

Adoption of the Decree of the President of the Republic of Uzbekistan"About the organization of special correspondence departments in higher educational institutions in the direction of pedagogy", along with ensuring the needs of secondary schools, preschool and extracurricular educational institutions in highly qualified teaching staff, expands the opportunities for higher education for young people with secondary special education engaged in pedagogical activities. This, in turn, contributes to increasing the role and prestige of the teaching profession in society, including the orientation of young people to the teaching profession on a systematic basis. [2]

A distinctive feature of students studying by correspondence (special correspondence)Of course, it is that they independently master the material on the subject, mainly remotely. In order to learn, evaluate and consolidate their knowledge of how well they mastered science, a type of task set known as tasks between sessions was adopted. At the same time, in the intervals between

semesters (sessions), the student performs tasks showing the level of knowledge he has received in each subject, and passes them to the lecturer-speaker. For each subject, the student is individually given task options, a source of literature and methodological guidelines in advance.

To begin with, let's look at what a semester and a session are in higher education. As we know, each academic year in universities is divided into two semesters. Students take the final control and are evaluated in the subjects they have studied and mastered during each semester. This process is called a session. And in the correspondence section, it is the sentence “tasks of the inter-session interval" that is used. That is, he determines the solutions of tasks for each subject during the period between two semesters and sends them electronically (or sends them in the prescribed manner) to the responsible professor before the start of the semester.

The content of the tasks of the inter-session interval of the student in the process of studying by correspondence, the procedures for its implementation are reported in the work program of the discipline prepared for each subject. The content of the tasks of the inter-session interval should include materials on all topics reflected in the work program of the discipline. The teacher should provide the student with consultations, methodological recommendations, a list of used literature and other methodological assistance. On the basis of such didactic provision, each student independently performs tasks of the inter-session interval.

The following types of independent work are distinguished from the content of inter-sessional tasks: preparation of an abstract on a specific topic; execution of computational and graphic works; work on a layout, model and artwork; search for solutions to an existing problem in practice, preparation of discussion questions and tasks; preparation of a scientific article, theses and a report; solving non-standard tasks of practical content and creative work; testing-answers to test questions; exercises, examples and problem solving; analysis of experimental results; preparation of methodological developments, letters of recommendation; drawing graphic works; homework, etc. [3]

After completing the tasks of the inter-session interval, the student registers it at the appropriate department, and it is checked by specialists and evaluated in due course. The purpose of checking and evaluating students' knowledge is to fulfill the requirements established in the DCS, to ensure the quality of their knowledge, the level of development, to stimulate, increase their interest and responsibility in obtaining knowledge.

Currently, electronic platforms in all subjects have been developed and are constantly being improved for students studying at a special correspondence department. This electronic platform contains scientific programs, videos, presentations of each lecture, the content of the tasks of the inter-session period, methodological recommendations for its implementation, a bank of individual options for each student. But it is too early to talk about the full quality of these materials and conclude that the electronic platform is in demand among students and teachers.

In the science of descriptive geometry, methods of depicting objects located in three-dimensional space, on a two-dimensional plane or surface are investigated. It also studies the theoretical rules for constructing and reading drawings of geometric shapes and surfaces. The educational standard of the educational direction establishes that a future drawing teacher should be able to independently build orthogonal, axonometric and central projections of geometric shapes and surfaces, check positional, metric relations between geometric shapes and surfaces, possess engraving literacy in the requirements that he is obliged to master in this subject.

A person with graphic literacy can make any drawing and can read it. Therefore, based on the specifics of the disciplines of descriptive geometry and drawing, the content of the tasks of the inter-session interval will consist in performing graphic work, that is, in submitting a drawing. The knowledge gained by the student is determined by checking and evaluating the graphic works performed by him independently.

At this stage, it is necessary to correctly establish the purpose of checking and evaluating the student's knowledge and establish it. The verification of knowledge and its evaluation in their achievements also have the following disadvantages: misunderstanding of its tasks (functions); unjustified overestimation of its role in the educational process; turning verification and evaluation into the main goal of the lesson; using the same technology in the verification and evaluation of knowledge; allowing subjectivity in the assessment and lack of clear, reasonable criteria; when checking and evaluating students' knowledge, one should not forget about performing an important function that controls this process, educational.[4]

The above-mentioned ”the use of the same technology in the verification and evaluation of knowledge“, ”the admission of subjectivity in the assessment and the lack of clear, reasonable criteria " disadvantages are obvious. That is, based on the nature of the educational process of the correspondence (special correspondence) department, there is a situation in the tasks of the inter-session interval when from one type of checks and assessments: the student is limited only to drawing a graphic task. However, due to the specifics of science, the main indicator is technical and graphic literacy. But we believe that it would also be advisable to effectively use other methods of checking and evaluating knowledge, given that in the correspondence department the audience does not communicate much live with the student and that the assimilation occurs mainly independently.

Today there are current, intermediate and final types of verification and assessment of students' knowledge. Well-known types of ongoing verification are: various forms of oral questioning, verification of written homework, written control (independent) tasks. However, along with such traditional forms, verification with the help of various punched cards is increasingly used, checking the completion of a task using a computer.[5] The reasonable use of other types of verification and assessment of knowledge for the full fulfillment of the minimum requirement established by the educational standard gives a positive effect.

We believe that checking and evaluating a student's knowledge of descriptive geometry by conducting oral questions and answers, receiving written answers to questions, solving problems that require partial or complete creative search, compiling and working on cases, drawing graphic tasks, and answering test questions will have a positive effect. Having studied a large amount of educational literature, analyzed it, and based on the requirements of the time, we found it expedient to compile, on the basis of an integrated approach, the content of the inter-sessional assignments of students of the correspondence (special correspondence) department on the subject of “Descriptive Geometry”, revision in the following order and to test it in practice.

In addition, summarizing our methodological recommendations, in the correspondence (special correspondence) section, we formulated a structure – model of didactic provision of tasks of the inter-session interval on the subject of descriptive geometry in a certain sense. We believe that this model can be effectively used in teaching other subjects (Fig. 1).

1. Mastering science through answers to theoretical questions. In it, the student prepares a written answer to the questions asked in his version, and sends it to the lecture teacher

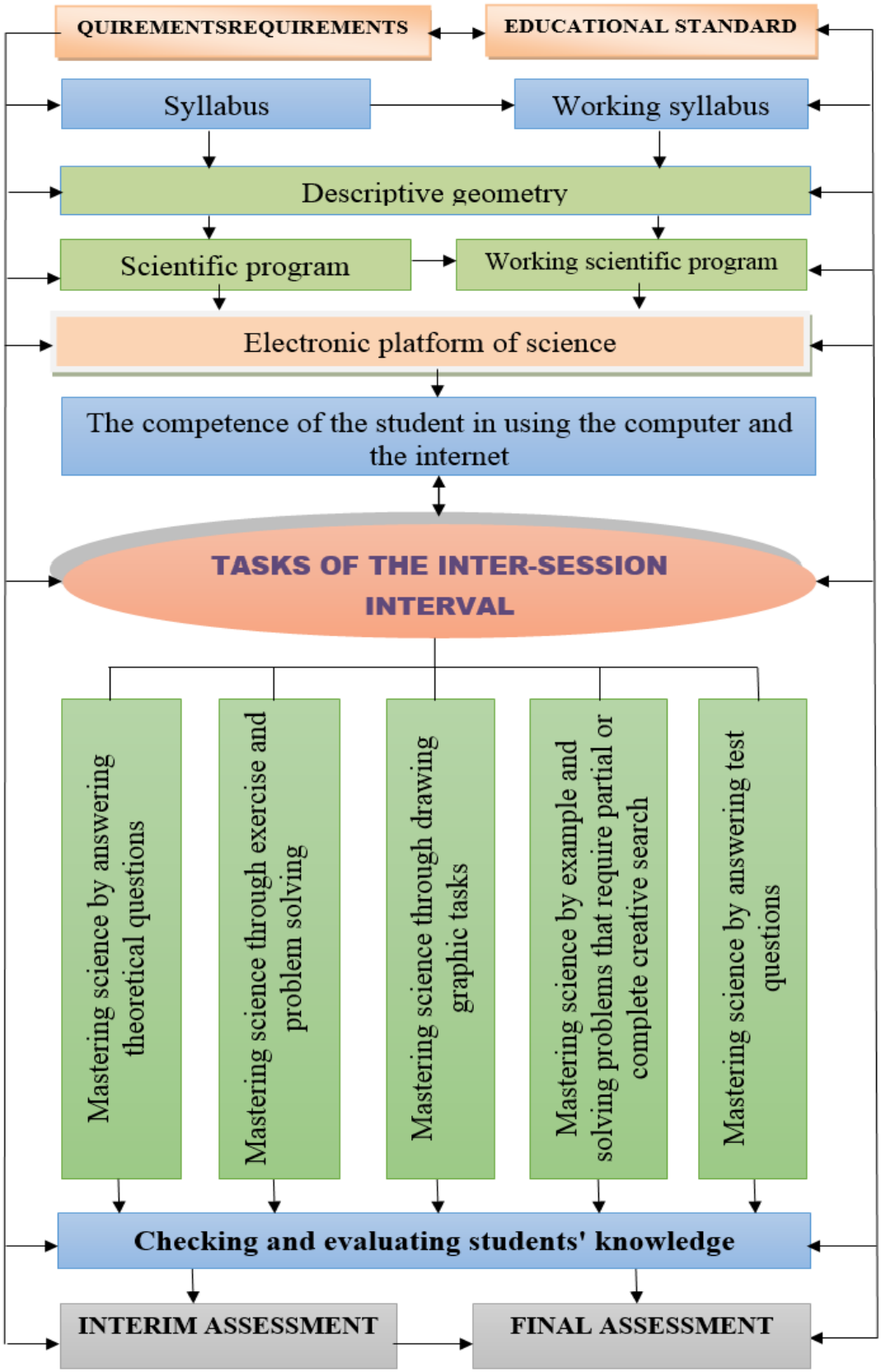
in electronic form (who, if desired, can also add an option in voice mode). This situation forces the student to read a book, and also develops his written and oral speech. He also teaches the student to work on educational literature, to reason, to observe, to compare, to draw conclusions, to develop his speech by oral presentation of the acquired knowledge. Speech (written and oral), which is the process of cognition of an individual, develops in harmony. As a result, the feelings inherent in the teacher are formed and consolidated in the student.

In addition, the student develops the ability to compose tasks and make cases, the drawing of which requires creative searches on the subject of geometry. Because a student of a correspondence (special correspondence) school is a person who works directly in a comprehensive school.

Here we must not forget that the content of the questions in an individual version should cover the content of each section or chapter of science. For example, in the 1st semester, each student must be asked one question from all the sections of the subject passed. Below is an example of this:

2. Mastering science through exercises and problem solving. At this stage, human activity increases in such cognitive processes as intuition, perception, memory, imagination, thinking, speech, imagination in psychology. It becomes possible to apply the theoretical data of the first stage in practice.

Fig. 1



Even to this day, students are working on various exercises, examples and tasks to gain full knowledge in mathematics, geometry, physics, chemistry, biology, native language and other subjects. Such cognitive activity contributes to the qualitative and full-fledged assimilation of the passed subject. At this stage, it is assumed that the student will develop various tasks on descriptive

geometry. The level of complexity of the tasks is not too high, i.e. simple enough for the answer to be fast. Structured tasks are performed by drawing drawings depending on the nature of the science. Therefore, the level of complexity of the graphic tasks of the second stage should be sharply different from the graphic works of the third stage. By solving such problems, the student gains knowledge in almost all aspects of science and masters them.

3. Grafik vazifalar chizish orqali fanni o‘zlashtirish. Yuqorida aytib o‘tilganidek, chizmalarni o‘qish va ularni chiza olish malakasini egallagan, ya’ni grafik savodxon bo‘lgan talaba ushbu fan yuzasidan to‘laqonli bilimga ega bo‘la oladi.

Graphic task-a task and its content determined by the normative documents of engineering graphics disciplines and to be performed by the student. A graphic task is defined as a task for students to master the subject and improve their graphic literacy.

Graphic work is a drawing performed by a student individually in compliance with the requirements of the standard. The performance of graphic work contributes to the improvement of the student's graphic literacy and the assimilation of the subject.

Graphic literacy is the level of knowledge, skills and abilities acquired by a student when drawing up and reading drawings of geometric shapes and objects.

Ensuring the graphic literacy of a student is the most important task facing specialists in the discipline “Descriptive Geometry". Each student draws graphic tasks based on the requirements of the educational standard and the content of the topics set out in the work program on the subject. Each of them is provided with individual options. Methodical recommendations and tips on the implementation of the graphic task are given by the teacher. The content of graphic tasks and the degree of their complexity are determined on the basis of the scientific program and the decision of the scientific and methodological council of the department.

We have formulated the content of 10 graphic tasks for correspondence students on the subject of descriptive geometry. Each task contains no more than 3 graphical tasks.

4. Mastering science by example and solving problems that require partial or complete creative search. As you know, scientific and technical development is largely based on technical design. The development of technology is not complete without drawings. To do this, it is necessary to instill in the student (student) elements of a creative approach (design) in the process of learning to draw and when performing each graphic work. [6] it would be more efficient if the graphical tasks at the fourth stage were solved in such a way that creative research would be required. Perhaps this verification method could be applied to gifted students.

5. Master the science by answering the test questions. Although testing itself has many aspects of achievement, it cannot be fully applied to subjects that can be mastered by doing some practical work. That is, the rejection of other methods of testing knowledge and the introduction instead of them only the control work “drawing geometry”, and not “drawing” it is not considered the right path for discipline. For subjects that have such a practical appearance, the most correct is the joint use of methods that require the performance of other practical work with the test method of checking the student's knowledge.

Based on the above points, it will be advisable to use a test evaluation method at the fifth stage. At this stage, the student will be able to test their theoretical and practical knowledge, as well as evaluate them. With the help of the test, the student not only gets the opportunity to test their knowledge in a short period of time, but also ensures the reliability of this knowledge. At this stage, separate test options for students should also be developed.

Test questions can be formulated both with the help of graded tests in a traditional or non-traditional (non-standard) way. The contents of non-standard tests are summarized below.

1. Non-standard test tasks used to monitor and evaluate the degree to which students achieve the cognitive learning goal. [7]

2. Non-standard test tasks used to monitor and evaluate the degree to which students achieve an educational goal related to understanding.

3. Non-standard test tasks used in monitoring and evaluating the degree to which students achieve the educational goal of practical application of knowledge.

4. Non-standard test tasks used in the control and assessment of the degree of achievement by students of the educational goal concerning the preparation of the conclusion.

5. Monitor and evaluate the extent to which students achieve the learning goal related to analysis."

6. Control and assessment of the degree to which students achieve the goal of learning the synthesis of knowledge.

7. Monitoring and evaluation of the degree of achievement by students of the educational goal associated with the preparation of the conclusion.

8. You can also use tests such as closed and open tests.

In order to improve the content of the inter-sessional assignments of students of the correspondence department on the basis of an integrated approach, the theoretical questions-answers, exercises-problem solving, graphic tasks, solving problems requiring creative search, as well as checking and evaluating the student's knowledge on test questions, offered by us, have a positive effect in practice. The above-mentioned five different concepts of knowledge testing and evaluation do not allow the student to acquire knowledge in the same way and, as a result, psychologically exhausted, tired, bored. Preparation for the assigned tasks arouses the student's interest in the subject and encourages him to master it enthusiastically.

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INNOVATIVE APPROACH METHODS IN PROVIDING ENVIRONMENTAL EDUCATION TO STUDENTS BY PRESERVING AND HONORING NATURE

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https://doi.org/10.5281/zenodo.7569487

Abstract. *This article talks about the use of innovative methods in environmental education by preserving and honoring nature to the reader-youth,it shows about the impact of changes in nature on it by people, as well as the current activity of innovative methods in environmental education by honoring nature that is in society.*

Keywords: *nature, innovation, environment, reader-youth, environmental education, conservation of nature, its correct use, consciousness of the younger generation, protection of natural areas, ecological culture, integration, environmental education.*

Today, the fundamental essence of educational processes in the world is to achieve educational efficiency by teaching students to live and study, Live, give them environmental education, as well as to introduce a paradigm of quality management. In the introduction **to the article**, on global problems in the preservation and proper use of nature, it is worth considering the requirements of the UN fund for child assistance (UNICEF), the European Organization for security and cooperation (OBSE) to improve the technologies of environmental education for students through the protection of natural areas, to form their positive attitude to nature.

In world practice, research work is being carried out by leading scientific centers, higher educational institutions dedicated to the problems of intensive application of modifications of environmental education technologies to the educational process. At the same time, as a universal value, the preservation of nature, the rational use of Natural Resources, the strengthening of the procedure for using environmentally friendly products in the protection of Public Health, and the improvement of mobile and affective models of the absorption of ecological culture into the minds of the younger generation are of paramount importance. This necessitates the continuous education system to teach students the preservation of nature in an integral way, optimize the forms of environmental education, improve their technologies, systematize the criteria of ecological culture, effectively use the variative and integrative approaches to teaching.

As a socio-economic issue in our country, the tasks of implementing targeted and targeted measures to improve the quality of environmental education through the protection of natural areas, to improve the quality of quality indicators in strengthening the health of the population based on the widespread promotion of ecological culture among the population and ensuring a solid integration of Science, Education and. These tasks require optimization of the content of environmental education for students in secondary schools on the basis of interdisciplinary integration, improvement of variative educational programs in the section of classes, effective organization of innovative activities of teachers.

President Of The Republic Of Uzbekistan Sh. M. Mirziyoyev did not say without reason that" it is necessary to improve and further develop the personnel training system, taking into account the changing socio-economic conditions based on the implementation of the reforms established both in the field of education and education and the analysis and generalization of the

experience gained in subsequent years." The above-mentioned requirements for the modernization of the national state system necessitate a revision of all areas of science, including the system of environmental education.

Based on this, focusing on the theoretical aspects of the article, we cannot say that the National Environmental Education and education system fully meets the requirements of this day. Environmental education, promotion and education, as well as environmental education through the protection of natural areas are urgent problems of society.

The state committee for Ecology and Environmental Protection of the Republic of Uzbekistan, the Committee for Ecology and Environmental Protection of the Republic of Karakalpakstan, the central apparatus of the Departments of Ecology and Environmental Protection of the regions and the city of Tashkent have established special inspections for the formation of waste, their collection, storage, transportation, disposal, processing, burial and realization;

Today we are witnessing the consequences of humanity's negative attitude towards nature. If floods and earthquakes occur in one part of the world, forest fires are observed in another place. Global problems like this had begun to escalate in the second half of the last century as a result of the use of natural resources without taking into account environmental factors. It should be noted that over the long years, the impact on nature has undermined (caused) the natural balance. To date, however, the civilization of mankind, its tomorrow's fate, requires the solution of just such issues. At the moment, efforts to introduce economical, environmentally friendly technologies in solving environmental problems, to consistently carry out conservation measures or to improve industry legislation are not enough to solve them.

Localities ecological culture yuksaltarish, ecological educator bulgan munsabatni time talablarig, nature illiteracy Kelgus klodlar, as asrabaa-avilashina formastanturish anthropogen influence of the Altai territory omillardandir. Bunda environmental education-education is of paramount importance. Because environmental education-the education of nature and the formation of organs that ensure natural restoration, is important. A criminal case has been initiated on this fact, an investigation is underway. Of course, the EU clan Dilida Nudga relatively respected feelings of formationrepresentation and development is important to the notorious document.

Bu, on duty, teacher kadrlar tsimmasiga katta responsibility yuklaidi. Dehkan yillarida mamlatimizda barcha jabhalar a number of ecology and nature experts reasonably adhered to long-term legal legislation-the regulatory framework of yaratildi. Jumladan, Republic of Uzbekistan constitutionality, "the nature of the kallish zilrisida governorate“ gi,”education of the longricide" gi zakonlar, shuningdek, Bashkir number of environmentalists education-upbringing of the tizimining law is fundamental to the formation of this.

Today's system of life is not the same,the attitude towards nature is also not the same among humans.Paying attention to the practical side of the article, the nature of the alternation of day and night in different geographical zoias is also not the same. The difference between day and night is not felt around the equator. But in zones with an average (temperate) and cold climate, in the summer season the day is long, the night is short, and in winter it is vice versa. This in turn led to the fact that orgagshzmlariing adapted to a long and short day (photopsriode). From the plants of the North, wheat, rye, spinach, cebarga, mingyapraq, sachratqn, gulsapsar, marjumak (grechikha), qashqargul, millet, sunflower, sage, tobacco, flax and others develop normally on a short day. Light animals play a role in life.

Chunonchi: a) light multichannlpk provides guidance in obtaining the landmark in the phase of animators. It stops with the sun, forming a certain angle in relation to the location of the feed. Birds, on the other hand, will receive a target looking at The Sun when flying to remote places;

b) animals that live under sea and ocean waters, some beetles that live on land have the property of emitting light from their body. This phenomenon is called bioluminescence. Such a feature is inherent in everything from simple animals to fish.

C) light also affects the development of organisms.

Uzak for a long time iroglik influenced ettirilganda insectivorous and UVT emizuvchi ginii gulatga etis tallashgan;suv tagida yashaidigan kara-katitsa in the soul of hnmoya kilish as sovni yoritib yuboradiq sikaradi. Some of the insectivores, following Zharaenin longtatadi, Kun uzaishi bilan Isa, are companions of Keita tikladi. For this reason, the pituitary gland of beziga can have an impact, since there is no secret section, and Gini bezlarga also signals. Shundai kilib, a beast, both eruglikka and the mountain village of bir iecha, a group of such as, erogsevar, tenezevar and eraglikning uzgarishiga kengar or tor (history). In this article we will tell you how to do it yourself.

Temperature. One of the factors that determines the distribution, reproduction and other life processes of organisms in the globe is temperature. At the equator, the temperature does not change so sharply throughout the year and for one day. But as it goes from the equator to the north or south, the temperature changes by 0.5—0.6° every 100 km in flat areas. Such changes occur even in the mountainous part of the Earth shariping, when every 100 m rises to balapdlik. This means that neither all plant nor animal life processes pass in connection with these different changes. Especially in the prevalence of tumors, such changes play a special role. For this reason, the land of shariping occurs in the flat part of the plants and when the cover they form is studied into several climatic zones, chunonchi: North Pole, tundra, forest, steppe, desert, subtropical nor tropical. Plants neither live under the influence of low or high temperatures nor are they studied in two large ecological groups according to their adaptation to it.

Temperatures typically fluctuate somewhat rapidly in the terrestrial qnsmi of land shariping. In the aquatic environment, however, such changes change very slowly, especially during one day.. Most aquatic animals live normally and feed on algae even when the temperature of the water at the North Pole is 0°C. The life of the reindeer, polar bear, tyulen nor Penguins is also normal at low temperatures. Thus, for the life of gardeners, an important role is played by the total amount of the average temperature in the warmest and most cold temperatures of the ynl, the average annual temperature. The sum (quantity) of such annual temperatures is round at different points of the globe. Temperature also plays an important role in animal life. Most animals have their own constant body temperature.

In addition, moisture is also considered important. In the distribution of all organnzms on the surface of the earth, along with the temperature, the moisture factor is also important. We are not mistaken when we say that there is no life without water. In nature, water is present in various xnl forms, such manifestations as chunanchi, rain, snow, fog, pheasant, Dew, Ice, all of which represent the concept of moisture. Even so, we believe that it is preferable to use the expression water instead of the word moisture. Water accounts for 50-98% of the substances in the plant's body. All biochemical reactions that go in cells are in the presence of water. Water is considered important for aquatic organisms.

In addition, Air is also important in preserving the ecological state. Air is considered a mixture of gases in the atxmosphere, and its composition also changes depending on the change in altitude. Air is important for organisms not only as a habitat, but also as an environmental factor. In addition to gaseous natural particles, natural impurities are also found in the lower layers of the air. They can be dust and fumes, soot, sometimes crystals of sea salts, various organic particles, etc. The oxygen contained in the air is an element necessary for the respiration of plants and animals. Its amount will be enough in the air. Almost everywhere in the cities and villages of Uzbekistan, the level of air pollution does not meet sanitary requirements.

Soil. In the so-called soil, the porous, fertile surface floor of the Earth is understood. The soil is a naturally transformed outer layer of mountaineers as a result of the combined action of water, air and various organisms. The main characteristics of the soil as an environment for the organism include its natural and chemical composition, as well as the circulation of substances in it, that is, the circulation of gases, water, organic and mineral substances in an ionic state. At the same time, plant and animal species living in the soil also cause changes in its natural-chemical properties.

If we also talk a little about the current state of the soil, it will be necessary to highlight the same ones. At different points of the landmass, it should be said openly that the ecological situation in the territories of all the member republics of the Commonwealth is not very good. Especially in the lands where the peasant was engaged, the condition of the soil is poor. For example, about 70 different chemicals were used in the agricultural sector of our republic.. As a result, a large number of useful animals in the soil are destroyed, which greatly undermines human health. In the event of such a situation, the protection of nature again, including the soil, will be among the urgent problems.

Thus, it should be concluded that it is the sacred duty of all human beings today to protect all natural areas.We believe that the application of innovative approach methods in environmental education by preserving and honoring nature to students should become a necessary need.

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DESCRIPTION OF THE CHARACTER OF THE HERO AND PERSONAGES

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https://doi.org/10.5281/zenodo.7573471

Abstract.*The role of fiction in our social society is incomparable. A work of art is considered the main factor in the formation and enrichment of the human spiritual world. Especially in today's storytelling, the new outlook of a person, the colors of the world of thought are reflected. This article describes the stylistic peculiarities of the oeuvre of Shukur Kholmirzaev, who made a significant contribution to the Uzbek school of storytelling, through the description of the character of the hero and personages in writer's novel "Olabuji", discusses his role in Uzbek prose.*

Keywords*: artistry, writer's skill, role of word art, romantic painting, character of the hero, character of the personages, portrait image, writer's character creation skill, hero's mental world, image of a "living person".*

Getting into the reader's heart and keeping an important place in his memory requires the writer to describe the events he wants to describe in an impressive way. Because the more believable and lively are the events, heroes and characters that the reader is familiar with, the more the writer's ideas in the work affect him.

Portraiture is one of the tools that make heroes and characters come to life. "Like other image tools, a portrait has a place and function in a work of art. The place assigned to the portrait, the assigned task must be subordinated to a logic, a certain artistic law. A portrait cannot deviate from the ideological direction of the work" (Sultonova M.1969, 4, 14). No matter what type of portrait the writer uses, if he tries to reveal the spiritual world of the hero, to reflect his unique features, a living person will appear before the eyes of the reader.

So, the literary portrait serves not only to describe the outward and appearance of the heroes of the work, but also to reveal the spiritual world of the hero and to show their unique characteristics.

Each writer has his own, unique characteristics when creating a portrait. As an example, let's take a look at the skill of creating portraits of Abdulla Kadiri and Abdulla Qahhor, whom the people's writer of Uzbekistan Shukur Kholmirzaev learned directly from.

Shukur Kholmirzayev has a unique role in raising the traditions of Abdulla Qadiri and Abdulla Qakhor to a new level in storytelling. For example, Sh. Kholmirzaev developed the traditions of Abdulla Qadiri's depiction of nature in Uzbek storytelling. The wild naturalness and mystery of nature in the story "Feast of the Demons", the beauty of this naturalness and mystery to the extent that it frightens the human heart, has risen to a new level in Shukur Kholmirzaev's novel "Olabuji".

It will not be an exaggeration to say that Sh. Kholmirzaev continued the traditions of A. Kadyri in matters of creating the color (spirit) of time and space in artistic language, the manifestation of character through springs in the spiritual world, the simplicity and conventionality of heroes who do not fit into the "shaped" rules, the ability to have a bold critical attitude towards society, and is considered to be advanced among writers who have risen in the new conditions.

Rejection of the order or standard of living that the society, situation or circumstances impose on him, or at least, to inform himself of the displeasure of the second "I" in his body, are the leading features of the writer's characters. Excluding some works of Cholpon and Abdulla Qahhor, Uzbek storytelling and prose were dominated by propaganda for a long time. From the 60s, artistic analysis gradually took its place.

In this process, the characters of Sh. Kholmirzayev strengthened the spirit of the heroes in Uzbek prose, especially the lack of self-satisfaction and the desire for deeper self-realization. In this sense, the main goal of the writer is not to describe the actions of his characters in social life, but their intelligence. According to the author's understanding, intelligence is the axis of the hero. For this reason, the writer is interested not in the actions performed by the hero, the result of the event taken as a basis, but rather in the opening processes of the hero's intelligence in relation to this event and the result. In such cases, some of Sh. Kholmirzaev's stories, short stories, novels, dramatic works, and the character of the heroes in them leave the impression that the reader or critic, sometimes even the author of the work, has a controversial attitude that has not been clearly resolved. In particular, this can be said about the novel "Olabuji". Endless hesitations in the heart of Ulton, the main character of the work - self-examination, instability in the inner world, his reaction to the past and present, events happening in himself and the environment, the process of his mental suffering - these are the hero's attempts to understand himself.

The novel "Olabuji" is one of the last novels created in Uzbek literature before the independence of Uzbekistan. It was written in 1991, and in 1992 it was referred to the readers' verdict in the "Sharq yulduzi" magazine. This novel is called by the writer as a story bigger than a literary novel. When he was asked why he called the work that way, he said, "Olabuji" was published in " Sharq yulduzi " magazine last year. I defined the genre of this work as a bigger story rather than a novel. I did this to fool myself. When I call a novel, it seems that the events branch and scatter. If I call a story, then I can restrain myself. Anyway, even so, it took 400-500 pages" [5, 124].

In this novel, Shukur Kholmirzaev highlighted life events and conflicts and expressed his reaction to them. He put bigger and bigger problems in the scenes of small life pictures. He finds the most subtle aspects of events and situations selected from life, finds characteristic points, describes them in detail, and through this makes a deep artistic analysis of the relationship between man and society. Fully describes a person, the experiences of the heroes, the conflicts between them, and spiritual values. As the first factor that ensures the artistry of the work, the author writes about the materials that interest him and are well known to him.

The artist created his own independent artistic perception of the spirit of the time through the events that he took as the object of the image.

In the work, he put forward ideas like both internal and external collapse of the existing socio-political system, the occupation of Uzbekistan by Russia, like other fraternal republics, as a result its living in the style of a dependent and colonial country of Russia, the emergence of a new type of leaders due to the excessive size of farms, and becoming of these leaders as a terrible symbol of the crisis of totalitarian regime, seeking people's interest by the social "Unity Movement" at the starting points, giving the status of the State Language to Uzbek language, the struggle for independence, the movement of national awakening, the settlement of spiritual meanness under the banner of women's liberation, "The National Liberation Movement as a natural process" [6, 1]. These ideas are embedded in the psychology, fate, and events of the people

depicted in the work. It is so ingrained that even without the author hinting at these ideas, we come to the author's own conclusion.

The work was able to openly show us the horrors of yesterday: the spiritual and moral decline of people, ecological decay, and the apathy and indifference of our people. Importantly, we can say that the work describes the spiritual decline in the minds of people.

The events of the work take place in one of the villages of Olatog district of Surkhandarya. Heroes are ordinary people that can come across in our lives.

Shukur Kholmirzaev tries to find answers to the questions that are always bothering us through the interpretation and analysis of the heroes of the novel Toqliboy Kochgarov, Ulton Sultanov, Bahar, Botaboy Sopi, Tarakanov, Makhfirat Egamkulova, Dunyo, Sultan bobo and a number of such characters. In this, he examines the character and mentality of our contemporaries whom we lived and are still living with.

In the novel, we encounter various destinies and events that occur in various aspects of our lives. As a result, as an ordinary person, we feel like a participant in the story. All the people participating in the novel - Ulton, Bahar, Toqliboy Kochgarov, Botaboy Supi, Sultan bobo, Makhfirat Egamkulova, Dunyo, Ashim, Hurram, Nabi - are embodied as living people before our eyes. Through these images, the fate of our national heroes like Tangriberdi dodkho will not fail to make us suffer.

In the process of creative mastering of the world each writer gains the experience, his own way of seeing, perceiving, understanding and explaining the world. When thinking about the writer's skill, style and visual art, there is a need to act based on these elements.

One of the main characters of the novel is Ulton Sultanov, a simple village teacher and prominent writer. The writer described the life of this hero full of suffering in such a way that it is natural for the reader to feel pity for Ulton, hatred for the society that killed the young man and turned him into "Olabuji", and the leaders who play a major role in this society.

Some writers, in order to prove the change in the character of heroes and personages, describe it by reflecting their relationship to the events in the midst of extraordinarily acute events taking place in society, while some writers can prove the change in the character of heroes and personages through a single detail" [12, 14]. In fact, every artist uses details in his work. This detail connects all events in the work and serves to reveal the author's idea. "An interesting detail, a beautiful fragment increases the value of the work that it serves to promote the idea with this interestingness and beauty" [4, 123], says the writer Abdulla Kahhor. The writer used the detail of the bear to reveal the spirit of Ulton, the main idea of the work.

The work begins with Ulton reading the story "Brown Bear" by Seton Thompson. He becomes so interested in this story that even the call of his teacher cannot make him lose his thoughts about the bear", Ulton's thoughts the brown bear’s going unwittingly to a cave in search of his own death, falling asleep after being fed up with the strange smell coming out of the cave, so some animals’ knowing the place of their death without realizing it, and man's… inability to do so, also clarify our thoughts.

While reading the work, the reader begins to see bear-like qualities in Ulton, too. "When Ulton went to the girl's side, somehow crouched down, so to speak... he looked like a bear, yes, some fluffy-aggressive creature.

In order to make his opinion clearer, the writer includes a story [10, 148] from his grandmother (An old woman Tiniqoy – the claim is ours - M.H.) about a girl stolen by a bear when

she was young. In the work, he describes this story in the way he heard it in the shepherds' talk [8, 37]. So, the writer continues his thoughts with the following philosophical thoughts:

“There are moments in a person's life when he himself does not know what he is thinking, but the actions appear as if they were the result of a deep thought. Therefore, it should be noted at this point that writers sometimes have no choice but to describe only the behavior of the hero, if the means of explaining the thoughts of the characters explain their actions: but they are sure of this fact that an impartial person does not look at these actions with suspicion at all.

Man is a complex creature, and the people of pen are just one of these people” [8, 86].

In the novel, the last moments of the totalitarian system are described in the style of time, that is, in the form of a unit of time in which the characters act. Because the period experienced many historical events, it allows to create impressive and full-fledged characters. As we get to know Ulton and the other characters, we become convinced of this. Especially, the tragedy of Ulton, whose fate ended like the fate of a creature called "Olabuji", does not stop us from excitement, and our hatred for the evil system that made it like this increases. "Literature... is the literature because convinces us that a fifteen-year-old boy can be the captain of a whole ship and take it out of the clutches of death" [7, 76] wrote Sh. Kholmirzaev in one of his articles. In the process of reading this novel, we also agree with this opinion. After all, the writer was able to convince us of the events in the work with his skills.

Bahar is one of the characters who completes the character of Ulton in the work. At first, the reader meets Bahar in the office of Toqliboy Kochkarov in the following way: "She was wearing a white shirt and a striped skirt, her jet-black hair was cut short and fell to her shoulders, and her eyes were bright... She was the head doctor of the outpatient clinic in Oksuv." [9, 31].

To protect the girls like Bahar from entering into dead ends under the influence of people like Toqliboy Kochgarov and Makhfirat Egamkulova, to preserve the feelings of virginity, modesty, and nobility in their nature, and to return women to their ancient spiritual purity are of the main ideas of the work. Only then, the Bahar’s tragedy will not be the tragedy of any other contemporary, our friend. The image of Bahar in the novel has a great educational value from this point of view.

As the writer himself said, the characters of each of his works, be they positive or negative, try to approach him as much as possible in a positive and negative way. After all, our people say that "God himself is blameless". Therefore, every person has good and bad qualities. We cannot admit this on our own. Many writers ignore this and try to portray positive characters with positive traits and negative characters with negative traits. This has a negative effect on the value of the work. We notice that Shukur Kholmirzaev paid great attention to this situation in his works. In particular, the above-mentioned leaders in the novel "Olabuji" are also observed.

"The task of the novel is not to raise issues, but to absorb the issues that come across in life into the human destiny", to show the dramas hidden under these issues, and to show them through artistically perfect images. And this, in turn, depends on everything in a work of art, including the importance of the raised issue, the perfection of the artistic image, that is, the ability of the writer to create a "living person" capable of shaking the reader" [2, 116-117]. The ability to create a "living person" in turn depends on how well one can use psychological analysis, how well he or she can integrate it into the texture and problem of the work. [11, 56].

The writer was able to create such "living people" in the work. As we mentioned above, the characters of Ulton and Toqliboy Kochkharov are at the heart of the novel.

In general, the novel depicts life in one of the remote mountain villages in Surkhandarya and in the center of the district.

In this work, Sh. Kholmirzaev made good use of the classic features of the novel genre and further enriched its possibilities due to the freedom, objectivity, and breadth of the image. The open, sometimes impartial and neutral attitude of the writer to sharp debates, sharp internal dialogues in the psyche, and the actions of the hero created new opportunities for revealing the essence of the images.

It is as if the author gave a symbolic meaning to the name of the novel: "Olabuji". Maybe it's the Shura regime, maybe it's Ulton, who was declared insane while being still healthy. Wasn't that a grumbling giant bear that appeared on the orphan peak? Isn't this bear Ulton, or has Ulton's spirit moved to him? May be Olabuji is Adalat or Erkdr in the same spirit? It is up to the reader to come to a conclusion [1, 509].

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THE ROLE OF INNOVATIVE TECHNOLOGIES IN IMPROVING EDUCATIONAL EFFICIENCY IN GENERAL EDUCATION SCHOOLS

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https://doi.org/10.5281/zenodo.7573542

Abstract. *This article reflects on the role of the concept of innovation, which is currently actively used in all fields, in the field of education, in particular, its role in improving the effectiveness of education in general education schools.*

Keywords: *education, general education school, quality of education, effectiveness of education, innovation, innovative processes.*

In modern society, innovative technologies are expanding in almost all spheres of human activity, including education. Innovations in education - a new field of scientific and pedagogical knowledge; is considered as inseparable unity and interdependence of three main pedagogical processes in the field of education: creation of innovations, their assimilation and application. Based on the same, the following comments are made regarding innovative technologies in education and related processes.

The diversity and multidirectionality of innovative processes in the educational system is still an object of scientists and practitioners. Innovative processes in society are natural, objective in their own way, and constitute a necessary element of development. Their naturalness and objectivity is due to the accumulation of contradictions and problems for various reasons in any, even the most ideally organized social system, which reach different levels of intensity..

Innovation processes are open systems that are influenced by the environment, regardless of the field in which they are carried out. Without studying and taking into account the characteristics of the environment which is a part of the system and operates in it, it is impossible to understand the importance and essence of the system's functions, which, in turn, involves a broader analysis of the system.

Innovative technologies in education make it possible to organize education and direct it in the right direction. People have always been afraid of unknown and new things, they react negatively to any changes. Stereotypes existing in the public mind, affecting the usual way of life, lead to painful events, prevent the renewal of all types of education. The reason why people do not want to accept the innovations in modern education is because they block the vital needs for comfort, security, self-affirmation. Innovative behavior does not mean adaptation, it implies the formation of one's own personality, self-development.

The teacher should understand that innovative education is a way of educating a well-rounded person. "Ready-made templates" do not suit him, it is important to constantly improve his intellectual level. A teacher freed from "complexes" and psychological barriers is ready to become a full-fledged participant in innovative changes. One of the tasks of a modern school is to open the possibilities of all participants of the pedagogical process, to give them the opportunity to show their creative abilities. Solving these problems is not possible without implementing the variability

of educational processes, in connection with which there are various innovative types and kinds of educational institutions that require deep scientific and practical understanding.

Innovation is characteristic of any professional human activity and therefore naturally becomes an object of study, analysis and implementation. Innovations do not appear by themselves, they are the result of scientific research and advanced pedagogical experience of individual teachers and entire teams. This process cannot happen by itself, it must be managed, and this is the most important aspect of the practical process.

In conclusion, it can be said that innovative methods of teaching in secondary schools help to develop cognitive interest in students, they learn to systematize and summarize the studied material, discuss and debate. By perceiving and processing the acquired knowledge, students acquire the skills to apply them in practice, including communication experience. Undoubtedly, innovative teaching methods have advantages over traditional methods, because they contribute to the development of the student, teach him independence in knowledge and decision-making.

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SPECIFIC FEATURES OF THE LESSONS ON MUSIC CULTURE IN ELEMENTARY GRADES OF GENERAL EDUCATION SCHOOLS

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Abstract. *In this article The specific features of primary school music culture lessons are revealed, and music equips a person with artistic aesthetic taste and shapes his spiritual world.*
Keywords: *general education schools, primary school, science, education, listening to music, happiness, entertainment, local performance.*

It's difficult to imagine human life without the art of music . The study and analysis of human society shows that music has been an integral part of a person's life during periods of good perception of the world. From the moment a person is born from the mother, without being ready to feel, understand and perceive the existence, he feels the mother's alla, a crying child stops crying, is soothed and rests.

Music has not only been a means of joy, happiness, and entertainment for people, but it has also been a companion in sad moments and performed the task of comfort and consolation.

Joy, fun, expression of joy, spiritual need, a unique kind of knowledge, educational tool, what else! Divine feeling!

Gradually, with the development of human society, the growth of social and cultural life, as a result of the development of science, attention to music, along with all other sciences, appeared, and it was viewed as a science. Aristotle, the world's first teacher, said that "music has the ability to influence the divine aspects of the soul. As long as this is the case, it should be included among the means of educating people.

With the development of science, education, music became taught as a science. In music, the words and the voice are in perfect harmony, and it teaches a person to perceive and appreciate the surrounding events in an artistically beautiful way. Arms a person with artistic aesthetic taste and shapes his spiritual world.

Music education and training that exists in our educational institutions today as a science, first of all, introduces the growing young generation to the simplest laws of music, notation, vocal-choir, theoretical rules, and it implies educating them in the basics of music culture.

The tasks for the implementation of this higher goal are as follows:

1. Forming and developing interest and love in students and young people for the art of music, first of all for our national music, for the national musical heritage of our people that has been passed down from generation to generation.
2. Deep feeling of music, appreciation of it, perception of unique theoretical and practical performance characteristics, harmony, similarities and differences of national and modern music.

3. Knowing, distinguishing, and expressing one's attitude to the popular genres of folk music, national instruments.

4. Havong information about the local performance styles in the borders of Uzbekistan, to be aware of the concepts of classical and maqam music.

5. Distinguishing artistic works that are examples of high creativity and works of low level, to be able to evaluate them.

6. Sister nations and foreign music culture.

7. Having the ability to think and use in practical experience while understanding the ideological and artistic content of the works.

8. To achieve the development of creativity skills in the process of musical activities.

9. Through music, to awaken love and passion for Mother Nature, Mother Nature, people, life, and profession, and develop feelings of humanity.

Music culture lessons in primary grades of general education schools are special. Musical education in elementary grades is organized on the basis of several activities. **These are.**

1. Listen to music.
2. Singing in a group (choir).
3. Music literacy (giving theoretical knowledge).
4. Children's musical instruments.
5. Perform dance and rhythmic movements to music (musical creativity).

Among these activities, listening to music is the leading activity. It is very important for children to love the works they listen to in order to arouse their passion for music.

As person hears a good piece of music (song or tune) from a skilled performer, impressions and opinions about the piece of music arise. How listeners perceive a piece of music is influenced by how the music sounds and how well the musician or singer performs. That is why the professional skills of school music teachers in playing musical instruments are of great importance in music lessons. Music works of simple and complex genres are listened to in phonotheque, audio, video recordings through technical means. When performing such works, the music teacher's performance skills may be limited and he may not be able to give the students enough artistic and emotional pleasure.

A methodically skilled music leader (teacher) can organize children to listen to music in a highly emotional state by skillfully using various technical tools, audio images, computer and multimedia tools that are the subject of our research. They should be able to effectively use the available technical and visual tools in order to understand the true nature of new musical works and their meaning. However, it should be noted that it has been established in the experience that the work performed live leaves a greater impression on children.

The main tasks for listening to music in elementary grades; includes two main directions.

1. Acquaintance with works of different content and different authors, collecting musical reserve.

2. Understand various musical terms and concepts. Acquiring the expressive means of different music, basic understanding of the elements of a musical work. In the methodologically different interpretation of the lessons in the music education system, the musical content of the piece listened to during the training should come from the theme of the quarter (year) in terms of artistic and ideological theme.

It can be divided into the following stages

1. Introduction of the teacher about the works to be listened to (story, conversation).

2. Listening to musical works on musical instruments or using technical means.

3. Listened work through conversation, question-and-answer.

Making a final conclusion about the general impression of the students after re-listening to the musical work as a whole.

The activity of listening to music, students are formed the following skills and abilities;

- listen carefully to musical works;

understand its content and character when listening to a sar;

means of expression, genres of music (song, dance, waltz march, etc.);

- to be able to hear and distinguish the voices of men, women, children and mixed choirs, solo, chorus;

- distinguish between national instruments, ensembles, orchestra types, musical genres;

Music listening exercises are performed during all types of activities.

Singing activity

This type of activity is favorite, most popular and understandable for children. Almost all children love to sing. Singing a spoon has a strong emotional impact. Because the artistic unity of text and melody is invisible in the song. The song has an effective effect on the growth of mental maturity, the expansion of the worldview, and the enrichment of the imagination.

In the process of singing, students perceive music more deeply. The ideological -artistic content of the song (the idea expressed in the text) helps children to understand the content of music and learn it more easily. Children develop musical hearing ability, musical memory , sense of meter and rhythm, musical hearing and sense of rhythm during singing activities .

In the process of singing as a group, the student tries to control his own voice, listen to the performance of his friends while singing, and sing with them in an ensemble, as a result, collective unity, organization, self-esteem. a sense of belonging is cultivated.

Process of singing has a good effect on the development of children's speech (diction). Because the words of the song are played out, children learn the words without notes. Children's voice is soft and amplified through a sound resonator.

The resonator is divided into two.

1. High head resonator.
2. Lower chest resonator.

It should be said that the voice of young children is fragile and undeveloped. The time from the age of 7 to 13 is the time when the voice becomes low. By the age of 11-13, the larynx muscles are fully formed in children and continue to develop until the age of 20.

The voice of first graders sounds well in the range of mi-1 sol-1, fa-1 lya-1.

The voices of second-grade students sound more natural in the si-1 range.

In the third-fourth grades, the students' voice sounds fully in the do-1 re-2 (mi-2) range.

Fourth-grade students is in the range of do-1, mi-2 (fa -2). In order to properly educate the voice of children from primary grades, it is necessary to pay serious attention to the development of vocal and choral skills in them.

Vocal-choir qualifications are divided into the following types

1. Singing position (standing, sitting singing position).
2. Breathing.
3. Making a sound.
4. Word.
5. Pronunciation.
6. Ensemble.

Singing according to the note in the process of acquiring musical knowledge

(solfeggio) is a complex process. Solfeggio is a vocal exercise for learning Italian notes, musical symbols, gammas for the development of singing-listening skills and learning to read them quickly depending on the note.

If students gradually improve their ability to sing according to the notes, from simple to complex, they can easily sing the songs they have learned according to the notes when they move to higher classes.

Before singing, the measure of the melody, the length of the notes involved, the tempo and tonality of the melody are determined. Then in this tonality, voice tuning exercises are performed, adaptation to the tonality (adjustment) is performed.

Music literacy. Music literacy classes mainly consist of developing children's musical education and learning notation literacy . General knowledge serves to form the content of concepts

Musical literacy educates students in a conscious attitude to music and its means of expression, helps to understand the original content and essence of music.

The main methodical requirement for the study of school music literacy is to use the musical-theoretical knowledge acquired during the lesson in other activities such as singing, listening to music, rhythmic accompaniment to music, accompanying children's musical instruments. it consists of being able to sing. In the course of each activity, the students will determine, at least partially, the tonality, tempo, rhythm, shape, dynamic signs, and rhythms of the works they are singing, accompanying or listening to.

In this process, musical literacy is very important. In music literacy, knowledge about musical terms, traditions, tempos, intervals, alteration signs, dynamic signs, means of expression of music, simple music forms and genres is acquired and strengthened.

In the first grade, music literacy provides the basic basic knowledge. These mainly consist of knowledge about musical sounds, their characteristics, the extension of musical notes, the writing of the 7 main sounds in the extension of musical notes, and the key symbol .

In the second grade, the theme of the year is called "types of performance" and the students of music literacy have a theoretical study on the means of expression of music - soloism, accompaniment and accompaniment, soloism and soloism, musical instruments, their types, melody, what is expressed in a melody. acquire knowledge.

In the 3rd grade, music literacy activities cover the knowledge of the following topics.

Musical means of expression. (Their application is in practical examples

- musical speech;

-choir and orchestra-theoretical and practical concepts of choir and orchestra types, structure, composition;

- structure of music, simple musical forms, refrain and refrain;

In the 4th grade, the knowledge in this direction is embodied in deeper, more complex topics;

- folk sayings and musical instruments;
- holiday and ritual songs;
- seasonal spoons;
- springtime songs;

They acquire knowledge and concepts about the order of the subjects, keys, pauses, alteration signs, liga, staccato, fermato, volta, reprise, do, sol, re, e major and yondosh, tonality .

Accompanying children's musical instruments

This activity aims to improve and develop musical performance skills of elementary school students, to arouse interest in performance, and to form emotional feelings towards musical creativity.

tasks can be included in the performance of musical instruments .

- formation of children's performance skills and abilities in school, outside of school and in free time;

interest in performing as an ensemble, as a soloist , as an accompaniment;

- to teach to distinguish musical instruments from the sound timbre, to understand the harmony in their sound;

- abilities, activation of meter, rhythm contribution - activation of musical form, timbre, harmonic, melodic hearing;

- the ideas about the elements of musical speech and means of expression of music ;

Perform dance and rhythmic movements to music

This type of activity is carried out in aesthetic education through the expressiveness of artistic-ideological music. Educational activities are of great importance. Dance, musical games and performing movements to music have a special place in the mental development and physical development of students. Performing dances and rhythmic movements in musical culture classes has a positive effect on students' musical learning, memory, and understanding of rhythm. Any type of movement is performed under the image and rhythm of a musical piece, and the musical tones associated with movement are kept in the child's memory for a long time.

Dance and rhythmic movements help to develop mobility and agility in the child, help to grow the body correctly and train the body. So, actions suitable to music are the mental sophistication of students. Along with developing abilities, it also strengthens will. For example, any movement suitable to marching music encourages students to dance by creating enthusiasm and freshness, inner feelings of dance. Children will have fun and enjoy this activity.

Based on all the considered activities, appropriate use of advanced, modern pedagogical technologies, as well as audio, video, image, voice reproduction from the multimedia tools of music education that are widely used in foreign music education. , the use of animations increases the interest of students in music lessons and ensures that they can see, hear and imagine knowledge, information and information on the given topic in reliable movements, in an artistic way. The received information helps to preserve knowledge and information in the memory for a long time, thereby creating a basis for the quality and efficiency of education to be at a higher level.

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ACTUAL PROBLEMS IN TEACHING THE RUSSIAN LANGUAGE

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https://doi.org/10.5281/zenodo.7573621

Abstract. *The article is devoted to the actual problems of studying the Russian language, describes the difficulties encountered by those wishing to learn this elegant and beautiful language, its phonetic, grammatical and lexical aspects. And also the way to overcome these difficulties and start speaking Russian.*

Keywords: *Russian language, phonetics, orthoepy, phonetic aspect, grammatical aspect, lexical aspect, frequency dictionary.*

Russian is one of the languages, which is difficult to master because of the peculiarities of the Cyrillic alphabet and grammar rules. Also considerable difficulties for the learners of Russian are caused by understanding and application of phraseological expressions in figurative meaning.

Those who want to learn and communicate fluently in Russian don't know where to begin. Currently, many people go to tutoring to learn the Russian language. It's good if you get a good specialist. It may also be that those who want to learn Russian are not taught in a practical way. There are quite a few books that are recommended when learning Russian. So which book to start learning? Which book is better? Also, many people think that in order to start speaking you have to learn the grammar completely. This is not true. Nevertheless, some sections of the language should be noted.

Phonetics and orthoepy are one of the main sections of linguistics and are closely related to grammar and vocabulary. They play an important role in the whole system of the Russian language. Correct pronunciation should be given more importance in the teaching process. "The establishment of correct pronunciation should be dealt with during the entire period of Russian language teaching, since incorrect pronunciation not only hampers students' oral speech, but also affects their orthography"[1].

Correct speech is an important detail in the education of a well-rounded person. A person's vocabulary always helps him to express his thoughts correctly and gives him a broader opportunity to know the reality around him. Sound system play an important role in the acquisition of a second language. Vocabulary and sound culture of the learner is enriched by compliance with the rules of pronunciation of a non-native language. And this factor contributes to the maximum development of outlook and thinking of the learner in a non-native language. "Teaching Russian literary pronunciation is as necessary as teaching, spelling and grammar. The conscious cultivation of literary pronunciation is of great importance for students' mastery of the Russian literary language [2].

Phonetic aspect. Problems for some begin at a very early stage when they start learning the alphabet. At this stage there are difficulties with the pronunciation of letters, as well as understanding the features of -ъ, -ь signs: they have no sound, these signs separate or indicate the hardness or softness of the preceding consonant letter. Phonetics in the beginning of training can seem difficult for foreigners, so you need to study it carefully and regularly conduct phonetic exercises, phonetic dictations, to practice the sounds. It is necessary to learn to distinguish sounds

by ear, because there are certain difficulties in recognition of a word by its sound (for example, the words "gas" and "glas" sound the same to foreigners).

The grammatical aspect. Russian is a flexive language, that is, in the expression of grammatical meanings word change with the help of inflections dominates. In this aspect special attention should be paid to inflection, i.e. change of a word by grammatical categories of gender, number and case. Special difficulties are caused by the system of cases of the Russian language. Also a great difficulty in the study of Russian is syntax for foreigners, namely the word order. In a sentence there is no strictly fixed place for this or that member. This order of words is called free or not fixed. Consequently, words can go in various sequences. However, the arrangement of words in a sentence depends on the purpose of the statement, its communicative task [3]. The sentences composed by you, should be correct and fully reflect the communicative purposes: to be able to fully convey your thoughts and feelings, and at the same time not to change the meaning and logic of what is said.

Lexical aspect. When studying the vocabulary of the Russian language, many have difficulty interpreting the meaning of a word. After all, in Russian one word can have several meanings, for example pen: the pen with which we write, the pen of a child, the door handle.

If you pay attention to the language we use, what percentage of the language do we use? To master Russian, to be able to communicate properly, it is necessary to know pronouns, verb conjugation, verb tenses, gender and cases. Every day we use a limited number of words, we use the same words. You should also learn words from frequent dictionaries. There are different frequency dictionaries: frequency dictionary of nouns, frequency dictionary of adjectives, frequency dictionary of verbs, etc.

Be sure to read books in the language you study. And it is better to take such books, where the text you understand at least 50%. For example, you read short stories and you saw an unfamiliar word, underline it with a pencil, do not immediately go to the dictionary to find its translation, finish for example, 1 chapter, then go back to the underlined words. Look up the translation of a word, make sure you write it down and make a sentence with it. You must learn how to use these words in sentences. When you learn words in the same way, make up sentences with these words, so you will remember them faster.

Apart from that you need communication. Friends who are also learning the language with you will help you to communicate. If you do not have such people near you, do not worry, in the world are a lot of people who learn it as you and they also need to practice the language. You can communicate with them through apps, there are many, for example: Tandem, HiNative, Polyglot Club, HelloTalk, Conversation, Exchange, InterPals, Speaky, The Mixxer

And remember something else, you'll never fully master a language if you don't know the culture of the language you're learning. When you learn a language, you're not only learning the language itself, but also its culture. Learning languages is so much fun and interesting, try and experience it for yourself!!!

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METHODOLOGY OF USING ELECTRONIC TEXTBOOKS IN THE FIELD OF TECHNOLOGICAL EDUCATION

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https://doi.org/10.5281/zenodo.7573638

Abstract*. To improve the training of future teachers of technology science, in the development of the methodology of using electronic textbooks in the teaching of the "Technology" discipline of "Technology and Design", multimedia teaching systems are included in the educational tools; audio educational materials; video educational materials; practical work; trainers; information and knowledge base; electronic libraries; The use of teaching tools, electronic exhibitions and practical training on the basis of teaching tools based on expert teaching systems determines the urgency of developing the quality and efficiency of the educational process.*

Keywords*: technology, electronic textbook, multimedia, electronic didactic tool.*

In the further development of the continuous education system, to increase quality educational services and opportunities for students, to further improve the continuous education system based on the development of the field of technological science, to fundamentally improve the quality of education, together with science, education and production Creating an e-learning environment is important.

The fact that the methodological and didactic support of the science in fulfilling the requirements of the State Education Standard of the science of technology does not fully meet the modern requirements of today is the basis for the development of the use of electronic textbooks in the fulfillment of the goals and tasks of the science.

Based on the stated opinions, it is necessary to carry out a number of processes to increase the efficiency of the educational system using electronic textbooks, including the selection of the field of education and the development and implementation of electronic textbooks in order to analyze and eliminate the necessary problems.

Electronic textbooks are aimed at computerization of various processes and facilitating the activities of technology teachers.

At present, there are very few scientific-methodical recommendations for the organization and implementation of electronic practical work, descriptions of equipment and practical exercises performed using them. The concept of an electronic textbook in the science of technology has a much wider meaning from a methodological point of view, it corresponds to the principles of open and distance education, and allows solving the problems of the material and technical support of the educational process, even if only partially.

The main components of the electronic textbook are as follows: a brief text and analysis of theoretical aspects of the studied object, event or process; the text that records the tools and equipment used for conducting research, computer programs, their characteristics and the sequence of use; the procedure for performing practical work, the procedure for researching the studied object, phenomenon or process, processing the results.

Electronic textbooks are the most convenient way to use teaching aids, textbooks, charts, videos, slides, etc. for the educational sector.

Images and drawings of tools, machines, types of work, video clips illustrating types of work, animations of the production process serve as data to fill the database of the electronic textbook.

The information of the multimedia catalog is connected with specific topics of the science curriculum, and the teacher can use one multimedia object as a visual material when explaining various topics.

In addition, in order to save teachers' time, ready-made sets of visual materials on a number of topics are included on the disc:

Click the left mouse button on the desired lesson type. For example, if the mouse is hovered over the practical lessons button and the right button is clicked, then a practical exercise window will appear on the computer screen in the direction of "Technology and Design".

Electronic textbooks are effective methods and means of organizing training, which allow to demonstrate the performance of electronic tasks in order to increase the quality and efficiency of education.

MS Word (for editing text), Adobe Photoshop (for editing images), Macromedia Flash (for creating a virtual process) is used to create electronic textbooks.

Computerized classrooms for technology include additional graphic illustrations of analog type or video-audio footage, animation, hidden graphic illustrations (photographs, diagrams, pictures) and structured descriptions of work objects with hypertext.

By working on electronic textbooks, future teachers of technology can learn the methods of technology and design, learn the operations performed on machine tools, the elements of electrical engineering and automation, and perform a number of practical works. For example, in the electronic textbook, in the process of processing wood according to the instructions, its defects, moisture, density, surface roughness when given certain values of cutting speed, thrust value and depth of cut from metal cutting modes , the processes of cutting, gluing, and finishing when working with polymer materials, and in the section of the basics of business science, small repairs of faucets, faucets, analytical views of the preparation of a schematic image of the electricity and heat supply system are shown in enlarged images can reach. In order to increase the effectiveness of the perception of the educational material, it is advisable to use special technological methods, for example, flash-animation using a magnifying glass, which allows you to see the object of work as a whole and get acquainted with its small details.

The content of electronic textbooks consists of a large database, which the teacher can use to learn different teaching methods. The content of this e-textbook is developed in accordance with the age of the students for taking technology lessons in general secondary education.

It is possible to achieve further development of the quality and effectiveness of education if it is used in the formation of competence in the electronic textbooks used in the organization of practical training in the subject "Technology".

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CHARACTERISTICS OF THE CLUSTER APPROACH OF TEACHING ENGLISH TO PUPILS IN SCHOOLS

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https://doi.org/10.5281/zenodo.7575127

Abstract. *The purpose of this article is to establish the effectiveness of cluster systems as a strategy to enhance the teaching and learning of foreign languages in the educational system. It is devoted to the idea of a pedagogical educational cluster, describing its necessity, implementation procedures, principles, and directions.*
Keywords*: foreign languages, method, training, knowledge, clustering process.*

The information and abilities outlined in these state educational standards are what teachers aim to impart to their students. Only when a student accepts and comprehends the material or when they can demonstrate in practice the tasks intended to develop their skills can teaching be deemed successful.

One of the most crucial aspects of communication is language, which is also a tool for international communication. English is a crucial international language that has many connections to the many facets of human existence. English is becoming more vital in every aspect of life today. Because of this, English must be taught in every level of education, including universities.

In addition, science, art, and advanced technology are all conducted in English. Since many books are written in English, anyone who wish to learn about science and advanced technologies should be fluent in the language.

The four abilities listed below are essential for English learners to master. They are speaking, reading, writing, and listening. The study of some language features, such as structure, vocabulary, and pronunciation, is necessary for developing these abilities since they will aid in the development of clearer, more effective communication.

As is common knowledge, there are three different approaches to teaching foreign languages. They include interactive methods, active methods, and passive approaches. It should be highlighted that a teacher is at the heart of instruction in passive approaches. He takes an active role, while the students do not. Questions, individual and group work, assessments, and other forms of control can all be used. When used by an experienced teacher, it might be helpful. Second, learners participate actively in active techniques. Their participation and role in the engagement process are both equal. Students are free to ask questions and discuss ideas with a teacher. A modernized version of active methods, the last but now first interactive method or approach. Most educators often mean or understand cooperative learning during the class. But in this case, inner action should also be given emphasis. The students should be internally motivated to work hard or actively participate in the class. In the interactive approach, the teacher's job is to guide the students' actions toward achieving the lesson's objectives, which may involve interactive activities and tasks.

The clustering technique is one of many that can be applied to the teaching or learning of foreign languages. It is currently one of the most popular approaches for teaching foreign languages. It can be applied at all levels of English instruction for both young and older students. It is the method through which the words are actually delivered that are closely related to the

"topic/theme" offered. This method will aid in the students' vocabulary growth. Additionally, the clustering method might stimulate their minds. This method works well for building their concepts. Utilizing the clustering technique will also make it simpler for pupils to understand the target word's meaning, memorize it, and apply it when they recognize the appropriate circumstance based on previously understood context cues. Additionally, it is entertaining so that the kids would find language learning to be enjoyable. Because the teacher employed a translation strategy when teaching vocabulary. The practice of conveying information from one language (the source language) into another is called translation technique (target language). The student receives the text from the teacher, at which point they add new terms and look up their definitions in dictionaries. However, when the teaching and learning process was carried out, they were actually bored and found it challenging to absorb the content.

With the clustering technique, it is the students who are in charge of the teaching and learning process; the teacher only serves as a guide. The teaching and learning processes include the students directly. The clustering technique leverages context cues to make vocabulary acquisition for pupils simpler. With this approach, all students participate actively and are motivated. It is useful for enhancing monologue speech habits and abilities.

According to Macdonald (1996:34), a free associated listing is a form of clustering approach. It starts with a central word that serves as a catalyst for the creation of related terms that branch out from the central term. One term leads to another and another, building a complicated web of disparate concepts that are all connected to the primary stimulus word in the same way.

The clustering technique is essentially a pre-writing strategy used to refine an idea before writing a paragraph. A type of free-associated listing is clustering. When new words are encountered, they can be put into the cluster's most appropriate position, which always presents a good opportunity to revise connected terms, according to Nation (1990:97). By encouraging learners to consider words with similar meanings and arrange them in the form of a bubble diagram, the clustering strategy aims to increase the relationship that students create with words and so improve access to the vocabulary.

Additionally, according to Sinaga (2007), students have the opportunity to demonstrate their ability to build a specific piece of knowledge that has been provided, connect it with other terms that are connected, and arrange it into a cluster. Through the use of the clustering technique, students are actively involved in connecting the context clues provided with the existing vocabulary they already know. They then have to create the entire words in a kind of bubble diagram that shows the connection between the new word and remaining words.

It is possible to gather many points of view in the cluster approach to education through the study and analysis of related research. The cluster strategy is as follows:

- To be a distinct field (e.g., economics, education), a technique for enhancing organizational forms of industrial integration that are aiming for competitive effectiveness

- A tool for developing support for innovations in the "Education-science Production" system that combines the needs of production and training. A group of interrelated economic entities that are incorporated into the organizational structure on the basis of a modern and regular approach.

- A creative and efficient method of developing the human capital necessary for the organization's future economic success - A reorganization of the educational system based on a

consistent guiding principle based on the outcomes of the integration of diverse educational institutions (kindergarten-school-college-university).

Seven essential cluster strategies are outlined by the researchers:

- Geographic strategy: sorts of clusters that range in size from tiny local to enormous worldwide;

- Lateral strategy: clusters that combine entities into different structures that can result in economies of scale and new combinations;

- Horizontal strategy: an extended cluster form made up of multiple clusters;

- Vertical strategy: combining one, which entails combining several clusters of subjects at the same level;

- Focused strategy-clusters centered on a single core;

- Technology strategy-clusters that are discernible in a collection of structures that employ the same technology;

- Quality strategy-clusters that are the center of how organizations implement collaboration.

It will be feasible to assess the current situation, precisely predict the results, take prompt action, and alter organizational management when appropriate educational techniques are formed in the management structure of educational institutions. The cluster education system offers the ideal strategy for resolving these problems. Since they incorporate all resources-material, financial, technological, informational, methodological, and human-cluster integration procedures are regarded as the most potent. To secure mutual confidence, the cluster enables you to flexibly construct a management system for your organizations and anticipate true development. A cluster environment can be created thanks to existing qualitative changes in educational system components, content activities, general and particular management functions, programs, technologies, and methodologies, as well as procedures for the participants' human resource development.

The cluster in education is a recent development. But due of its diversity, it already has a prominent position and has great potential (Tereshin & Volodin, 2010). There is no denying that the education sector in the modern world carries a significant amount of risk and uncertainty regarding some operational outcomes (Asadullin, 2009). Nevertheless, by overcoming these obstacles and fostering basic and applied scientific, economic, and social progress, new integrative structures will improve education quality and university competitiveness on the market for educational services (Karamursov, 2009). Positive modifications brought about by the educational cluster's activity include:

1. The creation of conditions for ensuring access to qualified primary, secondary and higher vocational education for young people;

2. the development and implementation of programs for continuous multilevel education that combine research institutions and institutions of secondary and higher vocational education, allowing for the possibility of adapting educational programs to the changing demands of the real economy and the conditions of the labor market; 1. the creation of conditions to ensure that young people have access to qualified primary, secondary, and higher vocational education; 2.

3. the accumulation, maintenance, and enhancement of ethical, cultural, and intellectual values;

4. Initiatives based on market needs formulation, taking into account the potential for both national and regional development, and the region's actual needs for highly qualified workers;

5. Cost reduction in the scientific-industrial orientation educational process. 6. Training of highly skilled specialists who are capable, accountable, fluent in their professions, orientated in related fields, and prepared for continuous professional progress, social mobility, and the labor market.

7. Establishment of a system for creating personnel reserves at the pre-university, university, and post-graduate training levels; specialists may be chosen based on their potential for learning and future employment in organizations

8. Developing cutting-edge science and integrating education, science, and production systems, including integrating scientific research into the educational process through the implementation of cutting-edge educational programs

9. The establishment of a maintenance system for specialists as they adjust to the industrial and social environment.

The clustering technique, also known as mapping, webbing, looping, or diagramming, is a useful way to condense a large subject into a focused and more manageable way of teaching, especially when teaching vocabulary. It is yet another efficient method for both teaching vocabulary and gathering data for an essay. Free association is used during clustering. Start with a blank sheet of paper to group ideas. Write and circle the word or phrase that best conveys the general topic you wish to write about in the center of the page. Clustering, according to another expert, is a method for developing an outline from the broadest concepts to the most particular ones at the beginning of a topic. (1985, Thomas E). Understanding the connections between specifics, arranging data in an organized manner, and creating granular evidence for the primary ideas are all advantageous.

Word maps can be used to show how words relate to one another. Create word maps by placing the main word in the center of the page and encouraging the kids to think of terms that are connected. As in a simple mind map, connect these words from the brainstorm to the target word. The word maps could consist of:

a. Words that have the same meaning as the focal word; b. Words that belong to the same word family.

c. Cords with the same subject or theme;

d. The emphasis term can have multiple meanings; however, you should only do this if the students are confident in their understanding of the words most common usage. Otherwise, they might become perplexed.

Students that use word maps can relate new words to their existing knowledge. They demonstrate the connections between words' concepts. By illuminating these connections, pupils are better able to adapt their current conceptual frameworks (schema) and create deeper meaning when they encounter textual terms.

From the idea presented above, it is clear that clustering is a technique that may be utilized to produce content for a paper. For those who prefer to think visually, this strategy can be useful. Use lines, boxes, arrows, and circles to depict relationships between the ideas and information that are present when clustering. To create clustering, follow these steps:

1. Start by declaring your topic briefly in the middle of a blank page of paper. When new concepts and details occur, group them into boxes or circles and use connecting lines to demonstrate how they relate.

2. Recognize that there is no correct or incorrect way to cluster or draw data. It is a means to consider how numerous concepts and facts relate to one another on paper.

Clustering Technique encouraged students to memorize and retain their vocabulary easily and to enjoy the class activities. It also increased students' achievement and motivation and had a positive impact on their four English skills. These are some of the conclusions that can be drawn from the research.

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PROBLEMS OF TEACHING UZBEK LANGUAGE IN RUSSIAN GROUPS OF NONPHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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https://doi.org/10.5281/zenodo.7575130

Abtract. In this article we will talk about the problems of teaching the Uzbek language in Russian groups of non-philological higher educational institutions. The author, relying on philological data and written sources, made clarifications on the basis of existing scientific literature and studied the peculiarities of the problems of teaching Uzbek language in Russian groups of non-philological higher education institutions.

Keywords: Higher Education, Russian groups, Uzbek language, technology, methods, problems of teaching.

INTRODUCTION

The changes taking place around the world, the openness of access to information, have their impact on the educational sphere, the methods of teaching, the content of which also change the pedagogical and psychological purpose of its organization, the ability of students to operate independently, the rational use of the flow of information requires teaching. It follows from this that today's teacher should be able to create educational resources and effectively use the modern technologies of teaching them in practice, operate as a person with the skills to deliver the content of Science and the knowledge that is included in it to the students, interest the students to acquire knowledge, develop their creative abilities, self-analysis, work on Because it has the ability to work with modern techniques, has a full understanding of the essence of the modern educational process, is able to solve problems that occur in situations that occur in the process of its activity, has sufficient skills and the need for training of a modern specialist is necessary to organize the educational process on a technological basis. To do this, technologies such as keys, WEB, communication information, interactive, multimedia, telecommunications or electronic learning, Smart Education are introduced into the learning process. Now, multimedia programs and electronic textbooks are becoming one of the main factors in the informatization of knowledge with the ability to perform various tasks quickly and at a short opportunity, display different images, prevail in didactic terms.

MAIN PART

In the higher education system, the use of Information Technology and multimedia teaching programs allows to improve the quality of language teaching, while psychologically creating conditions for the free application of one's knowledge to increase the interest of the student.

Today, in higher education institutions, the transition from E-learning (e-learning) to Smart Education (intelligent learning)is carried out smart education is a concept that includes all educational processes, as well as a wide range of methods and technologies used in these processes in the context of Education Smart Board (Smart Board), Smart Screen (Smart Screen), Smart

Phone (Smart Phone), Smart Table (smart table) Smart arrived. Each of these is the extra-curricular activity of the learner, as well as the opportunity to re-organize the lesson, as well as become an active participant in the educational process of studentstiradi [1].

The advantages of using smart technologies are that they have the advantages of revitalizing the audience environment, raising the mood, activating students, helping to organize work outside the educational process (concerts, holidays, literary evenings, watching educational videos), carrying out project activities, conducting online conferences (creating websites, publishing electronic magazines, placing poems, photos, etc.). Smart technology helps to carry out the activities of creative groups, work with talented children, increase students ' personal competences and, finally, effective teaching in the humanities.

In this place, the question arises: what should be the modern lesson? Undoubtedly, it should be bright, visually and, of course, saturated with information, and teaching tools and methods should serve the development of creative potential, character formation, the outlook of participants in the educational process. The main task of the modern teacher is not to give the data ready and to verify that the exercises are performed correctly, but to independently search for the necessary information from various sources (textbook, encyclopedia, dictionary, Internet resource), solve the problems that caused the shooting, to teach to protect his position. To do this, the teacher must be in harmony with the Times and use in his lesson not only modern methods and methods, but also the latest works in the field of computer technology.

RESULTS AND DISCUSSIONS

In our country, the sphere of Higher Education has been paid special attention since the early years of independence. In particular, the establishment of teaching Uzbek language as a state language in non-Uzbek groups served as an important factor in fulfilling the requirements of the law "on the state language". Because in Uzbekistan there are more than 130 representatives of different nationalities and nationalities. Our state undertakes to respect their national traditions, culture and native languages. In addition, the introduction of the article "the state language of the Republic of Uzbekistan is the Uzbek language" in the main encyclopaedia of our state has served to increase the prestige of the Uzbek language and its reputation as the state language [2].

Due to this constitutional duty and duties, education in Uzbekistan has been carried out in 7 languages. The establishment of non-Uzbek groups with the teaching of their native language as well as teaching Uzbek as the state language served as an important program in fulfilling the requirements of our Basic Law and the law "on the state language" in our country. The state educational standard and educational programs for teaching Uzbek language as the state language in schools where education is conducted in other languages, formation of certain competences in the students of this subject, the objectives and objectives of this subject are defined.

According to the request of the DTS, the main purpose of teaching Uzbek language is embodied in two compartments. 1. Speech competence is the ability to listen, understand, read, speak and write, that is, to acquire communication skills. 2. Linguistic competence-refers to the acquisition of knowledge and types of speech activity (listening, understanding, reading, speaking, writing), in order to acquire sufficient knowledge to be able to use language material (phonetics, lexicology, semantics) and tools in speech [3].

The standard sets out the language material, language tools and grammatical knowledge, the necessary skills to be formed on each type of speech activity.

It requires appropriate use of literary language capabilities in the correct pronunciation and writing of the word and word forms studied, the correct formation of the word in terms of grammatics, appropriate selection of words, the correct assessment of the syntactic-stylistic point of view, the formation of sentences and the determination of the tone of speech [4].

In order to accomplish these goals and tasks, textbooks of the Uzbek language provide information on grammatics, as well as literary and artistic texts for the development of speech competence, information on the life and creativity of Uzbek poet-u writers. The reader who gets acquainted with this information will see rich samples of the Uzbek literary language and literature and develop speech skills from the Uzbek language. That is, along with linguistic competence, speech competence is formed, which creates the necessary knowledge in science.

The teacher's pedagogical skills, as well as sufficient theoretical knowledge of the subject, contribute to the wider opening of this topic. However, it is natural that it is not justified to give knowledge to a student only by speaking dry theoretical data, or by writing a lecture. Because Bugun's student is curious in all respects and loves to see and shine. Therefore, the methods that the teacher uses in explaining the topic occupy an important place in this regard.

Above, we are confident that such teaching methods, which have absorbed an innovative pedagogical spirit in themselves, will not only increase the speech competence of students, but will also help them in the deep vein of the qualities of independent research and aspiration. But we must not forget about the circumstances or circumstances in which these methods and techniques are used, how they can be understood to the students, and how they relate to the pedagogical skills of the teacher.

CONCLUSION

Such lesson technologies, which are passed on the basis of modern education in the nophylological higher educational institutions, can help students to demonstrate their abilities from all sides, and, most importantly, to develop their speech skills and competences from the Uzbek language in Russian groups. There is no doubt that the lessons in this method will help bring a new era man to perfection in his upbringing.

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THE ROLE OF FLEXIBILITY IN COLLABORATIVE PEDAGOGY

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https://doi.org/10.5281/zenodo.7575149

Abstract. *In this article, the rules of flexibility, the theory, methodology, development features of education and training of students of higher educational institutions through flexibility, ideas about ensuring the integrity of the educational process in a higher educational institution, the understanding of the category "pedagogical accompaniment of students' adaptation in the study group", opportunities of pedagogical accompaniment of students' adaptation in the study group, criteria for evaluating pedagogical accompaniment of students' adaptation in the study group are analyzed.*

Keywords: *cooperation, adaptability, education, teaching theory, pedagogical field, content of socialization.*

Introduction

The study of the adaptation process of a person has aroused great interest among foreign and domestic scientists at various stages of the development of society. This problem is considered an interdisciplinary problem, because the theoretical and methodological foundations of the research consist of fundamental developments in the field of psychology, physiology, sociology, philosophy and pedagogy..

Adaptation is a complex phenomenon involving the restructuring of behavior and often personality. Traditionally, the adaptation of first-year students is evaluated as a set of three aspects that reflect the main directions of their activity:

adaptation to the conditions of educational activity (adaptation to new forms of training, control and acquisition of knowledge, adaptation to a different work and leisure schedule, independent lifestyle, etc.);

adaptation in the group (joining the group of fellow students, mastering its rules, traditions);

adaptation to the future profession (acquisition of professional knowledge, abilities and skills, qualities).

In modern science, the processes related to adaptation to educational conditions in higher educational institutions, mainly to the qualitative mastering of educational activities, are widely researched, and adaptation in the educational group is unfairly paid less attention. At the same time, a student who has adapted in a study group, in which he feels confident and comfortable, will more easily adapt to other conditions of a social development situation that is new for him.

Literature review

Factors affecting the adaptation process have been examined in many studies (providing interaction between secondary and higher school - by X.A. Abdukarimova, L.F. Benediktova, M.M. Kovaleva, L.A. Molodtsova, forming an instruction to actively introduce the student to new conditions – by BV.V. Lagereva, V.T. Horoshko; succession of professional orientation and adjustment stages before HEI, during HEI, and after HEI – by N.E. Kasatkina, B.P. Nevzorova, E.L. Rudneva, H.H. Chistyakova, S.N. Chistyakova, T.M. Churekova). It is necessary to create a

methodology that facilitates and accelerates the process of students' entry into a new team, that is, to single out the most important factors to solve one of the pedagogical tasks [8].

The analysis of literature, results of studies on similar problems, the a priori ranking method developed by us, and the ongoing emphatic experiment allowed us to distinguish the factors determining successful adaptation in the study group. We distinguished 23 such factors: age of first-year students, social background, material well-being of their families, level of basic training and experience of joining a new team, level of intellectual development (absence of difficulties in mastering academic activities), direction of a person (instructions, interests, needs that create motivational dependence of human activity, his behavior in accordance with specific life goals), personal potential (the wealth of vital energy), individual mental functions (thinking, memory, attention, perception), regulation of behavior (ability to regulate human interaction with the environment), communicative potential, moral normativity (ensures the ability of a person to accept the social role offered to him/her adequately (appropriately), adequacy of self-assessment, place in the sociometric structure of the group, the existence of a leader in the group and his qualities, the size of the study group, youth organizations composed of first-year students, the management of the student group by the curator, the level of pedagogical skills of teachers working with first-year students, motivation of educational activities, attitude to the future profession, educational loads, mental tension, rest and eating disorders, sports and physical culture. These factors are hierarchical, that is, they are subordinated step by step from the bottom to the top, and are interdependent and interconnected.

Research Methodology

Analysis of a wide range of psychological-pedagogical sources, advanced pedagogical experiences allowed us to define the category "Pedagogical accompaniment of students' adaptation in the study group" as a specific goal-oriented activity of teachers, curators, senior students and the closest social circle of the student, aimed at helping and supporting:

in student’s taking the position of the subject of relations within the group;

in determining its direction in the system of social relations in the higher educational institution;

in organizing his interaction with teachers and fellow students in the educational process and outside the classroom.

In this definition, several rules are fundamentally important to our research.

Firstly, pedagogical accompaniment of students' adaptation in the study group is involved as a component of the adaptation process managed by the pedagogue at the initial stage of the first-year student's education. [4].

Secondly, the process studied by us is relevant for students only in the first year, and usually, by the end of the second semester, more than 90% of students feel confident in the study group, use the opportunities of group interaction to successfully master education and extracurricular activities.

Thirdly, the subject of pedagogical accompaniment should be collective and include teachers, curators, senior students, and sometimes parents, brothers and sisters, first-year friends, narrow specialists (psychologists, social work specialists, lawyers). In this, the actions of all accompanying participants should be coordinated, and the teacher-curator of the educational group should participate as the coordinator of efforts to organize pedagogical accompaniment.

Fourthly, the target orientations of pedagogical accompaniment to the studied process are the student's taking the position of the subject of relations within the group, his inclusion in the system of social relations in the higher educational institution, the organization of the student's effective interaction with fellow students and teachers in the educational process and activities outside the classroom.

Fifth, the main areas of activity for pedagogical accompaniment of the student's adaptation in the study group should be prevention of obstacles in professionally oriented interactions in the study group, assistance in the student's search for his place in the system of relations within the group, individual assistance in overcoming difficulties.

All of the above allowed us to develop and justify a model of pedagogical accompaniment to the adaptation of students in the study group, which reflects the conceptual ideas of pedagogical accompaniment based on an active approach. We have distinguished two main directions in which the accompanying process is directed. The first direction is the direction of adaptive subjects, which performs the function of forming the adaptive abilities and skills of a first-year student. The second direction is the direction of the adaptive subject, that is, the direction of the student who internalizes the pedagogical effects during direct accompaniment and forms the individual trajectory of his adaptation in the educational group.

Analysis and results

The model developed by us includes target, substantive, procedural blocks and a monitoring block.

The target block includes the purpose, tasks, principles, and functions of pedagogical accompaniment of students' adaptation in the study group. The content block determines the internal structure and directions of pedagogical effects. When separating the content block, we relied on the factors identified by us, in which we directed the accompaniment to use their constructive potential that helps more effective adaptation and minimize the negative impact of factors that slow down or hinder the adaptation process. The procedural block includes the main requirements for the studied process, as well as the forms, methods and internal logic of its organization. The monitoring block includes activities and methods that allow for strategic, tactical and rapid monitoring of changes occurring with all participants of the studied process, as well as methods of correcting abnormal or low-adaptive behavior of students.

The purpose of accompanying the adaptation process of students in the study group is to make the transition of the student from the position of the object of influence to the position of the subject of relations within the group under pedagogical control. The position of the subject of relations within the group allows the student to actively participate in the various types of group activities offered, to be the initiator of constructive interactions with fellow group members, to gather experience of intergroup communication, to form cooperation skills, to be able to act in a team.

The following conditions and principles should be implemented in the process of pedagogical accompaniment of students' adaptation in the study group: the subjectivity of the student's inclusion in the accompanying process; creating an emotionally positive environment during the accompanying process; providing conditions for the student's effective mastering of educational activities in the process of adaptation in the group; directing a student to his interests and needs; formation of the student's reflexive attitude towards his educational activity and the group in which this activity is carried out; using the principle of integration and pedagogization -

pedagogical theory as a basis for organizing work with a preventive nature, not to solve the acute problem of the student, but to prevent it; strengthening the impact on the educational and communicative aspects of the student's life; combining the efforts of all subjects of pedagogical accompaniment into a single system; principle of scientific basis of pedagogical efforts; the principle of uniqueness (prefers to abandon the interpretation of the concept of "social norm" as a feature of the goal in the system of pedagogical accompaniment); focus on the student's qualities that distinguish him from others; the principle of valuable relations; principle of integrity; the principle of trust, openness.

As a whole, the principles defined the functions of pedagogical accompaniment: diagnostic-predictive, preventive, prophylactic, social education, animation, organizational-remedial, rehabilitation.

The content block of the pedagogical accompaniment should correspond not only to the target block, but also to the content, methods, and forms of organizing activities outside the classroom. Therefore, interactions in the group are formed not by themselves, but based on the content of educational programs of academic subjects, visions of the future profession, discussion of the participation of the group in forms of activity outside of the proposed audience, complete dedication to the life of the faculty (institute) or higher educational institution. The main areas of pedagogical activity are prevention of conflicts, support of constructive forms of mutual relations, accumulation of effective intergroup communication experience, individual assistance in overcoming difficulties in the adaptation process. Thus, the main direction of the accompanying activity is to integrate the educational and upbringing opportunities and the socio-cultural environment of higher educational institutions, which allows comprehensive use of forms and methods of social-psychological-pedagogical activity on a large scale.

The procedural block of the model developed by us includes the organizational stages of the studied process and accompanying forms, methods and techniques for each of them..

Conclusion/Recommendations

Creating conditions for the student's effective mastering of educational activities in the process of adaptation in the group emphasizes that, despite the socio-pedagogical tasks being solved, the educational activities that must be effectively performed by the student remain the main ones.

Focusing on the student's interests and needs involves taking into account the individual characteristics of students in the adaptation process, organizing variable (changeable) opportunities for them to achieve the same goals.

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PREPARATION OF STUDENTS FOR SOCIAL LIFE BASED ON COOPERATIVE PEDAGOGY AS A PEDAGOGICAL PROBLEM

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https://doi.org/10.5281/zenodo.7575901

Abstract. *In this article, the content of preparing higher education students for social life through cooperative pedagogy, the views of scientists on this, and the relevance and meaning of preparing students for social life through cooperative pedagogy in the course of education are fully disclosed.*

Keywords: *cooperation, higher education students, socialization, upbringing, teaching theory, pedagogical views, pedagogical problem, quality of education, demand and need.*

Introduction

In recent years, under the influence of new approaches to education, the problem of deciding on a technological approach has been researched as an important sign of improving the activities of educational institutions. In addition, the established theory and practice of education shows particularly that the activities of all educational institutions should be improved on a general scientific and methodological basis.

To date, the relevance of the problem of cooperative pedagogy is based on the following:

firstly, the fact that social and pedagogical processes are being rapidly implemented in the educational system in a new and broad sense;

secondly, the state of general, public pedagogical practice (lack of sufficient pedagogical support for teachers and learners, their dissatisfaction with the educational process; insufficient skills of teachers to organize humane and friendly relations with students, etc.);

thirdly, students' great need for new educational innovations.

Literature review

In many research works, the concepts of "cooperation", "partnership", "coordination", "joint action" have been used as synonymous concepts. In our opinion, the concept of "cooperation" is broad and requires joint effective activities to achieve common goals.

As the basis of cooperative pedagogy, high ethical and humanitarian views were reflected in the works of our famous scientists who lived and created during the Central Asian Renaissance in the form of ideas and concrete theories.

Uzbek scientists such as N.Azizkhodzhaeva, J.Yoldoshev, R.Safarova, B.Khodzhaev, Sh.Abdullaeva, and N.Dilova explained the pedagogy of cooperation, the strategies of formation of cooperative activity skills in learners based on mutual friendly relationships.

The analysis of pedagogical and psychological literature (N. Dezhnikova, I. Pervin, V. Dyachenko, D. Johnson, R. Johnson, R. Slavin, etc.) showed that in the organization of group and collective work forms of cooperation the goal set in the mutual activity of subjects ensures effective achievement. As a result of such efficiency, partners move together in educational activities based on the principles of mutual assistance and active cooperation. Therefore, cooperation requires mutual responsibility, friendship, mutual support, mutual respect, mutual sincerity. As a result of active cooperation, learners acquire the skills of conscious and active social partnership, solving social and household tasks in the educational process.

Cooperative pedagogy - in contrast to traditional teaching, focuses on establishing a friendly relationship with the student. Pedagogical activity is organized in the condition of "We" instead of "I", i.e. based on "subject"-"subject" relations. The principle of "working in cooperation" is based on a deep knowledge of the personality of the learner. Before completing educational tasks, a strategic goal is set, and then a sense of self-confidence is formed in the child to fulfill it. In other words, cooperative pedagogy has a positive effect on the student's personality, warmness, cooperation direct one's will to a single goal - education.

According to N. Dilova, pedagogy based on cooperation is a system that represents the joint activity of the teacher and the student, and in this process, the team's creative powers and activity efficiency are manifested. The opportunity to realize new goals is provided. This goal is to teach a group of learners to achieve additional creative results using their strengths. Cooperative pedagogy optimizes the communication process with the help of computer technology with new tools and produces information products. Therefore, cooperative pedagogy uses new educational methods in the processing of educational materials for use in the educational process. To this end, cooperative pedagogy intersects with a number of disciplines. In particular, these include the theory of social communication, information technology, logic, linguistics, as well as personal observations, experimental test results, and knowledge of psychology [4].

The concept of "cooperation" represents the leading concept of modern humanistic pedagogy. Cooperation - in the most general sense, is the interaction of people in work, that is, their joint activity.

G. A. Zukerman said that the essence of cooperation is expressed in the mutual movement of all participants, through which the opportunity to achieve the goal of individual and joint activity arises[11].

Cooperation reflects the main features of joint activity. These include the unity of the goal, the joint cooperation of the participants, the division of the whole process into separate interrelated parts, their distribution among the participants, the coordination and management of individual activities, the existence of a single final result.

The pedagogical essence of cooperation acquires a more precise essence based on S. L. Rubinstein's psychological law of the connection between activity and personality development. [7].

Mutual action is one of the main ways to activate the self-development and self-expression of learners. In the course of cooperative activities, the abilities and opportunities of the learners are revealed even more. By complementing each other, they reach a qualitatively new level of development.

D. B. Elkonin and V. V. Davydov analyzed in their work that all forms of interaction acquire a general character and at the same time require work in small groups, which is reflected in group emotional support. [5].

A. A. Ivin in his scientific studies specifically recognizes that, unlike other relationships, peer relationships are primarily about ensuring mutual equality. Communication with peers provides the student with equal communication, a critical attitude to the thoughts, words and actions of other people, independent of their freedom and desires. To do this, it is necessary to be able to see, evaluate, accept or deny the point of view of other people, and the main thing is to have one's own point of view, outlook, and to protect it.

Analysis and results

It should be noted separately that the educational results are clearly defined in the new requirements for the qualification requirements of the learners. One such requirement is meta-subject outcomes, which require the development of study and collaborative learning skills. It also discusses the expected outcomes of the new qualification requirements. Specifically, these results are expressed in connection with communicative universal learning activities. On the basis of communicative learning activities, learners take into account different opinions, coordinate different points of view in cooperation; reach common solutions in joint activities in case of matching of interests.

Based on these ideas, we can say that these forms of educational organization are of great importance, and the organization of the entire pedagogical process based on cooperative pedagogy serves to improve the quality of education..

It is known that the basis of pedagogical facilitation is the cooperative work of students in groups. Wide attention is paid to the use of individual, group and collective forms of work in connection with the organization of independent work of students. Special importance is attached to the development of communicative competence in students through the formation of cooperation skills. Taking into account such important aspects, the pedagogue scientist B.Kh. Khodzhaev developed the technology of organizing the independent work of the learner by means of pedagogical facilitation[10].

In the monograph of R. G. Safarova on the topic "Strategy of formation of cooperative activity skills in learners based on mutual friendly relations", it is justified that the new conceptual foundations of cooperation help to understand phenomena with certain complexity, including irregularity, gradualism, open systems, society, its various components and education system [8].

As R. G. Safarova noted, learners should do the following to provide pedagogical support to those around them: improving the pedagogical environment; diagnosing the development of learners individually and in groups; giving advice to learners individually and in groups; organization of individual and group development activities for students; carrying out work related to improvement and correction of learners' activities individually and in groups, etc.

Pedagogical cooperation, cooperative approaches, and authoring technologies are reflected in Sh.A.Abdullaeva's instructional manual entitled "Cooperative Pedagogy" [1].

In N.G. Dilova's dissertation on the topic "Improving the mechanisms for the formation of an environment of mutual cooperation in the process of primary education", the formation of cooperation skills in primary education based on a synergistic approach, the teacher's opportunities for organizing the educational process based on cooperation and its development parameters, the content of the pedagogical cooperation process and the principles of its organization, pedagogical forms, ways and methods of creating an atmosphere of cooperation between teachers and students and students and students are highlighted. [4].

E.A. Kopylova's "Educational dialogue as a factor of conscious learning in the process of educating students" explains the forms, types and methods of implementing educational dialogue [9].

As a result of the research, the following criteria and indicators for improving the educational process based on cooperative pedagogy have been determined: the presence of a dialogical description (communicative attitudes of subjects in the process of dialogic relations) in mutual activity in the educational process; the generality of the value-oriented attitude (value-oriented attitude in the mutual activity of subjects in a conscious sense of mutual respect, mutual

trust, mutual understanding, and responsibility) of the subjects in the educational process; compatibility of mutual action of subjects (the ability to set a goal together, plan ways to achieve it, implement the specified measures, jointly control the achievement of the goal, clarify new goals and tasks based on the obtained results); functional-group criteria - intensity of mutual action, emotional-psychological environment in the team.

Components, criteria and indicators of improving the quality of education based on cooperative pedagogy

Components	**Criteria**	**Indicators**
Communicative-integrative	Presence of a dialogic description in mutual activity	Communicative attitudes of subjects in the process of dialogic relations
	The generality of the value-oriented attitude of subjects in the educational process	Value-oriented attitude in the mutual activity of subjects in a sense of mutual respect, mutual trust, mutual understanding, and mutual responsibility
Activity-role	Compatibility of mutual action of subjects	The ability to set a goal together, plan ways to achieve it, implement the specified measures, jointly control the achievement of the goal, clarify new goals and tasks based on the obtained results
Individual group	Activity-group criteria	The intensity of mutual action, the positive description of the emotional and psychological environment in the team

On the basis of these criteria and indicators, the levels of improvement of the quality of education (high, medium, low) were determined on the basis of cooperative pedagogy.

A high level of improvement of the educational process on the basis of cooperative pedagogy requires a dialogical description of the mutual action between the subjects, the ability to clearly define the purpose of the activity, plan the methods of achieving it, implement the specified measures, jointly control the achievement of the goal, and focus on value in establishing harmonious relations.

The middle level reflects the altruistic and conforming appearance of mutual action between subjects, the situational character of the ability to determine the purpose of activity, the formal planning of ways to achieve it, the orientation to value in relation to the interests of other subjects.

The low level represents the authoritarian and manipulative character of the mutual action between the subjects, the participation of some subjects in determining the purpose of the activity, the superiority of the personal value system of the subjects over the collective norms.

Conclusion/Recommendations

As a result of the above analysis, it was concluded that systematic planning and pedagogical-psychological support, as well as ensuring the intensity of feedback, openness, dynamism, statistics of the general pedagogical system, self-development of learners, achievement

of activation of intellectual, emotional, moral, cultural and physical capabilities are important in improving the quality and effectiveness of education in higher education.

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SCIENCE AND INNOVATION
INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 2 ISSUE 1 JANUARY 2023
UIF-2022: 8.2 | ISSN: 2181-3337 | SCIENTISTS.UZ

PROSPECTS OF PROMOTION OF SPORT AND BREWING IN THE POPULATION

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https://doi.org/10.5281/zenodo.7575920

Abstract. *In recent years, efforts have been made to popularize physical fitness and sports, to promote healthy lifestyles among the population, to promote the physical rehabilitation of people with limited opportunities, and to ensure that the country has a decent participation in the field of sports. The main article contains a comparative analysis of the legal basis for the development of the sports industry in the Republic of Uzbekistan, as well as the physical training and reforms in the sports field.*
Key words: *youth, sport, sport school, attraction of population to sport, types of sport.*

Introduction

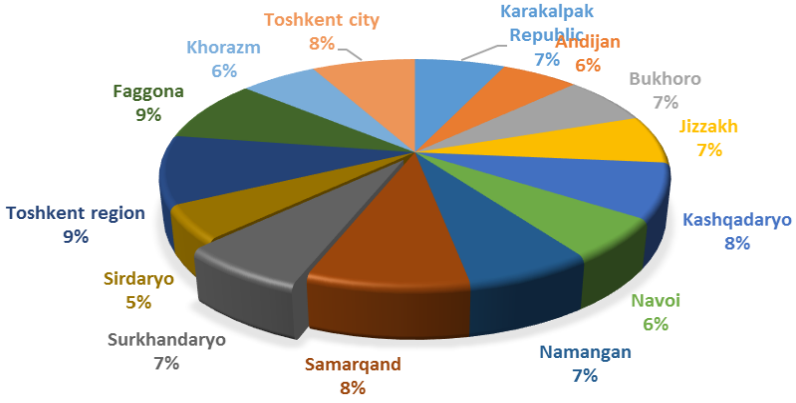
Today, promoting a healthy lifestyle, regularly engaging in physical activity and sports among the population, especially young people, encouraging them to organize their free time in accordance with the needs of the times, increasing the confidence of young people in their own behavior, strength and abilities through sports competitions and games. A wide-ranging work is being carried out to raise the sense of patriotism and loyalty to the country, as well as to organize the training of a talented sportsman in the youth, as well as the further development of physical training and mass sportsmanship.

Materials and analysis

Analyzing the quality of children's and adult schools on a national scale, there are 18 (6.81) in the Republic of Kazakhstan, 17 (6.43) in the Andijan region, 18 (6.81) in the Bukhoro region, 14 (6.81) in the Jizzakh region. 5.3%), 21 (7.95%) in Kashqadaryo region, 16 (6%) in Navoi region, 19 (7.19%) in Namangan region, 23 (8.71%) in Samarqand region, Surkhandaryo region 18 (6.81%), 13 (4.92%) in Sirdaryo region, 26 (9.84%) in Tashkent region, 24 (9.09%) in Fergana region, 15 (5.68%) in Khorezm region %), the city of Tashkent consists of 22 (8.33%) (see Figure 1).

Fig. 1.

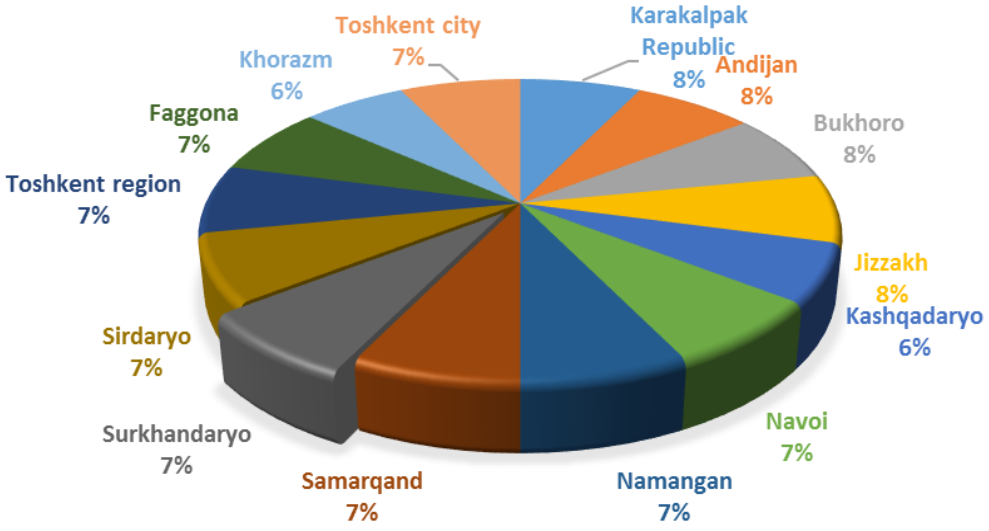
Children and teenagers's schools operating in the public sector (with interest).



There are 54 specialized sports schools for children and teenagers in our republic, and these indicators do not differ much from each other in the regions, in particular, Karakalpak Republic, Andijan, Fergana, Namangan, Tashkent, Samarkand, Bukhara, Syrdarya, Jizak, In Surkhandarya, Novoiy, 4 each and 7% of the republic, only in Khorezm and Kashkadarya regions, 3 each of 6% (see Figure 2).

Fig 2.

Specialized sport schools for children and teenagers.



On September 4, 2015, the Law of the Republic of Uzbekistan "On Physical Education and Sports" No. URL-394 was adopted, with the initiative and support of the President of the Republic of Uzbekistan in 2017-2021 the program for the development of physical education and mass sports for the years was approved. Also, Decree No. RF-2821 dated March 9, 2017 "On the preparation of athletes of Uzbekistan for the XXXII Olympiad and Paralympic Games to be held in Tokyo (Yaponia) in 2020", dated March 5, 2018. It is specified in the Decree No. RD-5368 "On the measures of radical improvement of the state management system in the field of physical education and sports" and other normative legal documents related to this field. Their practical importance is evident in the high results achieved by the athletes of Uzbekistan and the construction of sports facilities that meet international requirements[1,2].

In 2021, more than 110,000 public sports events were organized to attract the population of the republic to mass sports, and 26.7 percent of the population was involved, and by the end of 2022, it is planned to increase this figure to 33 percent[3,4]. Also, in order to constantly involve the residents of the neighborhood in public sports, public sports competitions were held in running, streetball, mini-football, badminton, volleyball, basketball, table tennis and other sports. In the first quarter of 2022, 19 thousand 756 public sports events were organized in the republic, and about 2.8 million participants were included in these competitions[5,6].

In particular, in February of the current year, in February of the current year, in order to develop physical training and skills in the areas of duty, support and organization, a training session was held in Bostonliq district of Tashkent region, a festival on archery, kickball, badminton, mini-football, chess, snowboarding and mountain skiing was organized [7].

As mentioned, in the last three years, 118 sports complexes and 7,000 playgrounds in neighborhoods were put into use. Today, there are 3,500 mini-football, 6,000 basketball, volleyball, 663 badminton courts, and more than a thousand fitness halls [8]. "Health corridors" and bicycle

paths were established in every district and city center. In the development strategy, the goal of increasing the number of people regularly engaged in physical education and sports to 33% in the next five years is set [9].

As noted, according to the decree of the President of the Republic of Uzbekistan dated February 18, 2022, the obligation to brew Sport was established. One of its most important tasks is popularizing the internet among children and young people[10,11].

At the meeting, the Ministry of Sports Development, together with youth leaders in the neighborhoods, was assigned the task of recruiting 6 million healthy boys and girls to public sports events throughout the year. For this purpose, mass sports events are held starting from 10 appeals, consisting of neighborhood, district, regional and republic stages. To organize them, up to 100 million soums per region will be allocated from the "Youth Notebook" fund, and up to 1 billion soums will be allocated for awarding the winners and laureates. Young people with the best results will be selected for district and city, regional and national kicking teams.

Nowadays, all sports training facilities are shared and all important cultural events are held together. Therefore, the current planning work of sports facilities takes over the functional activity of the facilities.

In the design of educational institutions, playgrounds for children of different ages, physical training, sports and training grounds for physical training and rehabilitation should be provided. Places for the disabled in auditoriums and sports and entertainment facilities should be placed directly near the corridors leading to the evacuation exit; it is recommended to take into account the possibility of other spectators not colliding with the evacuation routes during evacuation when placing places for the disabled. The distance from the seats for the disabled in the viewing, sports and entertainment halls to the evacuation exit in case of emergency should not exceed 25m, and the width of the corridor should not be less than 1.2m. The width of the wheelchair path should not be less than 1.6 m [12].

It was emphasized that it is necessary to develop a rating of neighborhoods based on the participation of young people in public sports activities, to attach well-known trainers and sports players to the areas considered "unsatisfactory", and to develop sports. This is important for the further development of mass tourism in remote districts. Because, if we ensure the participation of well-known coaches and players in the organization of public sports events that are lagging in remote areas, the interest of young people in sports will increase.

In conclusion, the timely implementation of the tasks envisaged in the meeting regarding the development of sports will help citizens not only to strengthen their health, but also to form a healthy lifestyle in society.

In our republic, it is important to increase and realize the creative and intellectual potential of the young generation, to form a healthy lifestyle among children and young people, and to involve them in physical education and sports. Today, our skiers have achieved high results in various competitions and are introducing Uzbekistan to the world. It is appropriate to pay special attention to the development of mass sports, especially children's sports, on a scientific basis, to the creation of its organizational foundations. In particular, in our country, the use of modern technical methods to reduce the probability of injury to young athletes is widely used in sports practice.

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TECHNOLOGIES FOR CREATING E-LEARNING RESOURCES

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https://doi.org/10.5281/zenodo.7575949

Abstract*. The article describes the creation of modern e-learning resources for educational process, their purpose, content, structure and stages of creation. The article also gives recommendations on how to create e-learning resources, and how to use properly Web technologies, which are used in the process of creation of e-learning resources.*

Keywords*: education system, educational literature, information and communication technologies, e-learning, educational resources, e-learning resources, automation.*

INTRODUCTION

Rapid development in the sphere of information and communication technologies indicates the need to create electronic information educational resources based on modern computer technologies and the use of them in the organization of educational, methodological, research and training processes in the educational system.

Reforms in continuing education in our Republic pay special attention to improving the quality of the educational process, focusing on the preparation of highly qualified competitive specialists and continuous improvement, taking into account the trends of modern progress.

OBJECT OF THE RESEARCH AND METHODS

The introduction of modern information technologies in the educational system requires the creation of educational and methodological base (textbooks, teaching manuals, methodological manuals, electronic teaching aids) in educational institutions in accordance with modern requirements and constant updating of content, taking into account achievements in science, technology and economics. In this regard, the creation of e-learning resources and their effective use in the educational process is of particular importance. Methods of observation, comparison, experimentation and generalization were used in the process of this research.

RESULTS AND ANALYSIS

The use of electronic textbooks in the educational process, along with printed textbooks, is one of the important requirements of the modern education system. When using e-learning resources, the learning process is enriched with highly visual materials [1]. Creation of e-learning resources for educational institutions, joint use of created educational resources, rapid updating of educational resources and their use in education, training, promotion of national independence among students and various segments of the population, the implementation of ongoing reforms at the national level is one of the current problems.

Through the creation of e-learning resources, there will be an opportunity to share the volumes of information among the resource centers of various educational institutions, to improve the quality of education among pupils and students as well as the quality of spiritual and educational work among young people.

The main purpose of the creation of e-learning resources is to create a single information and educational environment in continuing education, taking into account the capabilities and requirements of the system of continuing education, to develop a system of effective use of

educational, methodological, information resource centers, to implement targeted activities among students, to develop a mechanism for the implementation of professional qualifications of teachers on the basis of distance learning methods.

In network technologies, e-learning resources created for the educational and training systems are required to consist of at least three parts. They are the part for giving knowledge, part of training and part of control [1].

Hypertext is used to introduce the textual materials of e-learning resources. Among the textual materials, the basic concepts and phrases are described on separate pages. Relevant visual aids, presentation materials, and test options for control are recommended.

In e-learning resources, as in the creation of other information educational resources, special attention is paid to the didactic rules, that is – the substantiating and broad coverage of the content of the recommended educational material, as well as organizational forms and methods of teaching. Didactic requirements in the learning process can include indicators such as the structure of educational materials, demonstration, comprehensibility, sequence and coherence of knowledge. Each created information resource material must be created in accordance with the above requirements [2].

The issue of creating e-learning resources is exemplified by the subject "Informatics and Information Technology" taught in secondary schools. This process is carried out in the following stages:

The first stage. In the first stage, the materials for teaching the subject of Informatics and Information Technology are studied and the necessary information on the topics is collected. The created e-learning resources are intended for the effective organization of training in the subject of informatics and information technology, independent learning, control over the acquired knowledge. Teachers of computer science and information technology will be able to use it as a methodological guide in each theoretical and practical lesson. The content of e-learning resources will ensure that educational institutions meet the requirements of the STS, the content and purpose of curricula.

The second stage. At this stage, the main objectives for the recommendation and use of e-learning resources are identified. The main objectives are:

- the delivery of educational materials on the subject of informatics and information technology in full electronic versions, with the help of visual and animation tools;
- recommending individual educational materials to students and assessing their knowledge;
- to organize the study of theoretical materials, basic phrases and concepts for each topic using explanatory dictionaries;
- to recommend guidelines for teachers on each theme of the subject of Informatics and Information Technology;
- development of recommendations for the organization of each lesson in an interactive way;
- organization of individual assignments for students and determination of their level of mastery;
- to recommend practical and laboratory assignments in accordance with the results of mastering.

The third stage. At this stage, the content of the proposed database is planned by compiling the content to determine the content of e-learning resources.

The fourth stage. At this stage, the content of the software used in the creation of e-learning resources is revealed. The following software tools are used to create e-learning resources:

- Text materials are transferred to HTML (Hyper Text Markup Language) and hyperlinks are established through hypertext;

- Establish a test-based control work at the end of each key question in the presentation of lecture materials (using HTML capabilities);

- Create unique visual materials and animated objects on each topic (using PowerPoint, Macromedia Flash, Dreamweaver).

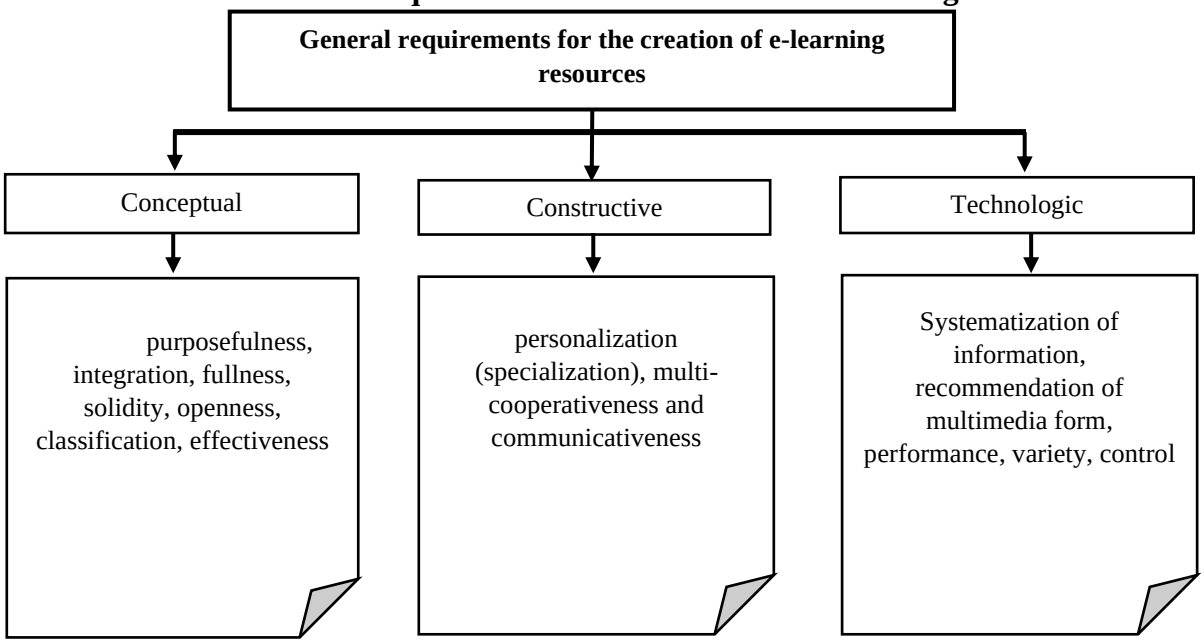
The structure of e-learning resources in the field of computer science and information technology is illustrated in Figure 1 [3].

E-learning resources play a special role in the effective organization of independent learning in the learning process. The main purpose of the use of teaching materials and electronic textbooks created on the basis of computer software in e-learning resources is to form a modern information-educational method, increase the efficiency, quality and productivity of the educational process through the use of modern information-pedagogical, information and computer technologies. The sources are the widespread use of e-textbooks, the organization of their libraries in a sense, the introduction of distance learning methods in education and access to the global e-learning system.

Educational-methodical materials created for independent learning in e-learning resources should be used with the help of automated software. Automated teaching materials provide students with information on relevant topics and monitor their knowledge. Different levels of assignments are recommended to learners depending on the outcome of the knowledge control. With the help of automated teaching aids, learners can increase and improve their knowledge without the help of a teacher [3].

Figure 1.

General requirements for the creation of e-learning resources



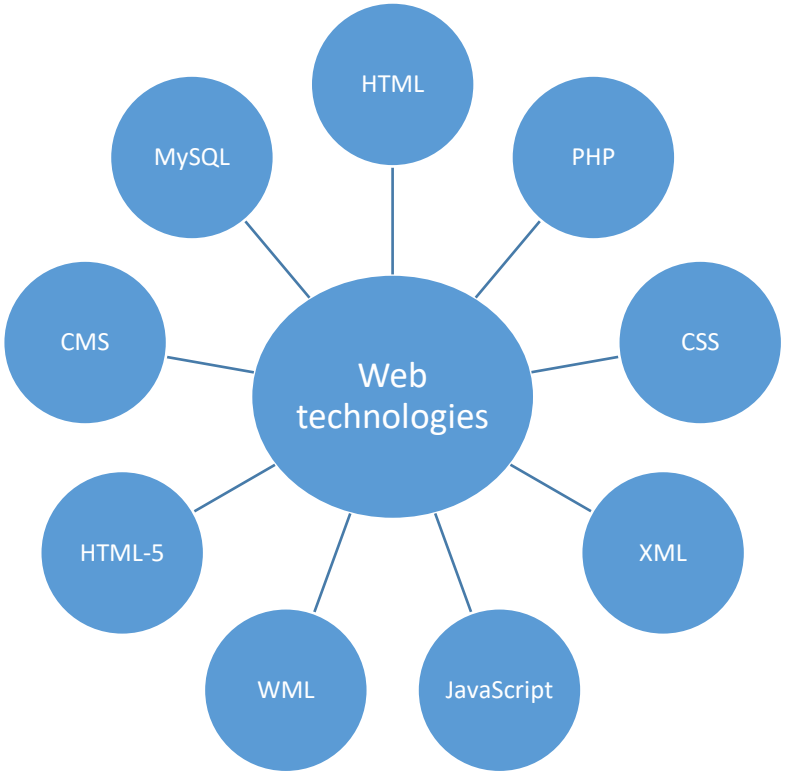
One of the important directions in the application of information technology in the educational process is the creation of electronic textbooks, manuals and courses. In particular, the basis of e-learning resources is undoubtedly computer, information and pedagogical technologies. When we talk about informatics and information technology in education, we first need to consider didactic systems in the form of online learning, distance learning, interactive pedagogy and various forms of learning.

The use of e-learning resources in the classroom gives great results in the deep study of any subject. In the process of creating electronic resources, it is necessary to follow the general principles that are an integral part of the studied technology of resource construction. Such principles should be part of the methodological system for training teachers to create and use e-learning resources.

It should be noted that the use of information and communication technologies in the teaching process requires the creation of an electronic database of knowledge, skills and abilities and the development of automated systems that control the knowledge acquired on the basis of this database. Teaching through e-learning resources should be tailored primarily to the level of computer readiness and intellectual capacity of learners [4].

Figure 2.

Components and essential parts of Web technologies that create e-learning resources



In order to improve teaching through e-learning resources, it is necessary to pay attention to the following principles [5]:

- creation of additional electronic resources, data and libraries, development of special software for searching for information on the network;

- improving the teaching methods of teachers, the use of the Internet, cooperation with specialists in the field of information technology and psychology;

- regular replenishment of e-learning resources with information on the latest achievements of science and technology;

- the use of advanced pedagogical technologies and active methods in teaching through e-learning resources;

- criteria for assessing knowledge in teaching methods through e-learning resources is an important problem. Since this methodology is mainly focused on independent learning, the active and responsible participation of teachers in the organization of assessment is required. Because the assessment process should take into account not only the results of tests, but also the activity of students and their ability to work independently.

- the curriculum of the special subject should be adapted to the methodology of teaching through e-learning resources.

E-learning materials created for independent study operate using automated software within e-learning resources. Automated teaching materials recommend information to learners on relevant topics and monitor knowledge. Different levels of assignments are recommended to learners depending on the outcome of the knowledge control. With the help of automated teaching aids, students can increase and improve their knowledge without the help of a teacher.

The advantages of using e-learning resources in the learning process are:

• deeper and more complete mastery of the materials provided in the educational process;

• introduction of new forms of education;

• the ability to save time as a result of reduced learning time in the classroom;

• The acquired knowledge can be stored in a person's memory for a long time and can be applied in practice.

• short time for students to develop certain skills;

• increase in the number of assignments in the classroom;

• the student becomes a subject of education as a result of the need for active computer control;

• The ability for students to model and directly demonstrate processes that are difficult to observe, observe, and so on.

CONCLUSION

E-learning resources provide students with the main volume of learning material in distance learning, interactive communication between student and teacher in the learning process, independent work on the acquisition of learning materials, as well as opportunities to assess their knowledge and skills.

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INVERSION AS A SYNTACTIC OPPORTUNITY

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https://doi.org/10.5281/zenodo.7575966

Abstract. *By means of poetic inversion, the poet deviates from the normal order of sentence fragments contrary to the normal grammatical order. In this article, forms of inversion existing in Erkin Vahidov's poetry, its role in the formation of artistic text, and at the same time, the poet's ability to express the emotional tension, feelings in the heart of the lyrical "I" to the extent that it affects others, are highlighted on the example of a poetic text.*

Keywords: *poetry, poetics, artistic text, inversion, stylistic purpose, grammatical order, regular order, aesthetic pleasure, parts of speech.*

It is natural that the usual order of parts of speech takes place in an artistic text in an unusual way with the artistic goal of the creator. Disruption of the usual order causes an inversion.

The importance of inversion is great in conveying the mental state, experiences and feelings of the "I" in the poem to the reader or listener with all its freshness. Inversion is derived from the Latin word inversio - "change of place" and is based on the delivery of speech fragments in a way contrary to the normal grammatical order in a work of art, more in poetry (1) .

The phenomenon of inversion in the Uzbek language was specially studied in the research of A. Hayitmetov. The scientist writes about the usual order and and inversion: "The division of order into two types, normal order and inversion, cannot be a basis for opposing these two types. ... Order is one of the structural elements of language. Words must be combined and placed in a certain order in speech to fulfill the function of expressing an idea. This is the usual procedure. It is a norm of the parts of the sentence, which is put into a certain system based on the laws of the internal development of the language. In order to express different emotions and mental experiences of the speaker (often on the basis of emotional-expressive, stylistic requirements), the above certain norm is violated, the location of the parts of the sentence is slightly changed. This is an inversion. But it is also, in certain sense, "usual order" for the situation or context in which the discourse is being spoken (2).

Of course, the violation of the normal grammatical order of the sentence in a work of art is done for specific purposes. This means, first of all, that the expression is given in an unexpected way, which allows the poetic thought to come out vividly and brightly, not in a dull way.

Poetry is alive with emotion-infused speech. Therefore, the poet strives to express the emotional upheaval and feeling in the heart of the lyrical "I" in such a way that it affects others. Inversion is the main means of exciting and passionate expression of the situation and feeling. That's why any poet pays great attention to composing a poetic sentence that serves to vividly express his feelings, to the arrangement of parts of speech. In this case, the most important thing is that the creator determines the place and order of each part of the sentence based on his own rhythm and tone of the thoughts and feelings he wants to express through his inner feeling. The uniform means of normal syntax are lacking for the clear, vivid, and passionate expression of the ever-evolving poetic content and emotional tone. Syntactic inversion helps convey the meaning and tone of the poem in all its fullness and subtlety.

The uniqueness of poetic speech is determined by the uniqueness of poetic syntax. In poetic syntax, the place of each word in the sentence plays an important role. According to V.V. Vinogradov, the poetic word is a reflexive tool, which revives the dead things in the language, motivates everything that is not motivated (3). The uniqueness of poetic speech is determined by the singularity of poetic syntax. In poetic syntax, the place of each word in the sentence plays an important role. According to V.V. Vinogradov, the poetic word is a reflexive tool, which revives the dead things in the language, motivates everything that is not motivated (3).

It is known that according to the normal grammatical order, the main parts of the sentence - subject and predicate determine the nature of each syntactic device. Although subject means whom the action-state belongs to, but predicate ensures the completeness of the sentence, its completeness, in scientific terms, its predicativeness. No sentence is complete without predicate. By means of poetic inversion, a poet puts the part of the sentence either at the beginning or in the middle of the sentence, contrary to the normal grammatical order. This very situation strongly attracts the attention of a poetry fan to the poetic thought, emphasizes the expressed thought and conclusion, highlights it.

Poetic inversion occurs in connection with several things and events. It consists of the poet's way of poetic perception of reality, his personal style, the feeling in his heart, the intensity of his poetic experience, and, finally, the way of expression.

The motifs of innocence, pain, dream and emigration characteristic of Erkin Vahidov's poems are often expressed in lines that serve to express the experiences that flow in an even silence in their rhythm, sequence and gradual growth. In this type of poem, the inversion occurs in two lines. The poet refers to the inversion in the first line, but in the second line, through poetic movement, expresses the experience in a quiet, sequential way:

Тушда кўрдим дилбаримни,
Эй сабо, уйғотмагил.
Олма бир дам васл шавқин,
Қўй, мени қўзғатмагил. (Уйғотмагил..., p. 147)

In fact, the above four lines are grammatically composed of two compound sentences. If they are given in prose, they will have the following form Дилбаримни тушда кўрдим, Эй сабо, уйғотмагил, васл шавқин бир дам олма, қўй, мени уйғотмагил. The poet has to use inversion in the first, second and third lines to express this poetic feeling in his heart in a poetic way. It turns the thought and the underlying feeling in the direction of poetic expression. But in order to form a poetic thought and judgment in these four lines, the poet gives the behavior and mental state in the content of predicate in the second and fourth lines in the usual order.

So, the use of poetic inversion in one part of a single sentence, and the normal grammatical order in the second part, made it possible to emphasize the flow and richness of the feeling. At the same time, the lexemes "уйғотмагил" and "қўзғатмагил" in the second and fourth stanzas serve to strengthen the meaning, attract attention and, of course, provide artistry.

In a sentence structured in normal order, the speaker's neutral position is described, while in a sentence structured in inversive order, his modal-expressive relationship is reflected. The inversive order has its own rules: whichever part of the sentence is to be highlighted, that part is moved forward in the order. And the clause, which is considered to be insignificant in content, is moved to the end of the sentence: in inversion, predicate is often moved forward. The content of

the sentence is mainly understood from the predicate. The strengthening of predicate leads to the strengthening of the meaning of the sentence:

Қўлдан тушиб **синмасин** қадаҳ,
Лаб текканда **тўкилмасин** май.
Тўхтамасин уриб турган қалб,
Бошлаб қўйган қўшиғи **битмай.** (Куй авжида узилмасин тор, p. 105)

In the language of Erkin Vahidov's poetry, as the exchange of parts of sentences for stylistic purposes occurs, the whole potential possibility of stylistic inversion and the ways of their formation are not limited to the fact that they occur between the parts of sentences in a simple sentence. The exchange of parts of sentences often occurs in simple sentences in the structure compound sentences, between stanzas. This situation also serves to reveal another form of inversion:

Ўқиб тарихни, Эркин,
Саҳфаларга **боқмагин** ҳайрон.
Эрур оқ давр чангидан,
Сариғдир жавр зангидан

In the poetry of Erkin Vahidov, there are several types of stylistic figure, that is, inversion, which appears as a result of the unique placement of constructions.

The usual order of the parts of the sentence is not expected to receive or convey any special-additional information from the sentence. In other words, the traditional order of words in a sentence serves no purpose other than the message content of the sentence. Therefore, philological scholars describe this order as neutral. It can be said that all the parts of the sentence with destroyed order become carriers of new information: subject, predicate, complement, determiner, and adverbial modifier. Because the part of speech loaded with information is placed at the beginning of the sentence, that is, it is used in unusual places (4). If we take into account that the predicate in Uzbek has a definite place at the end of the sentence, the position of the remaining parts of speech relative to it determines their inversion, that is, their stylistic appearance:

Ханда ур, жўш ур, юрак,
Озод заминдур бу замин.
Назм туз, Эркин, ахир,
Эркин замондур бу замон. (Замон, p. 163)

It seems that the poet used language units in different places of the sentence to make the poetic speech smooth, fluent and impressive.

In conclusion, inversion as one of the leading tools of poetic syntax is of great importance in expressing the character, intensity and flow of the experiences and feelings of the lyrical hero, and increasing its influence on the psyche of the poet.

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FORMATION OF A GENERAL APPROACH TO SOLVING PROBLEMS FOR PRIMARY EDUCATION ACCORDING TO THE REQUIREMENTS IN THE NATIONAL CURRICULUM OF UZBEKISTAN

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Abstract. *The issues of the national curriculum are considered according to the criterion of quality education at the same time, there are academic subjects – mathematics, physics, chemistry, where so-called text tasks are solved. The solution of text tasks in these subjects is considered as a subject of special study. Thus, the solution of tasks can be considered in a narrow and broad sense.*

Mathematics has been identified in our country as one of the priorities for the development of science in 2020, and a number of systematic measures are being implemented to bring the development of mathematical science and education to a new level. As emphasized in the materials of the educational standard of the new generation, one of the main universal educational actions is the general method of solving problems, ensuring the formation of the ability to solve any problems or tasks.

Keywords: *mathematics, geometry, problem solving, national curriculum, education, formation, training.*

On the development strategy of the new Uzbekistan for 2022-2026 — radical increase in the effectiveness of ongoing reforms, creation of conditions for ensuring the comprehensive and accelerated development of the state and society, the implementation of priority areas for the modernization of the country and the liberalization of all spheres of life.

As noted in the document, a comprehensive analysis of the stage of independent development passed by Uzbekistan, as well as the changing conjuncture of the world economy in the context of globalization, require the development and implementation of "dramatically new ideas and principles for further sustainable and advanced development of the country" [1].

The Action Strategy will be implemented in five stages, each of which provides for the approval of a separate annual State program for its implementation in accordance with the announced name of the year. Development of the social sphere, aimed at consistently increasing employment and implementing targeted programs for the development of education, culture, science, literature, art and sports, and improving the state youth policy. [2,49]

Mathematics is defined in our country as one of the priorities for the development of science in 2020, and a number of systemic measures are being taken to conclude the development of mathematical science and education. "The concept of development of the system of public education of the Republic of Uzbekistan until 2030" was adopted on the basis of the Decree of the President of the Republic of Uzbekistan PD-No.5712 "On approval of the concept of development of the system of public education of the Republic of Uzbekistan until 2030", Resolution PR-

No.4708 dated May 7, 2020 “On measures to improve the quality of education and the development of scientific research in the field of mathematics”. In particular, the "Concept for the development of mathematical education" contained in this program is designed to ensure the implementation of the tasks set for the comprehensive improvement of the above-mentioned mathematical education and bringing it to a new qualitative level [3].

The modern goals and objectives of teaching mathematics include:

 to form and develop a system of mathematical knowledge and skills necessary for pupils to apply in everyday activities, to study sciences and to continue their education;

 to form a person who is able to work successfully in a rapidly developing society, who is able to think clearly, critically and logically;

 to have careful attitude to national, spiritual and cultural heritage, rational use and preservation of natural and material resources, education of mathematical culture as an integral part of universal culture.

Currently, the so-called general approach to learning problem solving is becoming a priority, the purpose of which is to organize the process of learning problem solving in such a way that the child can solve any problem, including non-mathematical content.

The works of V.V. Davydov, L.M. Fridman, L.P. Stoilova, N.B. Istomina made a significant contribution to the improvement and dissemination of this methodological direction in teaching problem solving. Thus, L.M. Fridman [6] notes that in order to teach students to solve problems independently, it is necessary to develop a common approach to solving any problems and thereby form in children the ability to intelligently search for a way to solve problems of an unfamiliar kind. Thus, the purpose of this approach is to form in children the components of the general method of solving problems as a meta-objective universal educational action.

This approach became especially relevant with the advent of the second-generation FGOS, where the general method of solving problems began to be considered as a meta-objective action formed by means of various academic disciplines.

With the introduction of the above-mentioned educational standard, the most important task of the modern education system is the formation of universal educational actions that provide students with the ability to learn, develop the ability to self-development and self-improvement and self-realization [5].

As emphasized in the materials of the educational standard of the second generation, one of the main universal educational actions is the general method of problem solving, which ensures the formation of the ability to solve any problems or tasks.

At the same time, it should be understood that the concept of "task" has several synonyms: task, goal, problem and it is widely used in many sections of science and practice (pedagogical task, cognitive task, technical task). Despite such a variation in the use of the term "task", the process of solving it in any field has a commonality and a common structure :

 entering into a situation that requires a thorough analysis of the situation;
 modeling of the situation, accompanied by an analysis of the relations used in the task;
 task solution planning;
 implementation of the plan;
 checking the result for compliance with the set goal;
 evaluation of the decision process.

When teaching various subjects, tasks that are commonly called educational are used. The

solution of educational tasks acts as a means of learning. With their help, meta-subject and subject knowledge, skills, and qualifications are formed. The ability to set and solve learning tasks is one of the main indicators of the level of development of students, opens up ways for them to master new knowledge.

At the same time, there are academic subjects – mathematics, physics, chemistry, where so-called text tasks are solved. The solution of text tasks in these subjects is considered as a subject of special study. Thus, the solution of tasks can be considered in a narrow and broad sense.

If we approach learning to solve textual mathematical tasks as learning to solve any problem in its broad meaning, then the ability formed in this case can be used by students in solving various tasks (educational, practical, textual mathematical) and in any kind of mental and practical activity.

The actions formed, which allow solving any (including text) tasks, are called components of the general method of solving tasks, and the way to form this ability in the process of solving text tasks has been called a general approach to learning how to solve tasks.

The general method of solving tasks in the primary classes should be the subject of special training with consistent development of each of its constituent components. It is based on the formation of logical operations - the ability to analyze an object, make a comparison, highlight commonalities and differences, classify, make series, establish analogies. Mastering this technique will allow students to analyze independently and solve various types of tasks within the subject and transfer this skill to solve problems in any field of activity.

Thus, due to its systemic nature, this universal educational action can be considered as a model for the system of cognitive actions [8].

Thus, the general method of problem solving, formed in the process of solving textual mathematical tasks, should be used in solving educational tasks in mathematics lessons and in its general structure it should be transferred to any academic subject. In relation to the subjects of the natural cycle, the content of the reception does not require significant changes – the differences will relate to the specific, subject language of the description of the elements of the task, their structure and ways of sign-symbolic representation of the relations between them. The influence of the specifics of the educational subject on the development of the universal educational action under consideration is also manifested in the differences in the semantic work on the text of the task. For example, when solving mathematical tasks, it is necessary to abstract from the specific situation described in the text and highlight the structure of relations that link the elements of the text. When solving tasks of subjects of the humanitarian cycle, a specific situation is usually analyzed not for the purpose of abstracting from its features, but, on the contrary, in order to highlight the specific features of these situations for subsequent generalization of the received subject information [5].

So, the modern standard orients educational systems, teachers and practitioners to form a general method of teaching problem solving. As we have already emphasized above, learning the general method of solving tasks involves focusing efforts not on the process of getting the answer to the task, but on the solution process, i.e. the formation of components of the general method of solving tasks that provide a solution to any problem. Each of these components and the skills they consist of should be the subject of special training.

The general method of solving tasks, formed in mathematics, assumes knowledge of the stages of solving, methods and ways of solving, the grounds for choosing arithmetic actions with

which the solution will be carried out, as well as possession of subject knowledge: rules, formulas, logical techniques and operations.

The content and methodology of the formation of components of the general method of solving tasks

The first stage of work on the task and the first component of the general method of solving problems is the perception and comprehension of the text of the task.

It is carried out through reading and analyzing the text, repeating and modeling the text of the task.

In mathematics, there are three types of analysis of the problem text: semantic, logical and mathematical [7].

The purpose of these types of analysis is to ensure the assimilation of the content of the task text.

Semantic analysis assumes:

 identification and comprehension of: individual words, terms, concepts, both everyday and mathematical in nature;

 awareness of grammatical constructions ("if ..., then ...", "after", etc.);

 fixing the quantitative characteristics of the object;

 representation of the subject situation described in the task by reformulation or simplified retelling of the text with the allocation of only essential information for solving the problem;

 highlighting the general meaning of the task, indicating the object and the amount to be found (cost, volume, area, quantity, etc.).

Logical analysis presupposes – the ability to replace terms that characterize concepts (processes, phenomena) with their definitions; the ability to deduce consequences from the data available in the task condition, unknowns and relations between them.

Mathematical analysis includes the analysis of the condition and the requirements of the task. The analysis of the condition is aimed at highlighting:

 objects (things, processes);

 consideration of objects from the point of view of the whole and parts, or the relationship between the quantities;

 consideration of the number of objects and their parts or quantities characterizing each object;

 analysis of the characteristics of quantities: homogeneous, heterogeneous, numerical values – known and unknown;

 data changes: changed (specifying the logical

order of all changes) or not changed;

 identification of relations between known values of quantities.

Requirement analysis: identification of unknown quantitative characteristics of the quantities of the object(s) [7].

When implementing this stage, the very first moment is important – the initial reading of the task text. This point is underestimated in school practice. Often, the child does not have time to read the text, and not only to comprehend it, as the teacher already calls the student to the blackboard to destroy this task. It should be noted that a hasty transition immediately after receiving information to the transformation without prior analysis impairs the process of cognition.

At the same time, a careful preliminary reading of the text, the student's presentation of the situation described in the problem, allows us to draw many useful conclusions and assumptions about approaches to solving it.

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INNOVATIVE EDUCATIONAL ENVIRONMENT AS A FACTOR FOR IMPROVING PROFESSIONAL COMPETENCE IN DEVELOPING SOCIAL RELATIONSHIPS IN STUDENTS

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https://doi.org/10.5281/zenodo.7579518

Abstract. *This article focuses on the issues of improving the professional competence of innovative educational environment for the development of social relations in students. In addition, at the same time, it discusses the current innovative educational environment in Uzbekistan and the important aspect of the innovative educational environment for students.*

Keywords: *innovative education, student, professional competence, creative thinking, innovative processes, teacher, pedagogical process.*

INTRODUCTION

The current stage of the development of the society of independent Uzbekistan is characterized by a rapid change in technology, which leads to the formation of a new educational system that includes constant renewal. The success of continuous education depends on the ability of all subjects of the educational system to maintain competitiveness, and its most important conditions are personal characteristics such as activity, initiative, creative thinking and the ability to find non-standard solutions. Therefore, today in the republic One of the promising directions of education development is the improvement of professional skills, the dissemination of best practices and the creation of an innovative educational environment. shows, clearly knows his professional goals, is open to any news and optimistic about innovations. It is one of the most important tasks to educate such teachers and educators and prepare them for pedagogical activities. An innovative educational environment is the most important in the implementation of this important task.

METHODOLOGY OF THE RESEARCH

The problem of developing student's professional skills has been studied by many philosophers, pedagogues and psychologists. Many world scientists - V.A. Adolf, T.G. Brazhe, E.F. Zeera, I.A. Zimney, N.V. Kuzmina, M.I. Lukyanova, A.K. Markova, A.M. Novikov, G.S. Trofimova, G. Bernhard, V. Blum, H. Markus - have discussed the issues of formation and development of professional competence. , considered in the works of R. Sterner and others.

Professional competence is of particular importance, because the education system is currently characterized by significant innovative changes. In order to be successful and demanding in the current environment, a future educator or teacher should be ready for any changes, be able to quickly and effectively adapt to new conditions, show a desire to become a professional, constantly improve their knowledge and skills. it is permissible to renew and strive. For self-development, it is necessary to acquire the characteristics of tolerance for uncertainty, readiness for risks, that is, to be competent at the professional level.

However, social practice shows that these characteristics are not formed by all teachers. On the contrary, most of them experience great difficulties in adapting to rapidly changing social,

economic, and professional conditions, and then the lack of professional competence can cause serious social and psychological problems of the individual - from internal dissatisfaction to social confrontation and aggression. Therefore, the innovative educational environment is very important in developing the professional competence of future educators or teachers.

The success of the improvement and development of innovative education and the professional competence of students who are at the center of these educational processes and the development of social relations, in turn, in many ways, is the readiness of professional personnel working in the field of education to work in an innovative mode, flexible, their own it depends on the ability to quickly respond to the constantly changing needs of society and the individual in his professional activities. Therefore, the development of professional competence of students studying in higher educational institutions today is becoming one of the most important conditions for the reform of Uzbekistan's education.

RESEARCH RESULT AND DISCUSSION

In this regard, it is important for the participants of the educational process to develop a psychological-pedagogical support program that helps students develop their professional competence in developing their social relations, contributes to the improvement of the quality of education and the formation of positive relationships among all students. is important.

At the moment, the education system of Uzbekistan is characterized by significant changes, as a result of which, first of all, it is possible to witness the activation of innovative processes.

Within the framework of the problem presented in the article, it is important to clarify the concept and structure of professional competence in connection with the conditions of the educational environment, in particular, its innovative nature.

Innovative activity in the field of education began to gain more and more importance throughout the world from the second half of the 20th century. This was related to the need to eliminate the crisis phenomena that clearly appeared in education during the transition to a post-industrial society, as well as the general trend that initially formed in the economy. Therefore, in order to understand the essence of innovation, innovative activity, innovative environment, it is important to take into account the economic understanding of this phenomenon.

The processes related to the first most complete description of innovative activity, innovative environment, innovation, etc. date back to 1911, and the name of the American economist I. Schumpeter should be mentioned first. Because these terms were introduced by the economist, and a little later, in the 1930s, I. Schumpeter and G. Mensch introduced the term "innovation" into scientific circulation.

CONCLUSION

In modern society, innovation is not only a condition for the existence of the economy, turning it into a socially oriented economy that works for people, but is also becoming the most important universal factor of controlled social development.

The main functions of innovative activity include changing the components of the pedagogical process, reflecting the content, goals, content, forms, methods, technologies, educational tools, management systems, etc. of education. At the same time, almost all researchers agree that not all types of research can be considered innovative, because innovations are purposeful, meaningful changes. Without ignoring these changes, it can be seen that the role of the innovative educational environment in improving the professional competence of students in developing their social relations is incomparable.

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IMPORTANT ASPECTS OF TEACHING PHYSICS IN INTERDISCIPLINARY RELATIONSHIPS

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https://doi.org/10.5281/zenodo.7579557

Abstract. *This article describes the important aspects of interdisciplinary teaching of physics. It covers the teaching of physics in relation to mathematics, chemistry, biology and geography. It is shown that the generality of the methods used in different disciplines is ensured by interdisciplinary.*

Keywords: *interdisciplinary, fundamental science, laws of physics, knowledge, skills, competence, natural sciences, classification, matter, energy, scientific outlook.*

Introduction

Physics is the science of nature in general. It studies matter and energy, as well as the fundamental interactions of nature that govern the movement of matter. Physics is sometimes called a "fundamental science" like other natural sciences (biology, geology, chemistry, geography, etc.). They describe a certain class of material systems that obey only the laws of physics.

The modern stage of the development of science is characterized by the increasing interdisciplinary and interpenetration. In recent years, the science of bionics has appeared, which uses information from physics, biology, psychology, mathematics, radio electronics and other sciences to solve engineering and technical problems in the study of living organisms.

60110700-Physics and Astronomy, approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, contains the requirements for the types of professional activities of bachelors, professional tasks, and professional competences for the preparation of pedagogic personnel. aimed at improving the process [1].

Also, there is a need to implement interdisciplinary in physics teaching in the creation of a targeted training system for undergraduate students of physics and astronomy 60110700 [4]. In this regard, the topics covered in the subject "Physics Teaching Methodology", in particular the topic "Interaction of the Physics course with other educational subjects", the role of interdisciplinary relations in physics teaching, the creation of integrative courses based on physics education, are widely discussed. is focused on.

Interdisciplinary as a didactic category

The objective view of interdisciplinary is also reflected in the process of teaching physics in general secondary schools. This is required not only by the scientific principle, but also by the tasks facing the general secondary school physics course. In particular, it is impossible to form a scientific outlook without establishing and opening connections with other natural sciences.

Interdisciplinary is a didactic category, which is manifested in the study of academic subjects in an interconnected and interdependent manner in general secondary schools [2].

Interdisciplinary ensures:

- a sequence based on the formation of concepts;
- unity of requirements for knowledge, skills, qualifications;

- use of the knowledge obtained in the study of other natural sciences, in the study of physics;

- elimination of unreasonable repetitions in the content of educational parameters;

- show the commonality of methods used in various disciplines (generalization of knowledge);

- to reveal the interconnections of natural phenomena that show the unity of the world;

- preparing students to master modern technologies.

Interdisciplinary communication can be classified according to chronological communication and information communication [6].

Chronological connections ensure that subjects are taught consistently over time according to the needs of each subject.

Information communication is manifested in the unity of the interpretation of concepts, facts, and rules considered in the study of various subjects.

Ways of interdisciplinary communication:

- use of knowledge gained in studying other subjects;

- performing complex experimental work;

- conducting complex excursions;

- generalized repetition.

Teaching physics in connection with mathematics

Modern physics develops in close connection with mathematics. Mathematics is not only the language of physics, but also of thought and logic. Mathematical methods are widely used in physics both in the processing of experimental materials and in the development of theories, which allow to penetrate deeper into the secrets of nature. In turn, physics has a significant impact on the development of mathematics.

The interdisciplinary connection between physics and mathematics courses contains more opportunities to improve the scientific level of teaching each of these subjects, so the connection between them is necessary from the beginning of their study.

A physics teacher in the formation of measurement skills and abilities of general secondary school students, school students in elementary school mathematics lessons with the scale of length, time, mass, temperature, measuring instruments The concept of line estimation should take into account the initial information about the movement speed [3].

Different definitions of the concept of physical size are given in scientific, educational and methodological literature. However, two common features can be distinguished for all definitions:

1) Physical quantity means the quantitative characteristic of the studied object;

2) The definition of a physical quantity is closely related to the ability to measure it in one way or another.

An important form of connection between physics and mathematics is solving mathematical problems with physical content. In order to develop a unified methodological approach and requirements, the content of these problems and the methods of solving them should be agreed upon by the mathematics teacher and the physics teacher. In this case, attention should be paid to the development of students' ability to perform operations by defining the units of physical quantities. As in physics lessons, in mathematics lessons, it is necessary to come to the same definition of mathematical and physical quantities, the same editing of rules, and the same requirements for the design of theories, graphic material and knowledge.

Teaching physics in connection with chemistry. Physics and chemistry often complement each other, because the same phenomena in nature are considered in different directions in the lessons of these subjects. Actual, conceptual and theoretical interdisciplinary relations are fully manifested here. The most important concepts common to physics and chemistry include: matter, mass, weight, energy, molecule, atom. Basic laws are also widespread: conservation and transformation of energy, conservation of electric charges.

The most important theoretical interdisciplinary connections between physics and chemistry are related to the study of the same theories: molecular-kinetic and electronic, atomic structure theory, etc. [4].

Important forms of connection between teaching physics and chemistry: solving physics-chemical or chemical-physical problems, conducting complex excursions, entertaining evenings in physics and chemistry, necessary for learning physics and chemistry development of visual aids.

It is necessary to take into account and use the practical skills that students acquire in chemistry classes: skills of working with laboratory equipment, measurements, performing calculations, deriving formulas.

Teaching physics in connection with biology. The interaction of physics with biology is ancient and effective. It expanded especially after the emergence of such sciences as biophysics, agrophysics, and bionics in the following decades. **This interdisciplinary is reflected in the study of relevant academic subjects.**

The connection between physics and biology can be interpreted as a connection between the general and the particular. The knowledge gained from biology only expands the knowledge within the framework of physical laws and helps students to understand the unity of nature. Consideration of issues related to the application of physics methods in biology will help [5].

The relation of physics to biology has three aspects:

1) Physics in living organisms. Examples of the role of physical processes in the flow of biological processes are given in the study of various topics in physics classes.

2) Bionics. Many principles implemented in living organisms are widely used in modern technical devices based on physics.

3) Ecology. The laws of physics are related to the processes that occur in nature in connection with human production activities. To eliminate the negative consequences of such activities, it is necessary to use the knowledge of the laws of physics to protect nature.

Teaching physics in connection with geography. The knowledge acquired in the course of geography should be used in the teaching of physics. Many interrelated questions are first studied in geography classes and later used in physics classes. It is important to study the exchange of moisture, energy, and minerals in a geography course, and this is an example that helps to study the aggregate change of water in a physics course. The study of issues such as atmospheric pressure and compass direction are related to each other.

Summary. Implementation of interdisciplinary relations in the lessons of "Methodology of Physics Teaching" for students of physics and astronomy helps to systematize, thus, to ensure the depth and solidity of knowledge, to explain to students the whole picture of the world. At the same time, the effectiveness of teaching and upbringing increases, and the possibility of mutual application of knowledge, skills and qualifications acquired in classes on various subjects is provided. Academic subjects begin to help each other in a certain sense. The consistent principle

of interdisciplinary includes important resources for further improvement of the educational process.

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CONSISTENT FORMATION AND DEVELOPMENT OF THE PHYSICS OF SOLIDS IN UZBEKISTAN

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https://doi.org/10.5281/zenodo.7579591

Abstract. *This article briefly describes the formation and development of solid state physics in Uzbekistan. In addition, some scientific research institutes related to physics and their researches in the field of solid state physics and their use in educational activities are discussed.*

It is known from experience that in teaching each subject or educational course to students, mentioning the scientific contributions of our country's scientists to this subject not only develops their national pride, but also increases their interest in the taught subject. We should also emphasize that often we know who are the great thinkers and scientists who came out of our country, but we don't know what their research or contribution to science was. We can call it a methodical error of knowledge given to readers and students. Because when we explain the sections or topics of each subject to the students, it is necessary to give a brief understanding of the research done and being done by the scientists of our country.

Keywords: *because, researches, conducted, after, physics.*

Therefore, it is permissible to bring the researches made by the scientists of our country in the study of the physics of solid bodies and its place in the development of science and technology.

It is of great importance to provide information about the scientific institutions in this field and the conducted or ongoing researches in our country when we organize trainings for the physics and mathematics students of the higher educational institutions of pedagogy on solid state physics, one of the modern sciences.

After solid state physics began to develop as an independent science at the beginning of the 20th century, interest in this science began to increase sharply in our country. In the first half of the 20th century, scientific research centers were gradually established in Uzbekistan, and among other sciences, physics, including solid state physics, began to develop consistently.

The Institute of Physics and Technology, one of the largest scientific research centers in our country, was established in November 1943 on the basis of the physics and technology laboratory of the Uzbekistan branch of the former Academy of Sciences of the USSR. Since then, a scientific institution has started its activity, which conducts scientific investigations in some fields of physics and technology, including the physics of solid bodies.

Since 1967, one of the founders of this scientific center, S.V. Named after Starodubtsev. The institute has 10 scientific laboratories where research works are carried out mainly in four directions. 1. Physics of high energies and cosmic rays, 2. Physics of semiconductors 3. Physics of solid bodies 4. Scientific research works on the problems of using solar energy are carried out.

In three of these areas, the problems of physics of solid bodies are mainly studied [3].

In the field of physics of semiconductors, the initial processes of condensed solid materials in thermal states and the physical processes in them were studied for the first time in the world. Several types of solid solutions with semiconductor properties were created and their physical properties were studied. Through these researches, ultra-high frequency diodes, devices designed for the study of fast electronic processes in semiconductors, photodiode matrices for image

transmission, silicon, lithium detectors, fat diodes, strain gauges and other devices were developed. These devices are widely used in the global electronics industry. Academician M.S. Saidov and the members of his scientific school have done remarkable work in this field, and researches are ongoing.

Based on the theory of solids, a variational method of the perturbation theory was developed and for the first time applied to the study of the dynamics of solitons under the influence of fluctuations and interactions of optical solitons with certain wavelengths. Academician R. A. Mominov and his students made a great contribution to the development of science with several scientific studies. For example, "Nanoobject - a new theoretical model of semiconductor contact structures" and other discoveries have been recognized by world scientists. So far, several international and local scientific projects are in progress.

Visible research has also been conducted in the scientific direction on the problems of using solar energy. Including the synthesis of novel direct-gap semiconductor solid solutions on the basis of which a high-efficiency solar energy production technology was developed, semiconductors doped with deep doped compounds to improve solar energy efficiency, and radiation-resistant and converting elements were created. Many such scientific results can be cited. The results of this research are also widely used in the field of solar energy.

Institute of Nuclear Physics, one of the largest scientific centers in our country, was established in 1956 on the basis of directions and laboratories of the Institute of Physics-Technical Scientific Research. Famous scientists such as Academician I.V. Kurchatov, A.P. Aleksandrov, Yu.B. Khariton, U.A. Arifov and S.A. Azimov were the founders of the establishment of the institute [1]. In September 1959, the first 2,000 kW research nuclear reactor was commissioned in Central Asia. Although this center of science is closely related to the creation of the uranium and later gold mining industry in our Republic, scientists of the institute also began to seriously deal with the problems of solid state physics. Since then, the fields of nuclear and radiation physics, physics of high energies and elementary particles, and theoretical physics have been formed as the main directions, and great achievements have been made over time.

Scientific laboratories of the department "Radiation physics of solid bodies and physics of nanomaterials" were established along with several departments of the institute dealing with physical problems. These include

a) Laboratory of radiation physics and solid state electronics. In this, problems related to solid bodies are studied. Many laws in the processes of irradiation and heat action on crystals have been studied. In order to improve the physical characteristics of the semiconductor material (silicon) under the influence of external factors, technologies for adding additional substances to it have been developed and research is ongoing.

b) Laboratory of radiation physics of optical phenomena. Internal structures of solid bodies and local and volume changes of crystallographic properties, color centers, attachment centers, laws of luminescence formation are studied and researched in this scientific department. s) In the laboratory of physics of nanostructured and superconducting materials, studies were conducted on the synthesis and modification of nano-sized inclusions in glass and crystal matrices under the influence of radiation. In addition, problems of mechanical, electrical, magnetic and optical properties of dielectric, semiconductor and superconducting materials in non-equilibrium state have been studied and scientific progress is being made.

In 1967, the "Electronics" Institute was established on the basis of scientific research directions and laboratories of the Institute of Physics and Technology. Many great Uzbek scientists worked at the institute. Their research on solid state physics is especially important. For example, determination of monomolecular fragmentation of metal cluster ions by ion bombardment by U.Kh.Rasulev, N.Kh.Dzhemilev in 1983, V.V.Lugovskoy, S.T.Azizov, T.B. In 1978-1988, Usmanov's methods of determining the disproportion of the distribution function of metal electrons in the field of laser radiation and many other scientific studies were highly recognized by world scientists. Since 2012, this scientific center has been called the Institute of Ion-Plasma Laser Technologies.

When explaining the types of solids to students, it is impossible not to mention polymers, which are called modern solids. Because polymer materials have entered science and technology or our life so rapidly that there is almost no area where they are not used. Therefore, it is important to organize training on one of the major branches of "Physics of Solids", currently developing as an independent science, "Physics of Polymers".

One of the major research institutes operating in our country that researches the problems of modern solid state physics is the "Polymer Chemistry and Physics" Institute.

The founder and director of the Institute of Chemistry and Physics of Polymers, academician Sayyora Sharafovna Rashidova, who created a well-known school in the field of synthetic and natural polymers, is a distinguished scientist of the Republic of Uzbekistan [2]. In 1979, the Department of Polymer Chemistry of the Academy of Sciences of Uzbekistan was established and was transformed into the Institute of Chemistry and Physics of Polymers of the same year. The main scientific directions were the study of the mechanisms of kinetics and chemical modification of polymers, the synthesis and study of polymer-metal complexes, the study of physiologically active polymers for medicine, veterinary medicine and agriculture, the development and coordination of fundamental research in chemistry, physics and technology. Currently, seven scientific laboratories are operating here. Their main scientific directions are research on synthetic polymers meeting the needs of various sectors of the national economy, solving current problems of polymer science, and establishing the interrelationship between the structure and properties of polymers. The scientists of our country were the first to prove that knowing the dependence of physicochemical properties on the molecular structure allows to regulate the properties of biologically active polymers. Much R&D has been done and is still ongoing to design and develop composite polymer materials with the desired properties. Dozens of patents have been obtained through the results of scientific research and are being applied to production.

One of the youngest scientific centers of our republic is the scientific research institute "Physics of Semiconductors and Microelectronics" under the National University of Uzbekistan, which started its activity in 2018. Eight scientific laboratories are currently operating in this scientific center. In these laboratories, scientific research works are carried out mainly in the fields of physics of solid bodies. For example, in the Laboratory of Semiconductor Physics, research of the physics of various defects mainly formed in semiconductors, i.e., experimental study of the formation processes of heat and radiation defects on the surface and volume of crystalline silicon and other semiconductor materials, defects formed when atoms of other solid bodies are introduced into the silicon crystal and their study of the influence of external factors, etc. [4].

Academician A.T. Under the leadership of Mamadalimov, scientists achieved great results in the field of "experimental study of photoconductivity spectra of natural nanostructured semiconductor fibers and determination of discrete energy levels", studying the possibilities of creating diode structures based on the composite material cotton fiber conducting polymer.

Professor Sh.B.Utamuratova and Kh.S.Daliev's researches on the research of defects formed in semiconductors and the production of semiconductor materials resistant to external factors have been highly recognized by world scientists. In the research institute, significant scientific research is also carried out in the departments of "Semiconductor microelectronics", "Quantum electronics and laser technology laboratory", "Quantum electronics and laser technology laboratory", "Radiation physics of solid bodies", "Semiconductor materials science laboratory".

In addition to these, there are dozens of scientific research institutes and scientific laboratories related to physics at universities in our country. In these centers of science, several scientific schools with their own direction related to the physics of solid bodies have been created.

It should be considered as one of the biggest tasks of educators to convey the information about the above-mentioned scientific centers and the researches carried out and being conducted in them. Citing the scientific work done by the scientists of our country together with the scientists of the world in the training sessions on the topics of solid state physics plays a big role in the increase of students' interest in science.

For example:

№	Passing topic	Contribution of Uzbek scientists
1	Solar elements and their uses	M.S.Saidov "Technology of high-efficiency solar energy production based on the synthesis of new semiconductor solid solutions with a direct cavity, increasing the efficiency of semiconductors doped with deep additive compounds and creating radiation-resistant and transforming elements."
2	Defects in solids	Kh.S.Daliev and Sh.B.Utamuradova "Research of defects formed in semiconductors at different temperatures, methods of obtaining semiconductor materials resistant to external factors"
3.	Optical properties of solids	T. B. Usmanov, R. A. Ganeev, et al., "Methods for determining nonlinear optical parameters of various materials and researching mechanisms that determine their nonlinear optical response"
4.	Polymers and their main properties	S.Sh. Rashidova "Synthesis of polymers and propargyl esters of unsaturated acids and their properties, methods of advanced synthesis of polymers"

We can expand this table further. Because there are contributions of our country's scientists in research related to many topics or sections of physics of solid bodies that we are studying. Incorporating similar information into all physics-related subjects will deepen students' understanding of science and develop their scientific abilities.

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THE DEVELOPMENT OF MATHEMATICAL ABILITIES IN YOUNGER STUDENTS

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https://doi.org/10.5281/zenodo.7581269

Abstract. *Consider how a person's abilities are detected. One of the most important and complex topics in psychology is human abilities, their appearance, formation and development. Since these are the qualities thanks to which an individual easily acquires knowledge and is successful in any activity, we can talk about their innate nature, about a genetic predisposition. At the same time, the process of developing these skills does not remain without attention. It is not entirely true to talk about a person's abilities to paint, if they did not try to make him addicted to drawing, because only in the process of systematic training in this type of activity you can find out the truth about their presence or absence.*

Keywords: *development, mathematics, ability, functional, knowledge, learning, education, elementary school students, iconic symbols.*

The world of mathematics - the world of quantitative, functional, spatial and other relations expressed through numerical and other symbolic symbols - is very specific and original. A mathematician deals with conditional symbolic designations of mathematical relations, thinks with them, operates, combines. In this very peculiar world, according to M. Dzhumaev [7], in the process of a very specific mathematical activity, the general ability is so changed, so transformed that, remaining general in nature, it already acts as a specific ability.

At present, the problem of developing the mathematical abilities of schoolchildren is already becoming urgent in elementary school. This follows from the fact that abilities anticipate new activities, go beyond the already established ones. There is an interdependence between abilities and activities.

The problem of developing the mathematical abilities of children in modern life is of great importance. This is explained, first of all, by the rapid development of information and communication technologies and their penetration into various fields of knowledge. Mathematics has great opportunities for the development of children's thinking, in the process of their learning from a very early age. The formation of initial mathematical knowledge and skills in children of primary school age should be carried out in such a way that training gives not only an immediate practical result, but also a broad developmental effect.

Abilities are personal characteristics of an individual, based on which a person achieves significant success in a certain type of activity. Abilities are not directly related to skills, knowledge and competencies, but manifest themselves in the speed, depth and thoroughness of comprehending the methods and techniques of activity. They are given to a person, according to I. S. Yakimanskaya [18], from birth, therefore, already in childhood, the child's inclinations to one or another occupation are manifested.

The innate ability of a person. Usually no one notices or pays attention to them. Why over time, the ability to rejoice, to be in the present tense, to communicate, to play, to enjoy life, to express emotions openly, to feel love, to be active and happy is lost.

Hidden possibilities of man. By the way, they are also congenital, but they often manifest themselves as a result of sudden shocks, critical situations, in the vast majority of a negative nature. Then the person suddenly "sees the light", becoming a clairvoyant, he is subject to telepathy, x-ray vision and similar phenomena.

Talents. It is them that we most often mean by the phrase "human abilities." When an individual is realized in any activity, reaching significant heights, talent is evident. Musical, artistic, literary, sports, etc. If a child likes to do something, it makes sense to pay close attention to this activity and help the young talent to set foot on the path of developing his talent. From the point of view of E. G. Yudin [17], human abilities can be developed in two ways.

1. As mentioned above, this is the experience of a critical situation, though not necessarily sudden. The development of abilities is helped by a feeling of hopelessness, a forced state of affairs, when life itself dictates conditions. For example, a civilian does not have the ability to survive in extreme conditions. And if there was a war, he willy-nilly will develop new skills. If a person is hungry and unclothed from childhood, he will either develop a criminal talent, or become a businessman, or both. While peers who grew up in warmth and comfort, most likely, will become just competent specialists in any business.

2. First, answer the question of whether there is a need to develop the ability to play billiards if you have never taken a cue in your hands? Then how do you know if you have these abilities? Conclusion: you can find your talents by experience. The main thing is that you like the business that you will be doing, and everything else will follow.

One of the important and complex topics in psychology is human abilities, their emergence, formation and development. It should be noted that there is no clear definition of this category. For example, B. M. Teplov [12] says that abilities in psychology can be considered as individual characteristics that distinguish one person from another.

If we are talking about the abilities of an individual, then, first of all, we mean his capabilities in a certain type of activity. For example, a person can be a good carpenter or joiner, easily master foreign languages, understand mathematical laws and solve problems without difficulty. He performs all these actions, taking into account the fact that other people who study with him have worse knowledge of these skills, do not show their abilities in the same way. In psychology, this term can be defined as a certain potential that an individual has, which he can develop to achieve better results.

When parents talk about the possibilities of their children, phrases are often heard that their child shows certain abilities. As a rule, when it comes to preschoolers, it means that the child draws well or is more physically developed in relation to his peers, which allows him to achieve high results in sports. Many brag about the successes of their children, are proud of them.

Ability in psychology is often associated with terms such as "talent" and "giftedness". This comparison is justified, because if you help a child develop his skills, improve them, then after a certain period of time it will be quite possible to say about him that he is gifted. For example, V.P. Efroimson [16] argues that if a preschooler shows interest in painting or music, he likes to do this, then you should consider putting him in a circle in order to develop his abilities.

In psychology, the achievements of a talented person are the result of the coordinated work of his neuropsychic properties and the activity itself. That is why such people are somewhat absent-minded, uncollected, constantly distracted. But, when circumstances so require, they easily mobilize all their efforts to achieve high results in the sphere of their own talent.

Let us consider how human abilities are revealed. Since these are the qualities due to which an individual acquires knowledge quite easily and is successful in any activity, we can talk about their innate character, about a genetic predisposition. At the same time, the process of developing these skills does not remain without attention. It is not quite right to talk about a person's abilities for painting if they were not addicted to drawing, because only in the process of systematic training in this type of activity can one find out the truth about their presence or absence.

Psychology explains the development of abilities quite simply: for this, only small inclinations are needed. But most people, according to I.P. Shkuratova [15], have such people at birth, but some turn out to be more capable than others, because only by improving what is laid down by nature, you can achieve high results.

Ability structure.

The activity (labor, educational, etc.) that a person masters makes high demands on his psychological qualities (intelligence features, emotional-volitional sphere, sensorimotor skills). These requirements cannot be satisfied by any quality alone, even if it has reached a very high level of development. The opinion that a single mental property can provide high productivity of activity, act as an equivalent of all abilities, is devoid of scientific reliability. Abilities are a set of mental qualities with a complex structure.

The structure of the totality of mental qualities, which acts as an ability, is ultimately determined by the requirements of a particular activity and is different for different types of activity.

A person's abilities for a certain type of activity have a complex structure, which is a set of features of the psyche. So, for example, the structure of musical abilities includes: ear for music, ability for auditory representations, musical rhythmic feeling. Literary abilities consist of the following components: a high level of aesthetic sense, the need for self-expression, an original, perfect language, a tendency to fantasize, a high level of development of figurative memory.

The success of an activity depends on a combination of abilities. In the absence of the inclinations to develop any abilities, their deficiency can be made up for by developing other abilities, either through the acquisition of skills, or through the formation of an individual style of activity. This kind of substitution, according to V. D. Shadrikov [14], is a compensatory possibility of the psyche.

Any inclinations, before turning into abilities, must go a long way of development. So, in the period from birth to 6-7 years, the work of all analyzers improves, the development and functional differentiation of individual sections of the cerebral cortex, the connections between them and the organs of movement, especially the hands, which is a condition for the development of general abilities. Junior and middle school age is the time of accelerated development of special abilities. The necessary conditions for their formation during this period are play, creative, motivated and diverse activities, which should be in the "zone of potential development" (L. S. Vygotsky), i.e. at the limits of the child. In addition, the formation of abilities is carried out in conjunction with the development of a person's volitional sphere, and is also determined by the quality of training and education.

Cases of pathological decline in abilities are defined as oligophrenia. It has a different degree of severity: light debility; medium-imbitility; deep idiocy, which determines the development of special programs, the selection of methods and corrections in auxiliary educational institutions.

Types of abilities.

According to the breadth and focus, the following types of abilities are distinguished:

- general abilities - favorable opportunities for the development of the characteristics of the human psyche, equally important for many types of activity. These, for example, include mental abilities, subtlety and accuracy of manual movements, developed memory and perfect speech, etc.

- special abilities - determine the success of a person in specific activities, which require the makings of a special kind. These are, for example, mathematical, musical, technical, linguistic, etc.

In the first days of school, the child does not perceive all the incoming information. This is due to the child's adaptation to new conditions. Each student has their own time to adapt. A week is enough for one person, while the other cannot get used to a new environment for a whole month. The development of the abilities of younger pupils begins with a simple game. Through the game, you can introduce a little child to a lot of things. A special place is given to the development of creative abilities. Child psychologists say that through the creative abilities of younger pupils, you can tell a lot about a particular child, namely, about the level of his development, about his psychological readiness for school and the development of other important psychological processes. It is through creativity that many children learn complex tasks. Now every school pays special attention to classroom environments. Computer tables and desks are placed not as before one after another, but against each other. Thus, the child does not have to stand up to see something on the board. Even such a seemingly small thing contributes to the proper development of the child. In our time, notes N. I. Chuprikova [60], thanks to the psychological approach, schools take into account many nuances that were not previously paid attention to. In order to fully develop the creative abilities of younger pupils, in addition to lessons in the classroom, various excursions to museums and exhibitions are held. Thus, children do not just develop, they are instilled with life values and meaning from childhood.

V. A. Krutetsky [9] singled out the following six components in the structure of schoolchildren’s mathematical abilities:

1) formalized perception of mathematical material;

2) generalization of mathematical material;

3) curtailment of mathematical thinking - a tendency to think in the process of mathematical activity by abbreviated structures;

4) flexibility of the thought process;

5) the desire for a kind of economy of mental effort - for the "elegance" of decisions;

6) mathematical memory.

Let's break down the content of each component.

1. Formalized perception of mathematical material: in the "embryonic" form, this component begins to appear already in grades 2-3 (by the age of 8). In pupils more capable of mathematics, under the influence of training, a desire is formed to understand the condition of the problem, to compare its data. In the task they begin to be interested in not just individual quantities, but precisely the ratios of quantities. If less capable pupils perceive individual, specific elements of the task as not related to each other, and immediately after reading the task, they begin to perform various operations with all given numbers (add, subtract, further, multiply and divide), without thinking about the meaning of the problem and without trying to isolate the main relationships, then more capable pupils have a peculiar need, when perceiving the conditions of

the task, to reveal these relationships, to connect individual indicators and quantities. So far, this process is still more or less “stretched” in time: quickly determining the desired ratio is observed only in very simple tasks for the most capable pupils. Gradually, capable pupils begin to see relationships between certain quantities in the task, so they often do not attach much importance to what specific objects are discussed in the task, to the point that they confuse the names of the objects / phenomena they are talking about. So solving the task about apple trees: “There were 9 apple trees in the garden, one of them died, and the gardener planted 6 more apple trees. How many apple trees are there in the garden? - such pupils can write down "There are 14 trees" in the answer.

Less capable pupils adhere to the exact name of the objects; they see in tasks not some kind of mathematical relationship, but only specific objects with which something needs to be done. Thus solving the task about apple trees, the pupil cannot reformulate the question: “How many apple trees are there in the garden?” to “How many trees are there in the garden?”, since this question for the pupil is related to another task. If, after solving the problem about apple trees, pupils are offered a similar task about pears: “9 pears grew in the garden, one of them died, and the gardener planted 6 more pears. How many pears are in the garden? - they will start solving it as a completely new problem.

The same is observed in the construction of tasks by pupils. The less capable begin with the subject content (“I will make a problem about apples”), then with some difficulty introduce relationships (“I will make a problem for “more - less”), and only then “objectifies” them (“There are 20 apples on my apple tree”, and on Masha’s - 18 apples. Whose apple tree has more apples?").

By isolating relationships, according to A. V. Beloshistaya [8], more capable and many average pupils begin to differentiate the data in grades 2-3 already:

- select those that are necessary for the solution;
- be aware of what values are missing;
- filter out superfluous, unnecessary information (including numerical data). Gradually, the process of primary orientation under the conditions of the task begins to curtail. The “folded” nature of perception is clearly visible when solving elementary tasks, where there is less data and therefore the perception of the entire system of relations as a whole is facilitated. The tendency to "coagulation" of perception intensifies from grade 2 to grade 4.

More capable pupils have a clearly expressed tendency to a kind of analytical-synthetic perception of the conditions of the task: they perceive not only single elements, but also peculiar “semantic mathematical structures”, complexes of interconnected mathematical quantities and categories. Of course, this feature is manifested on relatively simple arithmetic material and, consequently, on a more or less elementary level. Further development of the analytic-synthetic perception of the task condition goes along the path of curtailing (reducing) this process.

In middle school age, the process of primary data analysis and synthesis of the conditions of a not very difficult task for very capable pupils is maximally "curtailed", extremely limited in time, so that it practically merges with the moment of perception: it is not divided into stages of data analysis and synthesis, elements of reasoning are not noticeable .

The trend towards formalization of perception, the allocation of a formal structure in middle age acquires a wide character among more capable pupils.

In the middle school age, another ability for the perception of mathematical material by schoolchildren is outlined, and in the senior school age reaches significant development: a kind of

versatility, the diversity of perception, when the same task, the same mathematical expression is perceived, evaluated from different points of view.

2. Generalization of mathematical material: the ability to generalize mathematical material as the ability to capture the general in various tasks and examples and, accordingly, to see the different in general, begins to take shape before all other components.

Already in grade 1, one can observe manifestations of generalization in elementary forms. At this stage of development of pupils, it is still too early to speak of this ability as a specific ability to generalize precisely mathematical material. Rather, here we can talk about the general ability to generalize, as one of the manifestations of the properties of learning.

At the initial stages of schooling, mathematical generalizations are usually formed gradually and are extended to a relatively limited range of phenomena. With age, the generalization becomes more and more broad, extending to a larger circle of homogeneous mathematical phenomena. At primary school age, a relatively simpler type of generalization is observed - the movement from the particular to the well-known general - the ability to see the already known general in the particular, in other words, to bring the particular case under the general rule. This type of generalization reaches a great development in middle school age. The more capable the pupil, the more successfully he copes with the tasks for the corresponding generalization. As a rule, only at the beginning of middle school age is there a generalization of an inductive nature - from the particular to the unknown general.

The development of the ability to generalize goes along the line of a gradual number of special exercises of the same type, which are a prerequisite for such a generalization. For the most capable pupils of middle school age, such a generalization occurs immediately, by analyzing one individual phenomenon in a series of similar phenomena, as the ability to see the still unknown general in the individual. The path of generalization "from (many) particulars to the unknown general" is gradually transformed into a qualitatively very special path "from (one) particular to the unknown general."

This ability is closely related to the ability to formalize the perception of mathematical material, and by analogy with "formalized perception" we can speak of a "formalized solution".

Capable adolescents are generally characterized by generalized problem solving (a tendency to solve each specific problem in a general way). In an elementary form, this tendency can also be noted among younger schoolchildren who freely solve tasks of the following type: “The store received 8 bags of flour, 2 kg each. During the day, 3 bags of flour were sold. How many kilograms of flour are left?

For senior schoolchildren capable of mathematics, it is typical not only to generalize specific material, but also to translate already generalized information into a more general plan. Senior school students capable of mathematics rise to the level of generalization of methods, principles of approach to analysis and solving problems of various types; these methods differ in varying degrees of generalization.

Let us describe the motivation for the activity of generalization. At primary school age, generalization is caused by some external stimulus: the teacher's instructions, the logic of the task, or its requirement - there is most often no need for generalization here. With the development of the student in the learning process, there is an increasing independence of generalization from external stimuli, and already in middle school age, the need for generalization is clearly revealed even when there is no external need for this. It is especially developed at senior school age in

students capable of mathematics. Thus, the motivation for the activity of generalization moves from an external need to an internal need.

3. Curtailment of thinking: curtailment, abbreviation of reasoning and the system of corresponding actions in the process of mathematical activity is, according to V. A. Krutetsky [10], specific for pupils capable of mathematics, mainly of senior school age, although it is clearly seen in middle (adolescent) age.

This component of mathematical abilities at primary school age is manifested only in the most elementary form, when capable pupils solve only the simplest tasks; as soon as the task becomes more complicated, the pupil thinks it over and solves it step by step, the reasoning is detailed and detailed. The process of curtailment is more clearly expressed in capable pupils after they solve a number of tasks and examples of the same type. In this case, individual links of reasoning are more often omitted, while actions are usually preserved and reproduced sequentially on paper. For example, when solving the task: “For the school exhibition, the guys made 32 drawings, 5 pupils of the third grade made 4 drawings each, the rest of the drawings were made by 6 pupils of the second grade equally. How many drawings did the second grade pupils make for the exhibition?” - such a pupil, immediately after the first reading of the problem, is able to sum up: 12: 6 = 2. The drawing was made by each pupil of the second grade. Thus, the two previous stages in solving the task were carried out mentally and very quickly: $4 \times 5 = 20$, $32 - 20 = 12$ or $32 - 4 \times 5 = 12$.

It is possible to outline two directions for the development of the considered component of mathematical abilities from middle to older age. On the one hand, the repeated repetition of the same type of reasoning and a system of corresponding actions, which is a necessary condition for the beginning of the curtailment process at early age stages, gradually ceases to be such a necessary condition. Reasoning and the system of corresponding actions begin to collapse immediately when a new type of task is solved.

The second direction of development concerns schoolchildren's awareness of the omitted links of reasoning.

At first, the omitted links are recognized: the pupils do not voice or visualize them, but they are clearly “present” when thinking aloud and reproducing the corresponding actions in writing, as a result of which one can observe pauses that fall precisely on those links that are skipped[5].

In the future, the reduced links are no longer recognized at the moment of reproduction of the corresponding actions: there are no pauses in the corresponding places; however, the reasoning can be easily deployed, that is, all the dropped links can be restored, and this can be done by the pupil at any time - in the event of difficulties or at the request of the teacher. Finally, at later stages of development, when the pupil thinks in folded structures, he experiences difficulties if he is faced with the need to unfold the process of reasoning as completely as possible. In some cases, pupils clearly find it difficult to justify their train of thought, stating that it is obvious to them, but they have never thought about how to explain the obvious. For example, if a senior school student capable of mathematics solves the task: “Find the relationship between GCD and LCM of two numbers,” he immediately concludes: the product of GCD by LCM of two numbers is equal to the product of these numbers. At the request of the teacher, he explains (expands the reasoning): the GCM of two numbers is their common factors, the GCM is the product of the numbers themselves,

in which the common part is included only once. This reasoning is unlikely to be understood by most of his classmates[4].

4. Flexibility of the thought process: in its infancy, this component was found only among younger schoolchildren capable of mathematics, the majority did not show a clear tendency to look for several different ways to solve the same task, switching from one train of thought to another (such a transition turns out to be difficult for them). Moreover, for younger pupils, the requirement to find another way to solve the problem is perplexing: for many of them, the very idea that a problem can have several correct solutions is unacceptable. But pupils who are capable of mathematics, by the end of elementary school, already demonstrate a certain flexibility of thought processes in the search for other solutions. However, it should be noted that this never happens on their own initiative, but always after leading questions from the teacher. Pupils who are less capable of mathematics, even in older grades, have difficulty switching from one mental operation to another (qualitatively different), they are usually very constrained by the initially found method of solving, prone to stereotyped and hack trains of thought. Interestingly, in such cases, the point is not that it is difficult to switch from a simple to a more complex solution; it is often difficult to switch from a more laborious to an easier way if the first is familiar and the second is new and unfamiliar. One way is inhibited by another. For example, when solving the quadratic equation (5 - x) × (x + 7) = 0, some pupils, instead of immediately finding the roots, using the product equality property to zero: x \u003d 5, x \u003d - 7, - began to give the left side equations to the standard form in order to then use the formulas of the discriminant and the roots of the quadratic equation.

The development of the flexibility of thinking follows the path of ever more complete liberation from the shackling influence of the previous course of thought. In adolescents and senior school students who are more capable of mathematics, according to M. Dzhumaev [4-6], breaking and restructuring the existing ways of thinking are completed quickly and without unnecessary problems; they on their own initiative find different ways to solve problems.

5. The desire to save mental effort, rationality: the tendency to evaluate a number of possible solutions and choose from them the most clear, simple and economical, the most rational solution in primary school age is not yet clearly expressed. Only the most able rated various solutions as "simpler" and "more complex", "better" and "worst", based only on the number of operations performed. This trend begins to noticeably manifest itself only in middle school (adolescent) age.

If for pupils with average abilities the goal is to solve the task, then for those capable of mathematics it is to solve it in the best, most economical way. Although adolescents do not always manage to find the most rational solution to a task, in most cases they choose the path that leads to the goal faster and easier. The considered component of mathematical abilities, according to M. Dzhumaev [7-8], reaches its special development at the senior school age. This tendency is characteristic of all high school students capable of mathematics and manifests itself in a very bright and expressive form: after solving the task, creative searches usually begin, aimed at researching and improving the found method in order to find the most economical and rational one.

6. Math memory: manifestations of proper mathematical memory in its developed forms (when only generalizations and mental schemes would be remembered) are not observed at primary school age: all pupils (both capable of mathematics and others) usually memorize both specific data and relations and generalized mathematical structures (formulas, rules, etc.). Their

memory stores the general and the particular, the essential and the inessential, the necessary and the unnecessary. Since the ratio of the given tasks is gradually becoming the main one for younger pupils, if they forget something, then it is most likely not mathematical relationships, but numbers, specific data.

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THE IMPORTANCE OF THE CLUSTER APPROACH IN MODERN EDUCATION

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https://doi.org/10.5281/zenodo.7581325

Abstract. *This article reflects the opinions about the importance of the cluster approach in modern science. In addition, it pays theoretical attention to the history of the cluster approach and, on the basis of this, recommends the use of this approach to increase the interest of schoolchildren in handicrafts and national handicrafts, and to develop interest competencies.*
Keywords: *modern education, cluster approach, educational infrastructure, educational content, craft, cooperation.*

Education has always been considered an important component of state activity, a constant value, because it is considered the basis of economic development of society, one of the factors of social stability, a source of increasing intellectual, spiritual and moral potential, including the spiritual potential of the population. At the moment, the population's need for education is increasing, and the number of applicants for higher, special, vocational education is also growing.

Today, based on the requirements of the state education standard of the republic, we are witnessing that the slogan of lifelong education is becoming more relevant. In response to this, it should be emphasized that the branching of the network of various types of educational institutions is increasing, the connections between them are becoming stronger and more complex; the attention to educational infrastructure - management forms, development of methodological and research services; strengthening of personnel base, updating of educational content and methods; the personal needs and opportunities of the students is being strengthened.

It can be observed that any country in the world strives to create an education system that allows students to be in demand both at home and abroad after graduation. Therefore, with regard to the educational system, the main task of the state is to perform functions that are not available to other participants of the educational process, for example, it is important to use other mechanisms of financing, providing tax incentives and stimulating the market of educational services, to train qualified specialists in the most promising areas of knowledge through certificating and licensing for training personnel. In such a situation, the mechanisms of social partnership act as a unique regulator of the opinions and interests of all participants of this process. However, the process of implementing social partnership mechanisms in the field of education is complicated by some negative factors related to the unwillingness of educational organizations to implement. One of the ways out of the current situation can be the use of ***a cluster approach***, which implies mutual benefit, continuity, cooperation and mutual participation in achieving the goals of the development of the education sector.

The cluster approach in education allows effective and successful action, taking into account the common priority perspective for all partners, in which it is recommended to coordinate joint educational activities. It is this type of activity that makes it possible to provide more effective assistance to the members of the society participating in the partnership, to take a rational approach

to its use, to ensure recognition of the differences of individuals and organizations that are different from each other. For example, this can be witnessed in the process of organizing and implementing joint cooperation activities in the "school-college-university" system, during the transition to pedagogical and production practices. At this point, it was considered important to speak separately about the cluster in the field of pedagogical education.

A cluster in the field of pedagogical education is a set of regionally localized institutions and organizations that cooperate on the basis of agreements and participate in the implementation of the scientific, educational and innovative goals of training specialists in the field of education.

The cluster development of teacher education is a conceptual approach that implies the use of clusters as the main elements for the development of the system of professional training, retraining and professional development of education specialists.

As a result of the study of the literature on the cluster approach and the systematic analysis of foreign experience on this issue, it was shown that the development of education based on the cluster approach was developed in Europe in the 1990s by M. Porter. It began as an extrapolation of the theory of clusters and cluster development. Over the past 20-30 years, universities in both Europe and the United States have expanded through mergers. As a result of the merger, new subjects are being formed, which will save administrative costs and improve the performance of the national education system in international rankings.

Taking these data into account, it should be said that in the future, using this approach in the educational system of the republic can be effective in the case of a deep understanding of the educational conditions of today's Uzbekistan. On the basis of the cluster approach, it is recommended to use it effectively to increase the interest of schoolchildren in handicrafts, specifically national handicrafts, or to improve the competencies of interest in national handicrafts.

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FORMATION OF NEOLOGISMS BY THE PREFIXAL METHOD (ON THE MATERIAL OF THE RUSSIAN AND UZBEK LANGUAGES)

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https://doi.org/10.5281/zenodo.7581337

Abstract. *The article discusses the formation of neologisms in the prefix way in the Russian and Uzbek languages. The semantics of the most used foreign language prefixes, the scope of use and the peculiarities of functioning in these areas are analyzed.*

Keywords: *comparative study, multi-system languages, foreign language prefixes, derivational-semantic space of language, neologisms.*

Comparative study of word formation in different system languages, like many other topical areas of modern linguistics, began at the end of the 20th and beginning of the 21st century and has now received a new impetus for its development. Harmonious correlation of principles of the system- and anthropocentrism of the comparison of derivatologists at the output of a new level of generalizations is acceptable for objects and results of word-formation determination, taking into account the prism of linguistic consciousness and specific linguistic cultures.

Interlingual comparative analysis of different types of word-building units opens up new perspectives for derivatological science and linguistics in general. It helps to better characterize the formal and semantic structure of the derivative word and complex word-formation units, as well as their role in the process of language nomination. Until recently, binary comparison of word-formation systems was carried out most often in the formal-structural and structural-semantic aspects, since the existing similarities and differences are found primarily at the level of word-formants and word-formation methods.

The current interest in the content side of word-formation processes, the analysis of the derivational-semantic space of the language make it possible to obtain information about some features of the nominative cognitive activity of a person, namely “to specify the structure of knowledge embedded in the derived word” [1, p. 393].

When considering the active processes of word formation in the late 20th - early 21st centuries, researchers pay attention to the central role of prefixation. Prefixing does not significantly change the lexical meaning, but only modifies the semantics of the root. Also, the prefix does not have a significant impact on the grammatical characteristics of the original lexeme. Therefore, prefixes mainly perform a word-formation function, participating in the formation of new words. Prefixes introduce evaluative semantics into neoplasms.

Having analyzed the dictionary of word-building affixes of the modern Russian language V.V. Lopatina and I.S. Ulukhanov [2] and the media on the issue of prefixing neologisms, about 100 new prefix innovations created with the help of foreign prefixes were noted. The word formation of neologisms is quite extensive, but verbs are subject to the most active prefixation, since most of the verbal prefixes are polysemantic and express different types of meanings (spatial, temporal, quantitative, for example: in, on, by, s, y), while in adjectives and In nouns, each prefix usually expresses one or two meanings.

As we know, prefixes are divided into foreign and native Russian. Depending on the quality of the assessment, prefixes can be divided into negative and positive in terms of semantics. The affixes with a possible negative appraisal include the foreign language prefix anti- with the meaning of negation. With the help of this morpheme, substantives are formed with the semantics "something opposite, opposed to or directed against what is called a motivating noun" [1,44]: Anti-record (title). Uzbekistan has updated the anti-record for the number of cases of COVID-19 infection per day! ("Gazeta.UZ". 26.05.21) ←anti- + record; Anti-rating: regions-debtors for electricity are named in Uzbekistan (headline) ("Sputniknews.uz", 24.11.20) ← anti- + rating; Anti-award "Trump and Travolta nominated for anti-award" (headline). ("Sputniknews.uz". 21.01.19) ← anti- + premium. As can be seen from the examples, the prefix derivatives anti-record, anti-rating, anti-premium lose their positive connotation and become negatively evaluated derivatives. Thus, neoplasms with the prefix anti change the sign of the original word to polar, acquire a negative-evaluative connotation in the microcontext.

The use of neologisms in both Russian and Uzbek is widespread and is used in most cases in the media, newspapers and magazines. Prefixes with negative semantics are used in magazines to influence the reader. So, words with the prefix de- / de- with the semantics "action, opposite, opposite to the action called the motivating noun" [2, p. 71].

Also in the Uzbek language "deideologizatsiya": One of the principles of the "Uzbek model" of national development, "deideologization" as an ideology, certainly played a positive role in building a sovereign democratic state of law in the radical revival of society" [5]: The prefix post-/post- introduces meaning: existing, occurring after what is called the motivating word. Compare: post-perestroika, post-referendum, post-editor; post muharriri, postindustrial etc.

Ameliorative expressiveness is typical for neoplasms with the super- prefix with the semantics "someone who has (s) to the highest or high degree the signs of being (who) is called (o) a motivating noun (sometimes with a shade: main in relation to that who is called a motivating noun)" [2, p. 229]: super action movie, superpower, supercar, super prize; supermodel, superinfeksiya, superkompyuter, supermatn.

Interest in "Americanization" contributed to the increase in the word-building activity of the new prefix mega-/mega- with the meaning "high degree of quality": megaarena, mega-action, megaproject, mega-corruption.

As rightly noted by T.B. Radbil and L.V. Ratsiburskaya, "the size-evaluative prefixes super-/super-, hyper-/giper, ultra-/ultra, mega-/mega-, etc., being active in derivational processes based not only on borrowed, but also native words, demonstrate such a feature, inherent in the Russian mentality, as a setting for the hypertrophy of the general, moral or aesthetic assessment in the nomination of persons, objects and events ("moral passion", according to A. Vezhbitskaya)" [4, p. 36].

The tendency to save language means is reflected by the prefix ex- with the semantics "previously the one who (what) is called (o) a motivating noun" [2, p. 239]. This morpheme is actively used with words indicating social status or title, but in recent decades it can also be combined with words denoting a person by profession, occupation, marital status: ex-producer, ex-colleague. Under the influence of the context, the prefix ex- can form expressive negative evaluative neoplasms: ex-wife, ex-vice-president, ex-premier, ex-deputy prime minister / eks-president, eks-spiker.

The given examples show that the effectiveness of prefix word formation as a means of influence lies in the use of various communication strategies (evaluation strategy, discrediting strategy) and speech tactics (antipathy expression tactics, negative illustration tactics, self-elevation tactics). With their help, journalists generate appraisal and a powerful expressive effect, inspire desired attitudes in the objects of influence, concentrate their attention on certain meanings.

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VIEWS OF FOREIGN PSYCHOLOGISTS ON THE DEFECTS OBSERVED IN THE DEVELOPMENT OF PRESCHOOL CHILDREN

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https://doi.org/10.5281/zenodo.7581353

Abstract. *The purpose of physical education of children with mental retardation is to strengthen their health, develop proper physical development and movement skills. Systematic educational process creates favorable conditions for children's harmonious development. Mentally retarded children have somatic weakness compared to their peers, lagging behind in physical development, posture and movement defects. Special tasks aimed at eliminating movement defects and lagging behind physical development of mentally retarded children determine the specific characteristics of physical education of these children. This article presents the opinions of foreign psychologists about the changes in the psyche of children who are behind in their development, their intelligence, psychological processes and imagination.*

Keywords: *anomalous, oligophrenopsychology, typhlopsychology, deaf psychology, sensor, inclusive education, psychocorrection, psychorehabilitation.*

Introduction

In our country, serious attention is being paid to the issues of children with developmental disabilities being brought up in the national spirit, mentally, morally and physically matured, ready for social life in society at the level of independent and mature citizens, along with their healthy peers.

Establishment of specialized state educational institutions (preschool educational organizations, schools, boarding schools) (hereinafter, specialized educational institutions) for children with physical, mental, sensory or psychic disabilities and placement of children there, as well as the procedure for organizing inclusive education, its activities are implemented in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 adopted on October 12, 2021 " "On approval of normative legal documents on education of children with special educational needs".

In the last decade of the 20th century, important changes took place in most countries related to the development of integration and the establishment and development of new relations in the state and society towards children with limited opportunities, special attention, and disabled children. At present, a system of institutions providing comprehensive support to mentally retarded children of preschool age and their parents is operating in our republic. Such institutions operate in the healthcare, social protection and education systems, in the form of non-governmental organizations. These include orphanages, rehabilitation centers for disabled children, special pre-school educational institutions, special (correctional) schools, boarding schools and their special camps, etc.

Literature review

Physical education is one of the departments of the program of education of mentally retarded children of preschool age in a special preschool educational institution. The goal of

physical education of children with mental retardation is to improve their health, develop proper physical development and movement skills. Systematic educational process creates favorable conditions for children's harmonious development. Mentally retarded children have somatic weakness compared to their peers, lagging behind in physical development, posture and movement defects. Special tasks aimed at eliminating movement defects and lagging behind physical development of mentally retarded children determine the specific characteristics of physical education of these children. Physical training is the main means of teaching mentally retarded children to move properly. With the help of basic movements (walking, running, jumping, throwing a ball, hanging), children develop vital movements. Acquiring movement skills has a positive effect on the child's physical and mental development, correction of defects, and the educational process.

The possibility and necessity of studying mentally retarded children, the need to educate and upbring them, is inextricably linked with the development of medicine, psychiatry and psychology. At the end of the 18th century, at the beginning of the 11th century, certain positive views on the treatment, upbringing, and education of mentally retarded children appeared and began to take shape. It is worth mentioning that the issues of education of the mentally retarded first started with children with severe mental disabilities. The study, treatment, and education of children with relatively mild mental retardation appeared a little later, after the second half of the 19th century. In 1858, in foreign pedagogical literature, N.A. Dobrolyubov revealed the specific characteristics of a mentally retarded child. He showed that "low activity", "slow perception", "predominance of dry memorization", "uniform actions", "poor adaptation to new situations", "inability to use knowledge correctly" are typical features of mentally retarded children.

In the second half of the 19th century, at the beginning of the 20th century, a number of treatment and educational institutions were opened for the study, treatment, education and upbringing of mentally retarded children. In 1910, brother and sister Postovsky opened auxiliary classes for mentally retarded children at the elementary school. They also organized an experimental psychological office to study children. In 1911, the Institute of Child Psychology and Neuropathology was founded by the doctor-psychiatrist, professor G.I. Rossolimo. Here, the unique aspects of the psyche of mentally retarded children began to be studied. Since the 1920s, special psychology, especially the psychology of mentally retarded children, has been included in the education system as an independent science. Since then, this problem has been included in the system of affairs of state importance, and special attention has been paid to it. In 1925, the Institute of Experimental Defectology was established in Moscow. Under the leadership of L.S. Vygotsky (1896-1934), regular and consistent study of mentally retarded children was started. Great psychologist L.S. Vygotsky left a huge theoretical legacy in the field of special psychology. He is rightfully considered the founder of oligophrenopsychology. In 1935, L.V. Zankov began to manage the laboratory studying the psychology of mentally retarded children. The Institute of Experimental Defectology, which existed in 1943, was transformed into the Institute of Scientific Investigation of Defectology. The institute was headed by T.A. Vlasova until 1985.

According to L. S. Vygotsky, higher mental functions are a product of historical development and have a complex structure. This feature has a social character, and it includes not only higher mental functions in a person, but also elementary mental processes, that is, phonemic hearing, hearing voices, etc. Social experience, which leads to the emergence of complex forms of mental activity, cannot be considered as a process of acquisition of ready-made content. The

acquisition of social experience by the child is not only the acquisition of knowledge, skills, and cultural competencies, but also includes the formation of the child's personality, needs, and motives. Acquiring social experience is carried out in the active activities of the child, that is, in subject, educational, communication and game processes. The formation of higher mental functions plays an important role in children's interaction with adults in the early stages of development. The development of mental functions goes through several stages, and after that they become a complex mental process. All complex forms of mental activity (voluntary attention, logical memory, abstract thinking, etc.) have an indirect structure, in which speech plays a leading role. Even when objects and events do not exist, words take their place and represent the passage of any psychological process and become a part of its structure. Speech raises the structure and implementation of higher mental functions to a new, even higher level.

According to S. L. Rubinstein, "the relationship between the organ structure and its function is not one-way, the function does not depend on the organ structure, but the organ structure also depends on its function".

An important aspect of the formation of higher mental functions is the organization of symbolic activity, acquisition of the word sign. At first, the sign participates as an external, auxiliary factor. L.S. Vygotsky stated that each mental function goes through two stages in its development: the first "interpsychological" stage, in which the function is manifested as a relationship between people, and in the second stage - an internal, intrapsychological process. Higher mental functions are formed over the years. It is born with speech communication and ends with a complete symbol of activity (symbolic activity). The child's mental development and personality formation are inextricably linked with education and training processes. Thus, higher mental functions are seen as a complex process in psychology. Speech plays a decisive role in the formation of higher mental functions. P.K. Anokhin's concept of functional systems is used to explain psychophysiological mechanisms. A.R. According to Luria, the functional system is formed when the child is not ready at birth, but when his mental functions interact with objects and materials.

A functional system is a dynamic structure that combines a number of anatomical and physiological structures to perform a single task and is located in different nervous systems. Psychologists (A.R. Luria, A.N. Leontiev) have consistently emphasized that the physiological basis of higher mental functions is not the central nervous system or its individual parts, but the joint functioning of the functional system in the cerebral cortex. In the course of the child's life, the formation of this functional system gradually acquires a complex character, and the functional dependence is strengthened. This scientific regulation changed the ideas about the development of the human psyche. From the researches of physiologists and psychologists, we can see that the maturity of individual functional systems is not the same in a certain period of development: some systems have already been formed, and some are still being formed. Each functional system, even individual zones, has its own development program, but they work as a whole. In each young age, a certain functional system must be at the level of maturity, otherwise the activities of these systems cannot be carried out in a mutual relationship (L.O. Badalyan). Thus, mental processes and personality characteristics are not considered to be the result of maturity in separate parts or zones of the brain. They accumulate during ontogeny and depend on the child's social development situation. L.S. Vygotsky summarized the work of his predecessors (G.Y. Troshin, A.S. Griboyedov, E. Segen, M. Montessori, etc.) and developed the concept of anomalous development.

The basis of this concept is the cultural-historical theory of psychological development, which L.S. Vygotsky developed by studying the normal characteristics of development. The main features of L.S. Vygotsky's concept of anomalous development have not lost their importance even now.

They were developed in the works of T.A. Vlasova, J.L. Shif, V.L. Lubovsky, V.V. Lebedinsky, Ye.M. Mastyukova and other scientists in the 50s and 90s of the 20th century.

G. Y. Troshin put forward the idea about the general laws of normal and anomalous development, which we can see in the later works of many researchers (T. A. Vlasova, J. LShif, V. I. Lubovsky). L.S. Vygotsky explained the general laws of normal and anomalous development and stated that the social nature of mental development is common to them: pedagogical influence is the source of formation of higher mental functions in both normal and abnormal development. However, a number of regularities are distinguished that are not observed in normally developing children, but occur in children with developmental disabilities. In the works of T. A. Vlasova, V. I. Lubovsky, the general laws of anomalous developers are presented in a single system. L.S. Vygotsky's ideas about the systematicity of the structure of defects allowed him to divide them into two groups according to their anomalous development. This is a primary defect caused by the biological nature of the disease, a secondary defect that occurs in the child's social development and interactions with the environment.

According to J.I. Shifhing, another law of anomalous development is changes in the development of the child's personality. Lack of mood, fear of social interaction, fear, low self-esteem, anxiety are the main qualities of such a person. Such disorders are caused by improper family upbringing and improper organization of education. Changes in communication skills disrupt children's speech, and as a result, the role of non-verbal means of communication increases. Deficiencies in the ability to receive and process data, V. I. Lubovsky said, reduce the volume and speed of received data, and prevent the storage and use of information. Another pattern of anomalous development is the disorder of speech activity, which is manifested in the inability to express speech indirectly.

Research Methodology

Inability to receive and process information, difficulties in communication, inability to remember materials hinder development in the formation of thinking, generalization and differentiation. All of these deficiencies in imagination and speech are always insufficient for children with these problems to perceive the environment, to retain their knowledge in their imagination. However, in combination with the specific characteristics of a child with a developmental disability, which consists of difficulties in adapting to the environment and teaching, there are also positive laws. One of them was noted by L.S. Vygotsky as a potential opportunity for the formation of the psyche of children with disabilities in the form of the proximal zone of development.

Another law was expressed by V. I. Lubovsky during the study of verbal control of children's actions. He showed the possibility of developing new conditional relationships without speech participation or partially expressed by words. Thus, the defective development has the laws of compensating both the lag in the formation of the psyche and the disorder.

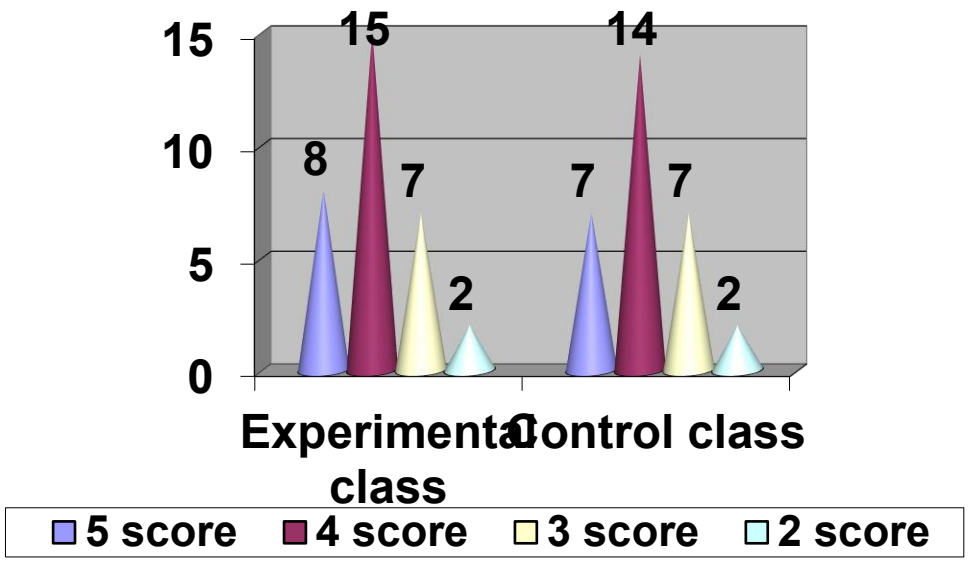
A two-stage experiment was conducted to study the mental abilities of children educated in secondary "A" and "B" groups of the preschool educational organization in the experimental work of the research. Among these groups, we took group "A" as the control group, and group "B"

as the experimental group. At the first stage, children's perceptions of things were studied by giving the children the projective method "Find the missing thing in the picture". We evaluated each group participant in the "5" rating system, taking into account the time spent. The obtained results are shown in the table below.

PRE-EXPERIMENTAL RESULT

Middle "A"-class control group

Middle "B"-class experimental group



experimental group	control group
5 score – 8 - 25 %	5 score – 7 - 23 %
4 score – 15 - 47 %	4 score – 14 - 47 %
3 score – 7 - 22 %	3 score – 7 - 23 %
2 score – 2 - 6 %	2 score – 2 - 7 %

32g`100 % 32-x Xg`(23*100)G`32 Xg`71,8	30g`100 % 30-x Xg`(21*100)G`30 Xg`70,0

Conclusion/Recommendations

Based on the results of the conducted research, it can be concluded that it is necessary to develop methods of using new pedagogical technologies and introduce them to education in order to eliminate various shortcomings of children who are lagging behind in their development. The introduction of differentiated and integrated type of education in training children who are lagging behind in their development is a very effective process for the students. The reason is that the teacher gives more information to the pupils without any difficulty in a short period of time, and the pupils get more knowledge, their thinking skills grow even more. Children quickly understand the connections and complements between disciplines and subjects, sections in the textbook. RRS

allows for timely identification of children, correct and accurate diagnosis of their deficiencies, creates conditions for special education, getting positive results in teaching and upbringing of children, and is sufficient for children's future development and successful schooling.

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THE ROLE OF THE PROBLEMS OF THE MEDIA FIELD IN GLOBALIZATION PERIOD

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https://doi.org/10.5281/zenodo.7581375

Abstract. *Today, as we live in a globalized age, we can easily use modern technology. Indeed, today's growing youth can use computer tools without any difficulty. Computer games are also considered to be very useful in developing the potential of the next generation. At the same time, social changes in the global space create certain changes in the content of each nation and various national-territorial units.*

Keywords: *information and communication communication technologies (ICT), PowerPoint, computer games, multimedia. national characteristics, globalization, national identity.*

In the conditions of stable development of the society, in order to protect the public from harmful information and develop national sites, science-based systematic works are being carried out in our country. In multi-ethnic Uzbekistan, it is a historical necessity to instill the feeling of a single motherland in the heart and soul of every citizen. [1, p. 1363–1367]. In this regard, it is appropriate to study the foreign experience of developed countries' Internet networks based on innovative technologies. It should be noted that the number of users of the global Internet network in the world is constantly increasing, while 4.1% of people used the global Internet service 20 years ago, this indicator reached 4.5 billion in 2019, that is, today 58.8% of the population of the Earth uses this information network.

In today's world, when the influence of information on the formation of social opinion and technological development is becoming more and more active, the influence of social networks in this process is increasing day by day. [2, p. 469-473]. Living in modern life, it is very difficult to imagine our life without social networks. We know that today 90% of the world's population can use the Internet easily and without any difficulties. For this reason using social networks, ensuring information protection and security, paying special attention to the issues of data entry, storage, and processing is one of the urgent tasks of the current period. In the world, information technologies and means of mass communication are rapidly gaining importance in the economic, social and spiritual intellectual life of mankin. These priorities show the need to prepare future young teachers for the spiritual and moral education of students by increasing their legal literacy, not only through the formation of competencies in science but also through ideological and legal, and moral competence. [3, p. 415-419].

Social media is not about face-to-face communication, so teenagers and young adults with self-doubt, communication difficulties, and low self-esteem often prefer virtual communication to "live" communication. The social network allows you to learn interesting facts in the field of your interest (literature, art, music, history), exchange educational materials, make purchases, look for or offer a job, solve organizational issues, and find like-minded people. [4, p. 124-125]. People and new friends create communities to share common interests, ideas and experiences, etc. However, it should be remembered that improper use of information, a certain style of maintaining a personal page, the impossibility of filtering the offered materials, the Internet and social networks

can be dangerous, especially for young people. Improving the legal knowledge of members of society in independent Uzbekistan is one of the main conditions for building a legal democratic state. [5, p. 6480-6487].

Today humanity is facing an unusual war. war without any bullets, tanks, weapons but not without victims. The name of this war is known as information war. I liken information warfare to a virus. A bullet can penetrate and injure you from the outside, but the virus does not eat from the inside. If we analyze the processes taking place on the world stage, the difference between the oppressed and the oppressor is determined not by justice, but by who can use the Internet in the mass media. As of today, the number of pages "promoting" spiritual and moral depravity in the social network of the Internet system exceeds several hundred million, which worries humanity even more. Therefore, in the system of social sciences and humanities, in particular in the field of philosophy and sociology, the factor of "self-consciousness" is reflected in the mainstream of the concept of "identity". [6, p. 143-150]. Chingiz Aytmatov writes about this: "It is not necessary to put a camel's skin on the head of a person's destiny." The wars taking place now are not taking place on the battlefield, but in the ideological training ground. From this point of view, it is a great tragedy that young people waste a lot of time on the Internet. Today, more than 90% of the world's population has access to social networks. according to experts' calculations, the minimum time people spend on social networks is 3 hours. Well, a question arises here. How accurate and true information do we get from social networks? What does social networking give us? What are the results of spiritual attacks on the Internet? such global questions have always interested humanity. We live in a time when the Internet is developing rapidly. [7, p. 1360-1363].

It follows from this that every person should strengthen both worldly and religious knowledge at this time, as well as increase his spiritual potential. We know that in every era, along with goodness, evil has been done against it. Therefore, at the moment when the Internet opens up many opportunities, many social attacks are being carried out. What is the reason for this?

I think that today, most young people spend their time not reading books, but spending time with friends on social networks. In such cases, we mainly engage in raising the spiritual consciousness of teenagers and educate them in the spirit of love for books.

In today's era of globalization [8, p.676-688] many young people are eager to learn religion. Unfortunately, this aspect causes many of the young generation to go astray and, at the same time, to live with the label of a traitor. Peace, which is the greatest blessing of God, is not enjoyed by everyone at the same time. If this is the reason, there is a spiritual vacuum in his mind, and the way he supposedly considers to be right for himself has led to the difficulties of many people and even the lives of innocent babies. I'm dying, I'm sorry. Because terrorists are committing unjust bloodshed in different parts of the world. Having opened a cruel battle, retreating to the commandments of the great Lord, he has a heart, "does not understand", eyes, but "does not see", ears, a thousand regrets,

How many innocent people's blossoming lives have been turned into a mess by such executioners who "do not listen" and have completely turned away from faith, or taken prisoners and subjected to torture and humiliation? Can you imagine?

Can humanity be so cruel? What is wrong with children who do not yet know what the path of life is, if they are condemned to death without words? I can't get enough of Sira.

Yes, of course, It is worth [9, p. 1690-1694]. noting that today such attacks and internet attacks have a negative effect on the minds of young people and lead them to wrong paths. it is

necessary to approach. Perceiving the society of subscribers as a living organism by the term of this theory, the forecast of the "dead press" of the information society in a negative state is understood. behavior (bullying) provides the anonymity of communication that the Internet provides. Bullying in social networks becomes public, and therefore the consequences for the person who becomes the object of violence are more serious. Due to the anonymity of the Internet, propaganda and hate speech against certain groups or individuals can also spread widely. Often, the behavior of people in the virtual world is completely different from their behavior in real life, because they do not see the reactions of their victims and do not think about the consequences of their actions. Therefore, the Internet is much more vulnerable to human rights violations and defamation. Young people often have access to material that is inappropriate for their age, such as pornography and the promotion of violence. [10, p. 1373-1377]. These social risks require adult attention and prevention.

By the way, day by day, information technologies are covering our lives. They have become an integral part of our daily life, they are used as tools for work, spending time, reducing costs, allocating time for many tasks at the same time, and in general, alleviating the problems of daily life. Undoubtedly, electronic mass media are taking a strong position by fulfilling the main tasks.

We know that, many people believe that the presence of computer games and the Internet has a negative effect on the upbringing and development of the younger generation, and their negative aspects are often studied. But through this article I will try to prove that the positive aspects of computer games and the Internet have a high position in the rise. Computer games do not ignore every growing young child, they have a special place in their life. They expand perception, develop reflexes, stimulate attention to knowledge from school curricula (history, biology, geography, physical education), help to develop the ability to draw conclusions and apply the rules of logic. Using a computer is a similar activity, and it has always been easier to engage a child in a game than to make him learn letters or, say, add numbers, work problems. By playing computer games, the child finds the dreams and desires that exist in his world. This world of technology can be compared to real life.

When the characters of computer games ask the child to fill in the gap, correct the mistakes or arrange the numbers in order to get the treasure, the children feel their importance, learn to remember the necessary, necessary information, order and sequence. At the end of each task, children are praised by the characters of the computer game, that is, "you did it right, you are strong, bless you", it gives the child more enthusiasm and strength. Perfectly drawn for children, full of laughter and professional. convenient, compact, and understandable management, dubbing performed by actors fills each game with joy. [11, p. 5477-5489].

Computer games specially designed for young children are designed to help them imagine certain situations and gain a general understanding of all objects and situations. Thus, the brain of the young generation begins to develop by performing basic thinking operations such as imagining, generalizing and classifying. Computer games teach children to overcome difficulties, control the execution of actions and evaluate the results. , learning to monitor and evaluate is effective by combining in-game and non-game moments. This stage is important for the child. With the help of this game, the child can easily master things that are difficult at first glance, and he will use all his strength to move to the next level and strive for it. In this, the child will have the ability to use the keyboard and the mouse, and, of course, he will develop an understanding of

these technology tools. They get acquainted with basic programs and commands. In addition, the younger generation learns the principles of computer animation and the color palette.

In fact, we know that computer science is taught in schools. In order to find out to what extent children are interested in this, the teachers of each class organize interesting lessons. For example, "Who writes faster?" among young schoolchildren on the computer. "Which student writes incorrectly?" such competitions are held. This also allows students to use computer technologies more correctly and quickly. In addition, with the help of electronic coloring sheets, it is possible to teach the child to recognize colors and master various geometric shapes in the form of electronic puzzles.

Nowadays, I think that every young child understands computer technologies much more than adults and can use them easily without any obstacles. [12, p. 35-42]. Computer games, which are of interest to many children, serve as the most convenient medium for them. There are such computer games, the main theme of which is to prepare the young generation for school. Through computer games, children can acquire information that adults know. [13, p. 469-473]. Also, they can master these topics quickly and easily at their own will. The use of computer games in the daily life of children is of great importance and has an educational effect. They help expand development information.

Let's take a look at some of the opportunities that open up due to computer games:

- Using modified graphic editors, for example, in Paint, allows you to create images of various complexity and gain experience in painting. It will have a great development effect and will have computer creativity. First of all, children describe something on paper and try to transfer it to the computer;

- The use of modified music editors makes it easier for the child to learn notation and be able to use it. It can help in the creation of complex melodies, that is, musical creations.

- Many didactic games are played on a computer. For example, the game "Learning Chess" allows you to organize interesting learning of the game itself.

- Many computer games not only develop children's thinking, but also lead them to spatial imagination. I think that such knowledge is needed in the creation of many projects.

- The 2X game method can also give a child double knowledge. Because in this, various questions and answers are organized to strengthen the subject, and together with this, our national values are introduced.

Yes, of course, everything has its good side and its bad side. We have to take into account such sensitive issues, of course. But we should always be able to use its positive aspects conveniently, quickly and publicly, without being interested in its negative consequences. Therefore, the development of a person [14, p. 113-116] his rise to the level of a human, a mature person, the conflicts and the struggle of contradictions that have arisen during his natural and social activities are always visible before our eyes. It is the person who creates and resolves these contradictions.

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USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES TO TEACH STUDENTS THE CONCEPT OF WEB DESIGN IN THE IT AND INFORMATION TECHNOLOGY CLASS

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https://doi.org/10.5281/zenodo.7581399

Abstract. *In this article, in the process of explaining the concept of Web-design to students of the academic lyceum, it is envisaged to organize classes based on the global requirements, based on the personal abilities of each student. The teacher should perform the role of a manager in developing the creative ability, new ideas, not thinking in a single mold, originality, and initiative of students studying in academic lyceums. For this purpose, the correct and efficient use of modern pedagogical technologies, various games, methods and methods in the course of teacher training will have a good effect.*

Keywords: *web design, creativity, traditional, creativity, brainstorming, Venn diagram, success.*

Currently, the selection of talented students in academic lyceums according to their chosen fields is a requirement of the times. In order to further develop students' knowledge and skills in the course of the lesson, each training session should be organized at a high level in order to enter the higher education institution of their choice in the future. The teacher's level of knowledge and pedagogical skills play a big role in this. When organizing lessons, each teacher must not leave out any student and pay great attention to the topic of the lesson. In fact, information technology science, which is rapidly developing now, occupies an important place in the life of students, as every science has its own.

If we look at our history, we can see that the science of pedagogy has appeared in our country since ancient times. This is evidenced by the following thoughts of the great scholar Ibn Sina: "A teacher should be restrained when dealing with children. He should pay special attention to how the students implement the knowledge they have acquired. In the educational process, it is necessary to use different methods and forms of working with students, take into account their individual characteristics and make them interested in lessons. The teacher's thoughts should be open to all students. He should accompany his words with facial expressions and gestures, so that the lesson becomes more understandable and evokes an emotional reaction in children" [1].

This approach must be considered by every teacher. Each subject teacher will achieve his/her goal if he/she uses modern pedagogical technologies based on his/her subject. In the teaching of informatics and information technology, the teacher requires the use of methodology, paying attention to each of its directions.

In the course of the lesson, it is appropriate for the teacher to use problem-based learning, which forms the skills and abilities of students, such as creative research, conducting small research, putting forward certain hypotheses, justifying the results, and coming to certain conclusions. .

The main goal of problem-based learning is to help students fully understand the problem and teach them to solve it. One of the main examples of problem-based education in practice is to

create a problem situation related to the studied topic. Teachers of various academic subjects should anticipate the creation of problem situations and ways of solving them in the course of the lesson.

When explaining the topic of Informatics and Information Technology, "Understanding Web Design" to students, using "Brainstorming", "Venn Diagram" technologies, and "My Test" or online test programs, students can read the above topic quickly and easily. they will

In the process of transitioning to a web design topic, you can use Brainstorming technology as follows:

Question 1	What does the word web mean?	**Web**- "net" means the Internet network
Question 2	What is design?	**Design**(: design - "project", "drawing", "picture") - a term representing the types of design activities aimed at the formation of the aesthetic and functional qualities of the environment of objects
Question 3	What is web design?	**Web design**(web design from English) type of designing web user interfaces for web sites, web applications
Question 4	What is a web page?	**Web page**is a hypertext document on the WWW
Question 5	What is a website?	**Web- net, site- place**means a set of electronic documents located at one electronic address in the computer network.
Question 6	Who is a web designer and what does he create?	**Web designers**: designing the logical structure of web pages; who comes up with the most convenient solutions for presenting information; is involved in the design of the web project.
Question 7	What programs are used to create web design?	Photo shop, Corel draw, HTML, CSS, Java Script,...

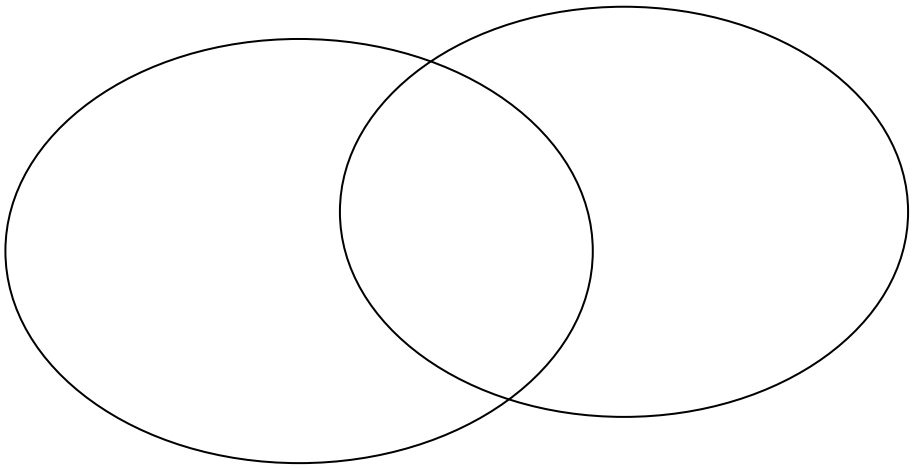
After the concept of web design is explained to the students, it is appropriate to use the Venn diagram in the comparative study of the programs used in it.

This is a form of organizing teaching through graphic images in pedagogical technology, which is represented by the image of two intersecting circles. These foundations allow to consider the analysis and synthesis of ideas from two aspects, to identify their common and differentiating aspects,and to compare them.
Studentsare combined into pairs of two people and suggest to them the specific, different aspects (or the opposite) of the concept or basis under consideration by writing them in circles; at the next stage, the participants are divided into small groups of four, and each pair introduces its analysis to the group members;

after listening to the analysis of the pairs, they get together, find the common aspects or differences of the considered problem or concepts, summarize and write in the intersecting part of the circles.

As an example, the task of using Photoshop and HTML in web design can be analyzed in a Venn diagram as follows.

A-Photoshop, B-HTML



B A

When creating pictures for magazines;

When decorating web pages;

When creating web pages; When creating e-books;

In this When processing l b pare and use them together in practice.

At the end of the lesson, questions are asked in the programs "My test" and "Online tests" to strengthen the knowledge and skills of the students.

In conclusion, it can be said that with the help of the above mentioned methods, students will have the ability to apply the knowledge gained during the lesson in practice.

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USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN PASSING EPIC WORKS IN LITERATURE LESSONS

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https://doi.org/10.5281/zenodo.7581413

Abstract. *This article talks about the use of innovative pedagogical technologies in the passage of epic works in literature classes, the effective methods of making the student interested in fiction and the formation of reading skills, and the issues of awakening artistic taste and thinking in the student.*

Keywords: *interactive method, pedagogical technology, "Brainstorming", "Networks (cluster)", "Fish" skeleton, "KZIX", "Case study", Gafur Ghulam, Entertaining boy.*

In the current era of globalization, it is one of the important tasks for the teacher to make the student interested in literature and to develop the ability to read books. Because the student is getting a lot of information every day through the Internet, which is getting deeper into our lives. Therefore, the teacher should organize the lesson in such a way that the student feels the feeling of reading a work of art, talking to the characters in spirit, and not being indifferent to the fate of the characters. Only then will the teacher achieve his goal. If the teacher uses various pedagogical technologies and interactive games during the lesson, he will increase the effectiveness of the lesson. In order to use different interactive methods in the course of the lesson, it is necessary to study which pedagogical technology is more effective for which subject. Also, the correct use of pedagogical technologies in the educational process teaches the student to search for the acquired knowledge by himself, to work and analyze it independently, to draw conclusions, to work in a group. No matter what pedagogical technology the teacher uses in the classroom, he has a certain goal, that is, it is important for the student to master the taught topic in depth and be able to apply it in practice. The student, in turn, should give the result expected by the teacher. Only then will there be efficiency and development in education.

More use of "Brainstorming", "Networks (cluster)", "Fish" skeleton methods, "KZIX", "Case study" technologies in literature training will give positive results.

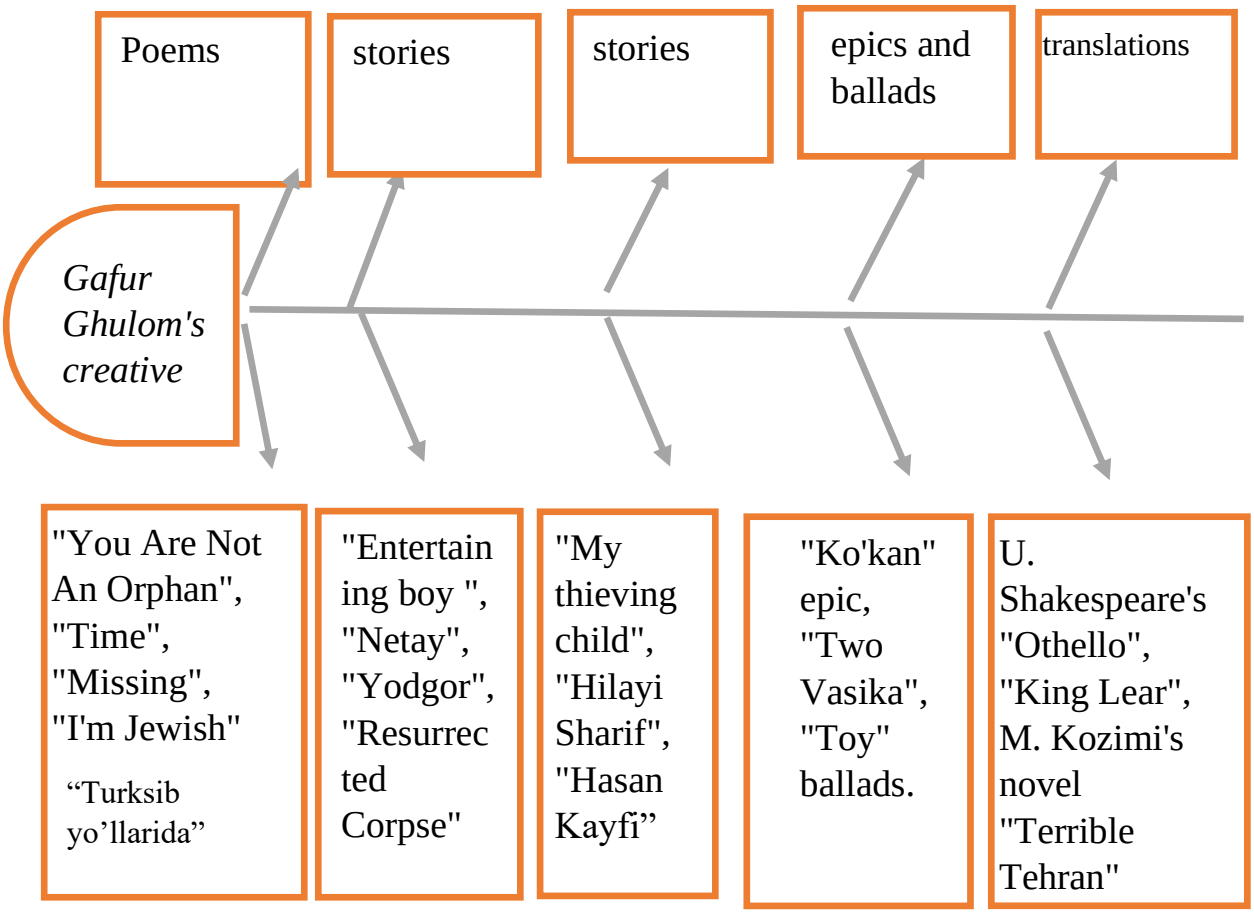
We will consider the pedagogical technologies mentioned above in the passage of Gafur Gulam's work.

As we know. Gafur Ghulam's work is covered in school textbooks, and academic lyceum students are familiar with the work, so the training can be started with "brainstorming". The teacher can ask students the following questions about the poet's life and work:

1) In what family was Gafur Ghulam born?
2) How was Gafur Ghulam's childhood?
3) What poems of Gafur Ghulam do you know?
4) Which of Gafur Ghulam's prose works do you know?
5) In the story "My thieving child", why does grandmather fondly call the thief "my thieving child"?

By asking similar questions, you can find out the students' understanding of the writer. This also helps to restore the memory of students.

And using the "Fish" skeleton when explaining a new topic to students helps to quickly remember new information by seeing and hearing:



Distribute the table to students and allow them to complete it themselves. After a certain time, the correct option of the table should be displayed on the screen. In this case, the student analyzes his own mistakes. This teaches the student to think independently and work on mistakes.

Analyzing the writer's story "Shum Bola" together with the students through the "Case Study" technology will help to get deeper into the work. Working with a small group works well for this. Well, let's give a brief information about what kind of technology "Case study" is: "Case study" is a method of analyzing problematic situations and concrete situations study) is based on the organization of usual situations taken in life or artificially created situations and directs learners to express the problem and search for an appropriate solution.

We can also observe the cross-disciplinary connection by giving group 1 the episode about "Madmen in Tashkent" at the beginning of the work as a problem situation. Through the events in the work, the students think about the hardships our nation was going through from the beginning, and the extremely difficult way of life.

Type of problem situation	Causes of the problematic situation	Actions to get out of the situation

One of the joyous pastimes for us children, who were stuck in the market, was the bazaar, neighborhood, and street crazy people. There were so many madmen in Tashkent that you couldn't count them all. The boy tells why the madmen are mad. How do you explain it?		

For the 2nd group, we refer the readers to the episode about cunning, sly people like the thief Sultan, who make fools of simple people, laugh at them, and play with them as puppets. In this predicament, readers must expose Sultan the Thief or set him on the right path. This helps the students to judge what is right and what is wrong.

Type of problem situation	Causes of the Problematic situation	Actions to get out of the situation
In the middle was the famous thief Sultan from the neighborhood of Kogurmoch. This time, he was holding a young man with tears in his eyes, not as a thief, but as a poor victim of a robbery. How do you explain it?		

For group 3, the episode of Shum's childhood friend Amon and Domla's dead washing can be given as a problematic situation. In this, students will have to analyze the sad life of teenagers who are ready to do any work to earn a living.

Type of problem situation	Causes of the Problematic situation	Actions to get out of the situation
Amon, who was walking in front of me, suddenly threw himself back, made a "squeal" sound and lost his temper. The teacher stepped back and left the room he froze in front of the door. As soon as I looked at the dead body, I understood the reason why Amon was lost. With which eye we looked, the dead man we wanted to wash was resurrected. How do you explain it?		

During the lesson, many such problematic situations can be cited from the play. This helps students to understand the topic quickly and easily. They also learn to draw conclusions from the work, think independently, and express their thoughts correctly. Having analyzed the above-mentioned problematic situations in the work, the reader understands that "Shum bola" is not just an adventure work, but a scene from the darkest days of our past, and reads it with interest with a sense of gratitude for the opportunities created for the youth.

If every lesson in literary subjects is organized in this way, students' enthusiasm for reading works of art increases day by day.

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ROBOTICS IN PRIMARY CLASSES AND ITS IMPORTANCE IN FORMING DESIGN COMPETENCES

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https://doi.org/10.5281/zenodo.7581460

Abstract. *This article highlights the field of robotics, which is developing today, and the role and importance of this field in the field of primary education. In particular, robotics and its substitutes in the formation of design competences of elementary school students are discussed separately. The article mentions that the field of robotics is the most effective direction in the formation of design competencies.*

Keywords: *technology, success, robotics, development, modern, modeling, project, layout, creativity, design, competence, technical knowledge, competence, creativity.*

Today, our life cannot be imagined without technology and technical devices. The reason is that today's era is the age of technology. Technology and technical devices contribute to making our life more beautiful and convenient. Technology has achieved great success, it is getting deeper and deeper into everyday life, it attracts our children from young age, arouses their interest, is making its point. Children's games reflect this great interest in technology. However, children do not only want to play as a driver, pilot, machinist, etc., but also want their games to be as close to reality as possible. In their development, toys turn into work, practical acquisition of technology.

Currently, there are updates in each subject of education to further develop the potential of elementary school students. In particular, the creation of new programs and new textbooks is a clear proof of our opinion. Today, technology textbooks serve to provide such new knowledge and develop skills and potential of students. Today, one of the new fields entering our lives is robotics. The development of this field makes our life more convenient and easier. That is why it is one of the main tasks of the science of technology to teach this field starting from elementary school students in our country, to form technical design competencies in them. For this reason, we will dwell on the field of robotics.

The word "robotics" (or "robotica", "robotics") was first used in Isaac Asimov's science fiction story "The Liar" published in 1941.

The word "robot", which is the root of the word "robot", was first used in 1920 by a Czech writer named Karel Chapek in his work "R.U.R." ("Rossumskie universalnye robotsy").In that work, a factory manager invents humanoid robots and works tirelessly. At first, the androids listen and work perfectly with humans, but later they turn against their creators and destroy them.

The ideas that later entered the field of robotics originated in ancient times. For example, in Homer's Iliad, the god Hephaestus created domestic servants from horses and endowed them with the ability to speak (in modern language - artificial intelligence) as well as strength and intelligence. According to some stories, the ancient Greek mechanical engineer Tarentus Architus built a mechanical pigeon with the ability to fly (400 BC). In addition, similar information is

provided by I.M. Makarova and Yu. I. Topcheeva's famous book "Robotics: History and Prospects" describes the role (or played) of robots in the development of the world.

Robotics is a science that studies the development and use of the latest technical integration of automated technical systems and production processes other than robots.

Automated machines, in other words, robots, can replace humans in assembly processes in hazardous areas or factories. Robots can be very human-like in appearance, behavior, and perception. Currently, scientists are trying to make humanoid robots as human-like as possible.

Autonomous robots have been thought of since ancient times, but research on the subject did not begin until the 20th century. Since fairy tales, it has been predicted that robots will one day imitate human behavior and do human jobs. Today, robotics is a rapidly developing field. As technology advances rapidly, so does robotics, as robotics is closely related to technology. As technology advances, research and development is changing and evolving, and as a result, the field of robotics is also growing. Today, robots are used in homes, businesses, and the military. Many robots are used in situations where people are directly harmed, such as mine and bomb disposal.

The history of robotics dates back to the middle of the 20th century. In 1942, science fiction writer Isaac Asimov invented the three laws of robotics. In 1948, Norbert Wiener developed the principles of cybernetics that form the basis of experimental robotics. Fully autonomous robots appeared only in the second half of the 20th century. The first numerically controlled programmable robot was Unimate. It is designed to pick up and collect hot metal parts of the robot from the melting machine. Today, commercial and industrial robots are common. These robots do the work cheaper, more compactly and more efficiently than humans. Some of the jobs that robots do in this industry are dirty, dangerous, and boring for humans. Robots are widely used for assembly, assembly, delivery, earth and space exploration, medical surgery, instrumentation, laboratory research and security. There are many types of robots available today, and they are used in different ways in different environments. Although they differ in purpose and appearance, when it comes to structure, they all have three common areas:

1. Each robot consists of a mechanical support — a device, a frame. The type of frame varies depending on the purpose. For example, if the robot moves on mud and sand, crawler tractors can be used. Mechanically, the inventor's solution to a particular problem depends on the environment in which the robot moves. The shape of the robot is directly related to its function.

2. Each robot consists of electrical components. These parts completely control the robotic systems. For example, if we take a robot that walks on chains, force is needed to move the chains. This power comes as electricity, travels through wires and is stored in a battery; this is the basic scheme. Gas-powered machines also require electricity for the process of using the gas. That's why cars like gasoline cars have a battery. The electrical system is used to move the robot (the motor), measure (heat, sound, position and electrical signals to determine the amount of energy), and for general use (the robot needs to send some power to its motors and sensors). common core operations).

3. All robots require some computer code. The same algorithm shows how the robot works. The person who writes the code writes how and when the robot makes decisions and acts within the program. A robot that moves along the same chain, thanks to its mechanical design and construction, perfectly molds the clay and, although it receives the necessary amount of energy from its battery through wires, it does not move without a computer program; because the program tells the robot when and where to move. The program creates the basic value of the robot. If the

mechanical and electrical parts of the robot are perfectly finished, but the program written is bad, the robot will behave in two ways, even if it does, it will move and behave erratically. There are three main types of algorithms: remote control, artificial intelligence, and hybrid. Remotely controlled robots have a series of commands. It executes commands only after receiving a signal from the remote control. Generally, a human controls a remote robot through the same device. Robots using artificial intelligence make their own decisions based on their environment. Various reactions to environmental factors and objects are recorded in the robot system. Artificial intelligence takes those reactions into account and influences environmental factors. Basically, AI should be similar to or similar to human thinking. Hybrid is a combination of remote control and artificial intelligence.

There are several types of robots today. They are as follows:

Robots on wheels

For simplicity, most robots are equipped with a 4-wheel, continuous platform. Some scientists are trying to create more complex types of mobile robots that include robots that move on one or two wheels. allows it to move in restricted areas where it cannot

A two-wheeled balancing robot

Balancing robots usually use a gyroscope. The robot uses the gyroscope to determine how fast and in which direction it falls, and steers its wheels in the direction of the fall. The robot then tries to balance itself with a frequency of hundreds of times per second based on the dynamics of the inverted pendulum inside the robot. Today, many balancing robots If we consider a robot as an automated device, Segway is not a robot, but the mobile platform of an ordinary robot can be considered RMP (Robotic Mobility Platform). If we look at NASA's Robonaut as an example, we can see that the robot is built on the Segway platform.

One Wheel Balancing Robot

A two-wheeled balancing robot extension can walk in any direction in 2D with only one wheel. However, this type of robot uses a ball as a wheel. Recently, several one-wheeled balancing robots have appeared, one of which is Carnegie Mellon University's Ballbot. Another one is the BallIP robot from Tohoku Gakuin University. Such robots are often tall, thin and have the ability to maneuver in small spaces; therefore, such robots will find their place among people more than other robots.

Spherical "Orb bot" robot

Another idea of scientists is to introduce robots into a full air balloon. According to the researchers, the robot rotates, or the outer shell of the sphere in which the robot is located rotates and the inside does not move. These types of robots are called orb bots or ball bots

Robots with six wheels

The decision to use six wheels instead of four gives the robot better traction and road holding when traveling in mountainous areas and grasslands.

Mobile robot

Crawler robots provide better traction. A chain mechanism holds a stick made of hundreds of wheels while moving. That's why it has been used abroad. One of the most widely used fields is the military field. Military operations are often carried out outdoors, and a crawler robot can easily reach places that are difficult to reach with ordinary wheels. However, this type of robot will be difficult to use on flat or flat areas inside the house. One such robot is NASA's Urbie, an urban robot

Walking robots

The process of walking upright is a complex and dynamic issue. Few robots can walk on two legs like humans, but none can walk as firmly as humans. There have been many studies on human walking ability, one of which was at the AMBER Lab, which opened at Texas A&M University in 2008. Other robots have been designed with more than two legs. Although they have more legs than bipeds, they were easier to build. Therefore, they are bipedal. began to create robots that were more than a dog, but could walk properly. One of the robots was designed to look like a dog. The walking robot's propulsion system was able to walk on any uneven terrain compared to other robots, and it was also more mobile and energy efficient. Hybrid robots were featured in movies like Men, Robot. The robot first runs on two legs, then on all fours (two legs, two arms). Typically, a bipedal robot can walk on flat ground and sometimes even climb stairs.

Today in the global labor market, the demand for engineers-specialists in the technological direction has increased more than ever. Extensive work is being done in our country to create a generation of personnel that meets the requirements of the technological age. Among these actions, it is necessary and necessary to pay attention to one issue. Therefore, the field of robotics has been added to our technology textbooks today. The robotics course occupies a leading place in the modern educational programs of developed countries. In the era of increasing coverage of technologies controlled by artificial intelligence, studying robotics as a subject in school has become a necessary necessity. For this reason, take any high-ranking educational center today, almost all of them have opened robotics groups and have a large number of students. Despite how expensive the prices are, robotics courses are very popular and arouse great interest among parents. Among our compatriots, there are more and more people who want their children to be inventors and creators. For this reason, it is becoming popular to teach the elements of the field of robotics from the elementary grades of schools and to form design competencies in students.

Carrying out design work in the technology class directs theoretical knowledge to practical management. In these lessons, students will understand the basics of mechanics and develop their ability to analyze, both during individual construction work and when completing tasks as a team.

In fact, if you show a child who is not interested in technology that the thermoregulator of the aquarium, the brake that stops the car, the 3D printer, the remote control that controls the TV, the laser cutter, the remote-controlled toy car and airplanes, the gates and doors that open by themselves, are the results of electrical engineering. , in which the inventive skills go to the stage of development. The reason is that scientists have proven that creative instincts are active in humans throughout their lives.

In robotics classes included in the Russian school curriculum, knowledge is provided in three main areas: programming, construction, and microelectronics. When a student creates a new item in these areas, not only his intellectual knowledge, but also his passion for creating a new generation of modern technologies and his confidence that miracles can be created through manual labor will increase. In elementary grades, simple details and the creation of microcircuits that are interesting for children are taught through play, and in upper grades, the stage of programming of systematically made electrical engineering tools is passed. Holding competitions between built robots or other electronic devices encourages students to further research and create new things. The skills of modeling and managing algorithms are definitely systematized based on the knowledge gained in the lower classes. Students who are especially talented in this direction will use the unique possibilities of ICT in the schemes they create and their interest in creating new

things will increase. Brings theoretical information from textbooks to life in front of his eyes, puts them into practice. Determining one's potential through demonstration and practical action, which is completely different from the traditional lecture method, allows the student to show and prove himself.

To sum up, the role and importance of robotics in elementary grades is incomparable. By developing robotics, creativity, modeling, and design competencies of elementary school students will further develop.

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THE LINGUISTIC AND CONCEPTUAL PICTURE OF THE WORLD

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https://doi.org/10.5281/zenodo.7581478

Abstract. *The article under discussion depicts the linguistic and conceptual picture of the world. The problem of studying the linguistic picture of the world is closely connected with the problem of the conceptual picture of the world which reflects the specificity of man and his being, his relationship with the world, the conditions of his existence. The author of the article considers that the linguistic picture of the world of a person reflects the general picture of the world.*
Keywords: *linguistic, conceptual, picture of the world, image, verbal conceptualization, language, perception, ethnolinguistics, concept.*

Introduction

A human being as a subject of cognition is a bearer of a certain system of knowledge, ideas and opinions about objective reality. This system in different sciences has its name – the picture of the world (or the conceptual system of the world, model of the world, image of the world) and is considered in different aspects.

Main part

The linguistic picture of the world is an image of consciousness-reality reflected by means of the language, a model of integral knowledge of the conceptual system of representations represented by language. The linguistic picture of the world is usually distinguished from the conceptual or cognitive model of the world, which is the basis of language embodiment, verbal conceptualization of human knowledge about the world [4: 46].

The linguistic picture of the world is also commonly interpreted as a reflection of everyday, commonplace ideas about the world. The idea of the linguistic model of the world is the following: every natural language reflects a certain way of perception of the world, imposed as obligatory for all native speakers. Y.D. Apresyan calls the language picture of the world naive in the sense that scientific definitions and language interpretations do not always coincide in volume and even in content [1: 357]. The conceptual picture of the world or "model" of the world, unlike linguistic picture, constantly changes, reflecting results of the cognitive and social activity, but separate fragments of the linguistic picture of the world still for a long time preserve surviving, relic ideas of people about the universe.

Among the wide range of opinions about the essence of the concept of the linguistic picture of the world, the fact that the linguistic division of the world is different in different nations remains indisputable. In the process of activity in the human mind there is a subjective reflection of the existing world. A person learns language the same way as the surrounding reality; thus along with the logical (conceptual) picture of the world there is a linguistic one, which does not contradict logical, but also is not identical to it.

The notion of the language as an image of the world goes back to Plato's "Kratilus", to Humboldt's doctrine of the inner form of a word, to the comparativist cultural and philological studies of M. Muller, to the theories of Neo-Humboldtians (the founder of this school L. Weisberger introduced the concept of "the linguistic picture of the world"), to the works of E.

Sepir and B. Uorf. E. Sepir's works paved the way for the creation of ethnolinguistics. E. Sepir believes that language is becoming increasingly valuable as a guiding principle in the study of culture. In a sense, the system of cultural patterns of a particular civilization is fixed in the language that expresses that civilization and that to a large extent a human being is at the mercy of a particular language, which is the means of expression in a given society. It is quite wrong to believe that man navigates reality without the aid of language, and that language is merely an accidental means of solving specific problems of communication and thought. Evidence shows that the "real world" is largely unconsciously built on the linguistic norms of a given society [10: 261].

E. Sepir cites the idea that it is not the diverse objective reality that is expressed in people's thinking by the same logical categories, but that different linguistic forms divide this objective reality in different ways. "No two languages are so identical that they can be regarded as expressing the same social reality. The worlds in which different societies live are separate worlds, not one world using different labels" [10: 261].

E. Sepir and his follower B. Uorf developed the hypothesis known as the "Sepir-Worf hypothesis" which forms the theoretical core of ethnolinguistics. According to this theory, the difference in norms of thinking determines the difference in norms of behavior in cultural-historical interpretation. Comparing Hopi language with the "Middle European standard," Uorf seeks to prove that even the basic categories of substance, space, time can be interpreted differently depending on the structure of the qualities of language: "... the concepts of 'time' and 'matter' are not given from experience to all people in the same form. They depend on the nature of the language or languages through the use of which they have developed" [11: 279]. He wrote that people dissect nature in the direction suggested by their native language and the world appears as a kaleidoscopic stream of impressions which must be organized by their consciousness, which means mainly by the language system stored in their minds. The world is dismembered, organized into concepts, and people allocate meanings in this way and not otherwise, mainly because they are parties to the agreement that prescribes such systematization. This agreement is valid for a certain speech collective and is anchored in the system of models of their language.

The notion of the language as an image of the world finally took shape in the concepts of the authors of the Vienna Logical Circle, in particular that "factory of thought" that is commonly referred to as analytical philosophy.

Many linguists, including A. Vezbitskaya, N.D. Arutyunova, G.A. Brutyan, S.A. Vasiliev, G.V. Kolshansky, M. Black, D.Himes and others are engaged in the problems of reflection in the linguistic picture of the world.

O.G. Pocheptsov calls the way the world is represented as the linguistic mentality: "The relation between some part of the world and its linguistic representation can be defined as the linguistic mentality" [9: 11]. The world, in the definition of the linguistic mentality, is not only the world surrounding man, but also the world created by man and often in most of its volume ceases to exist when its creator and carrier - man - disappears, i.e. the world of man's speech actions and his states.

The concept of a picture of the world (including the linguistic one) is based on the study of man's ideas about the world. If the world is a person and the environment in their interaction, a picture of the world is the result of processing information about the environment and the person. Thus, representatives of the cognitive linguistics rightly argue that our conceptual system, displayed in the form of the linguistic picture of the world, depends on physical and cultural

experience and is directly connected with it. The phenomena and objects of the external world are presented in the human consciousness in the form of an internal image. The system of images forms the picture of the world.

M. Heidegger points out that an essentially understood picture of the world does not mean a picture depicting the world, but the world understood as a picture. There is a complex relationship between a picture of the world as a reflection of the real world and the linguistic picture of the world as a fixation of this reflection. The picture of the world can be presented by means of spatial (up-down, right-left, east-west, far-near), temporal (day-night, winter-summer), quantitative, ethical and other parameters. Its formation is influenced by language, tradition, nature and landscape, upbringing, education, and other social factors.

A picture of the world is not a simple set of "photographs" of objects, processes, properties, etc., for it includes not only reflected objects, but also the position of the reflecting subject, his attitude toward these objects, and the subject's position is the same reality as the objects themselves. The system of socio-typical positions, relations, evaluations is reflected in the system of the national language and takes part in the construction of the linguistic picture of the world.

The linguistic picture of the world is a set of ideas about the world, a certain way of conceptualizing reality, historically formed in the minds of a given linguistic community and reflected in the language.

The term "the linguistic picture of the world" according to V.A. Maslova is nothing more than a metaphor, because in reality, the specific features of the national language, which records the unique socio-historical experience of a particular national community of people, creates for speakers of this language not a different, unique picture of the world, different from the objectively existing, but only a specific coloring of the world due to the national importance of objects, phenomena, processes, selective attitude to them, which is generated by the specific activities of the language [5].

R.I. Pavilyonis used the concept "conceptual system" to designate the conceptual picture of the world. The conceptual system is formed in the process of mastering by an individual of the world, the national spiritual activity of people finds its reflection in it. Means of detection of the contents of the conceptual system is language which fixes the specific knowledge, characteristic for the given community.

The component of the conceptual system, reflecting its national specificity, is a concept (meaning) – the cognitive structure which is a result of reflection of a reality fragment. Various contents are fixed in a concept: conceptual, verbal, associative, culturological, etc. Therefore, cross-lingual comparison of concepts promotes revealing of national and international components in the content of the conceptual system of native speakers of different languages. The mental difference is determined by the presence of specific national concepts included in culture [7: 286].

S.I. Drachyova considers the national specificity of the conceptual picture of the world. Due to the universality of ways of cognition of the surrounding world, the content of the conceptual component in different languages will have a great similarity. Besides, as a whole nuclear components of multicultural concepts mostly coincide, the national specificity is shown on peripheral sites and in culturological component of a concept [2: 60-64].

For this reason the concept is chosen as basic at revealing of features of representation of knowledge of various languages speakers and speakers of two languages (bilinguals). Revealing of national specificity of fragments of the conceptual system which depends on specificity of

activity of its bearers, cultural, geographical, etc., is carried out on the basis of the analysis of some concepts.

The national uniqueness of the conceptual system is shown also in the presence of those or other concepts entering into culture. The totality of such concepts defines specificity of mentality, and therefore revealing of them is extremely important not only for understanding of features of speech generation, but also for revealing of specificity of semantic formation that allows using the received data in sociology, political science (ethnic conflictology).

At inter-lingual comparison of concepts in their structure the steady relation of universal and idio-ethnic components is revealed, thus the conceptual component of the concept, correlated by speakers of different languages with the same fragment of reality has universal character and the national-cultural specificity is shown in other components.

Analyzing R.I. Pavilyonis' theory of the conceptual system, V.A. Pischalnikova notes that a concept includes both psychological meaning and personal meaning. [8: 15]. The core of this formation is a concept, i.e. generalization of objects of some class according to their specific features. The existence of the intersubjective part in each component of the concept provides the possibility of communication between carriers of different conceptual systems.

"Values of words and other meaningful units of language learned by the subject are included in the corresponding concept of the system as one of its components and are capable along with other components of a concept (visual, aural, etc.) to represent a concept as a whole. Therefore perception of a language sign actualizes the subjective figurative, conceptual, emotional information containing in a concept, and on the contrary, any kind of such information can be associated with a sign" [7: 380]. Meaning is understood as a formative consciousness that combines "visual, tactile, auditory, gustatory, verbal, and other possible characteristics of an object" [8: 12].

Thus, a conceptual picture of the world is a system of information about objects, actual and potential represented in various cognitive, practical activity of an individual. The unit of information of such system is the concept which function consists in fixation and actualization of conceptual, emotional, associative, verbal, culturological and other content of objects of reality included in the structure of the conceptual picture of the world.

The problem of understanding should be considered first of all as a problem of understanding of the world by the subject on the basis of his conceptual picture of the world, which is objectified and represented in his activity.

As noted above, the perception of the world around partly depends on the cultural and national characteristics of speakers of a particular language. Therefore, from the point of view of ethnology, linguocultural studies and other related fields it is most interesting to establish the reasons for the differences in the linguistic pictures of the world, and these differences do exist. The solution of such a question is to go beyond linguistics and deepen into the mysteries of other peoples' knowledge of the world. There are a huge number of reasons for such differences, but only a few of them seem visible, and therefore the main ones. There are the most important three factors or causes of linguistic differences: nature, culture and cognition. Let us consider these factors.

The first factor is nature. Nature is, first of all, the external conditions of people's life, which are reflected in different ways in languages. Man gives names to those animals, places, plants that he knows, to that state of nature which he feels. Natural conditions dictate to human linguistic

consciousness peculiarities of perception, even such phenomena as color perception. The designation of varieties of color is often motivated by semantic features of visual perception of objects of surrounding nature. A particular natural object is associated with a particular color. Different linguistic cultures have their own associations connected with color designations, which coincide in some respects, but differ from each other in some respects [1: 351].

It is nature, in which a person exists, that initially forms his/her world of associative representations in the language, which are reflected in the language by metaphorical transfers of meanings, comparisons, connotations.

The second factor is culture. "Culture is something that a person has not received from the natural world, but has introduced, made, created himself" [4: 51]. The results of material and spiritual activity, socio-historical, aesthetic, moral and other norms and values that distinguish different generations and social communities are embodied in different conceptual and linguistic perceptions of the world. Any feature of the cultural sphere is fixed in the language. Also linguistic differences can be conditioned by the national rituals, customs, traditions, folklore and mythological representations, symbolism. Cultural models conceptualized in certain names spread around the world and become known even to those who are not familiar with the culture of this or that nation.

As for the third factor, cognition, it should be said that rational, sensual, and spiritual ways of perceiving the world differ for each person. The ways of realization of the world are not identical for different people and different nations. It is proved by the differences in the results of the cognitive activity, which find their expression in the specificity of language perceptions and peculiarities of language consciousness of different peoples. An important indicator of the influence of cognition on linguistic differences is what W. von Humboldt called "different ways of seeing things" [3: 156-158].

It is necessary to take into account that perception of this or that situation, this or that object is in direct dependence also from the subject of perception, from his background knowledge, experience, expectations, from where he himself is located what is directly in his field of vision. This, in its turn, makes it possible to describe one and the same situation from different points of view, perspectives, which undoubtedly expands ideas about it. No matter how subjective the process of "constructing the world" is, it nevertheless implies taking into account the most various objective aspects of the situation, the real state of affairs in the world; the result of this process is the creation of a "subjective image of the objective world".

Conclusion

As we can see, there are many interpretations of the concept “the linguistic picture of the world”. This is due to the existing discrepancies in the world pictures of different languages, as the perception of the world depends on the cultural and national characteristics of speakers of a particular language. Each picture of the world defines its own vision of language, That is why it is very important to distinguish between the concepts of "the conceptual picture of the world" and "linguistic picture of the world".

Thus, we can state that at the modern stage of the linguistics development, linguistic models of the world become the object of description and interpretation within the complex of human sciences. The picture of the world of any language is considered not only in the context of folklore, mythology, culture, history, customs and psychology of a given people, but also in the context of linguistics.

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LINGUISTIC CHARACTERISTICS OF SOME ARABIC PROPER NOUNS IN BOOK "FIRDAVS UL-IQBAL"

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https://doi.org/10.5281/zenodo.7584271

Abstract. *This paper describes historical anthroponyms - personal names and nicknames - used in Ogahi's book "Firdavs-ul-Iqbal". The article reveals the linguistic features of Uzbek anthroponyms.*

Keywords: *Agahi, "Firdavs-ul-Iqbal", anthroponym, synchronic, diachronic, appropriation, related to the Arabic language, toponym.*

In onomology, the set of all forms of proper nouns in any language is called "onomastic scope". [1:90] A proper noun is a word or a combination of words that serves to distinguish an object from other objects: anthroponym, toponym. The onomastic scale and number of a given language is based on its synchronic, i.e., modern state. is evaluated. The system of proper nouns in any language, its general set, can be evaluated in three different ways:

1. Synchronous - based on the modern situation;
2. Diachronic, that is, according to the historical situation;
3. Both according to the synchronic and diachronic state, that is, in the general state.

The most difficult way to assess the onomastic scope is to assess its historical (diachronic) status. The reason for this is that the living, real state of the onomastics of the past period is now being forgotten. Moreover, the names of the past period, all their types, are not fully reflected in any written source. For this reason, the only way to assess the scope and status of the historical onomastics of a language is the nouns preserved in the language of historical written monuments. This is one of the important aspects of "Firdavs ul-Iqbal" onomastics.

A number of studies have been carried out on Arabic, Persian, and Mongolian acquisitions of the famous noun group in the language of historical works. However, until now, the semantic (meaning) phenomena of the Arabic, Persian, and Mongolian acquisitions of the noun group have been partially covered and not fully implemented.

Certain changes in proper nouns compared to the Arabic language are observed both in the substantive aspect and in the formal aspect. From the content aspect, the name undergoes various semantic changes in the absorbing (Turkish) language. Changes in the semantic structure of proper names mainly take place in three different ways:

1) the phenomenon of expansion in the semantic structure of proper nouns;
2) narrowing of the semantic structure of proper nouns;
3) divergence and contradiction of the semantic structure of proper nouns. [2:38]

The expansion of the meaning structure of proper names is usually formed in different ways:

a) expansion of the semantic structure of proper nouns in a simple way;
b) expansion by creating new lexical units based on proper nouns;
c) expansion of the semantic structure of proper names due to "name migration".

The expansion of the lexical structure of proper nouns in a simple way, as a rule, the concretized seme of the assimilated name in the Arabic language occurs with the formation of new semes in the Turkish language.

For example, we observe such a phenomenon in the expansion of the semantic structure of the name قربان - *Qurbon*, which is part of the anthroponym *Anna Qurbon bahodir taka* **[***3:468***]**. This name is synonymous in Arabic, meaning "sacrifice", that is, it is used as a religious and secular term, more precisely, قربان – *Qurbon* the name of the sacrifice was appropriated with its meaning, later, Based on this theme, several themes were created: *Qurbonniyoz (yasovulboshi)* **[***3:483***]**, *Qurbongul, Qurbondurdi, Qurbonnazar, Qurbonnazir, Qurbonjon* and others.

The anthroponym of *Qurbanboy* also exists today as *Quromboy*, which is an orthoepic misspelled form of the anthroponym of Qurbanboy.

Another way to expand the structure of semantic proper nouns is to create new lexical units based on the proper noun. In this case, the semantic relationship between the proper name and the new lexical unit is preserved.

Another way of semantic expansion of proper names is name migration. Naming is when a name becomes the name of a sign, thing, or action. We can observe the expansion of the meaning through name transfer in the following names: *Polvan, Ghazi, Vali, Shaykh.*

Metonymy is another method of renaming through renaming, in which the name is renaming according to the relationship between things, objects, signs and actions.

Another method of name migration is synecdoche migration. Synecdoche is a noun transfer phenomenon based on the representation of a part with a noun representing the whole with a noun representing a part. This phenomenon is more common in names representing fruits and animals.

Another way to expand the meaning of a word is functionalism. In this case, a second object performs the function of a certain object, and the name of the previous one is returned.

The narrowing of the meaning of words is the opposite phenomenon of the widening of the meaning, and it is caused by the fact that the word that means the generality expresses the particularity.

Names related to the Arabic language: "... sadrnisin of the one who cares for the blame, the one who lives in the house of the nadamat, ahqarul ibadil malikul wahhab Shermuhammad al mulaqqab bil *Munis* ibn Amir Awazbi Mirab gaffaral-lohi ta'ala, sayati a'amola va tajavuz ani al sodiroti I pray that the spring of the world of life and the days of the spring of life are a document". [3:9-b]

In this excerpt from the work, the name of one of the authors of the work, Shermuhammad Munis, is mentioned, and *Munis* means friend, comrade, confidant, loyal friend.

Haydar (Haydar king (podshoh) [4:192,198,223,224,225,227,325,363,378,384, 449, 453, 421,462,466 p], Haydar Sayyid [3:363] – lion, brave, brave, powerful. This name was the nickname of khaliph Ali. Also, Haydar means a lock of hair that is placed in the rib, it is considered a symbol of health and peace, and when it grows up, it is cut after a certain ceremony. (5:567-b]

Husain [3:9-p] is a form of the name *Hasan* and means good, kind, generous, beautiful, beautiful.

Qurbansaid [4:62-p] - happy child born in the month of Qurban (sacrifice).

Fazilbi [3: 124, 155, 161, 190, 212, 360, 440 p] - knowledgeable, wise, intellegent child.

Rajabbi [3: 225,460 p] - the 7th month of the Hijri year - a child born in the month of Rajab.

"... At the end of Zu-l-Hijja (28 Zu-l-Hijja, 1220 / March 20, 1806), King Mir Haidar organized his army and defeated the seven generals of Rajab Bey Inaq and Kayuv Khoja ordered to Khorezm". [3:225 p]

Alloshbi [3:391, pages 427] - we thank Allah for giving us a son.

Abdulgafurbek [3: 440 p] - the one who hides sins and does not punish, that is, the servant of Allah.

The book covers many periods. While reading the work, we can see that most of the names belong to the Arabic language.

The relativity of the freedom to choose a name, that is, the connection of the custom of naming with ideological and religious beliefs and traditions, is clearly visible in the names that were chosen after the Arabs conquered Turkestan. By this time, the name began to be chosen from words, terms and expressions that glorify various ideas and beliefs of Islam. [5:596 p]

Also in the work "Firdaws ul-Iqbal" names made from the name of Allah, attributes and expressions expressing obedience to him: *Abdullah* [5:596 p], *Abduqadir* [3:106,127 p]. Names and nicknames of prophets and khaliphs, as well as: *Muhammad* [3:9-p], *Alisher* [3:170,260 p], *Usman* [3:73, 88 p], *Umar* [3:102 p], *Yakub* [3:102 p]; Names with religious concepts, ideas and beliefs are the main names.

Abdullah is a servant of Allah. [p 5:14]

Anthroponyms related to the languages of the Iranian group are as follows: *Jamshid* [p 3: 17,57, 60, 92, 183, 240, 328, 467] - great, huge, tremendous. The name of the legendary king in "Shahnoma" [p 5:133], *Qalandar* [p 3:40] – a dervish, a pilgrim, a wanderer.

Anthroponyms related to Turkic languages: *Suyunbi* [p 3:467] - a boy who is a source of joy, or may he always be happy; *Otaqul* [p 3:40] - compound nouns beginning with the words "over"; *Karakhan* [p 3:467] is a great, powerful khan.

Uzbekkhan ibn Togurulkhan ibn Mangu Temurkhan became a woman's masnad at the age of thirteen after his uncle, conquered property in the program of his grandfather and ancestor, and served according to everyone's rank [p 3:41]

Temurkhan [p 3:67] is a child who is as strong as iron, strong, i.e. resistant to calamities, and has a long life [p 5:409].

Ghinghis Khan [p 3:59, 65, 70, 71, 72, 73, 77, 89, 95, 114, 115, 116, 122, 197, 233, 244, 318, 394) – this anthroponym is Mongolian related to the language, it gives the meaning of great, powerful Khan. The name attributed to the famous world leader Ghinghis Khan (died in 1227).

Anthroponyms belonging to the Jewish language: Ya'qub [3: 80, 94, 382 p.] have the meanings of bek - arrow, heel, follower.

According to a biblical legend, a twin boy was born, and the second one held his heel so that he would not be left behind by the first brother. This name is the Arabic form of the name of one of the prophets (Yakov). He was considered the father of Yusuf [p 3:122].

Compound nouns can also be found in the work. Etymologically, the parts that make up compound names belong to different sources.

Anthroponyms belonging to Arabic+Uzbek languages: *Sattorberdi* [p 4:435] - a child given by Allah, a gift from Allah; *Nazarbek* [p. 3:203] is a child who was looked after by Allah from the lineage.

Iranian+Uzbek personal names: *Dosimbi* [3: 168, 189, 425 p] - some names beginning with the word "friend"; *Annaquli* [p 3:462-464] is a servant of Allah who was born on Friday.

We noted above that all the anthroponyms found in "Firdavs ul-Iqbal" do not belong to a certain language. Because in the 10th century, together with the Arabic language, the influence of Islam was strong. This issue requires special and deep research.

In the historical work "Firdavs ul-Iqbal" by Munis and Ogahiy, there are several names in the framework of sar component possessive words belonging to the Iranian lexical layer. T. Alikulov, who has studied the issue of polysemy in the Uzbek language, analyzes the different meaning aspects of the word head [page 6:64]. This issue was studied in detail by B. Joraev, who analyzed 19 different meanings of the word "head" [p. 7:46,49]. Many mobile meanings of the Uzbek word "bas" are also seen in the Persian word "sar" [p. 8:26, 28]. A. Orozboyev specially researched words with sar component used in Ogahi's historical works.

In today's Uzbek literary language, there are many anthroponyms with the sar component. In particular, the anthroponym Sardar [page 4:423] سردار consists of the parts sar and -dar. The -dar component is considered to belong to Old Persian and is now the present tense stem of the verb doshtan داشتن - to have.

Example: "On Chahorshanba (Wednesday), the 20th of this month (Safar 20, 1232/January 9, 1817), my commander Sunbor sardor went to meet Sultan Khan and came." (p. 4:423)

Sarvar [p. 3:191] سرباز – leader.

Example: "And Sarvar the poet told this story. History:

Sarvari religious shelter is high.

Eltuzar bi innoq charhi hasham,

Six past twenty

Shahri zi-qa'adin na five na kam (26-zu-l-qa'da)

Found rift amort peak,

In the Khivaq, my dear.

Kilki Sarwar is the history of this commandment:

"People of Sarvari Khivaq" seven numbers.

We noted above that all the anthroponyms found in "Firdavs ul-Iqbal" do not belong to a certain language. Because in the 10th century, together with the Arabic language, the influence of Islam was strong. This issue requires special and deep research.

Munis and Ogahi use their Arabic as a synonym for some toponyms. This situation can be explained by the style of striving for artistic painting characteristic of the work of historians. For example, Yavmutiya [p 4:102-100, 131, 201, 254, 306, 415, 439, 470, 486], Uzbakiya [4:73, 66, 87, 98, 104, 217, 338, 421, p 485] place names are expressed based on the Arabic language.

In addition, Ogahi translated five historical works in the Persian-Tajik language during his creative career. There is no doubt that the style of "Firdavs ul-Iqbal" was reflected in the literary influence that appeared during the translation process. In this work of Munis and Ogahi, there is very little weight of nouns borrowed from any language other than the Persian and Arabic languages mentioned above. This, of course, is explained by the lack of lexical influence of European languages on the Uzbek language at that time. For example, in "Firdavs ul-Iqbal" the Russian Empire is referred to as the Russian province (pages 3:87, 88, 93, 118, 192, 225, 383, 439, 444, 480, 486, 487):

"And during the reign of Ayyomi, he invaded Russia and Cherkasy. He put the provinces under the decree of the throne and appointed his own governors...". (p. 3:118)

Historically, it is necessary to study the roots of famous names of Iranian character - anthroponyms and toponyms in comparison with ancient sources [page 9:26]. In particular, their comparative study with the common heritage of the peoples of Central Asia and Iran "Avesta" provides many historical and linguistic facts.

It is known that many religious nouns are borrowed from the Arabic language. However, among the words on this topic, there are also many words belonging to the Iranian layer, and it is appropriate to look for their roots in "Avesta".

*Qozi-***قاضی -**is a judge in the Muslim community: "Qazi Safa and Qazi Miravaz and Qazi Khojanazar and Muhammadzahid Akhzundkim, ulamai mutabahirrin (scholars who are considered to be the "sea of knowledge") he was a teacher."

Sheikh **[**3:91-bet**]** **شیخ**

1. Theologian.
2. Tariqat Piri.
3. Kadamjo official.

For example: Father Sheikh Jalil (3:106-p)

Therefore, with the passage of time, various changes occur in the meaning and function of nouns, and in some of them, semantic phenomena such as ambiguity and ambiguity may occur.

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PEDAGOGICAL BASES OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE OFFICERS

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Abstract. *This article presents thoughts and opinions about scientific and pedagogical formation of professional competence of future officers , professional competence allows future officers to fully express themselves in any conditions.*

Keywords: *Competence, competency, informational competence, creativeness, communicative, extreme.*

INTRODUCTION

Currently, the system of training military specialists for all military units, institutions and organizations belonging to the Ministry of Defense is being improved in accordance with the requirements of the time. In addition, the existing training programs are being reworked, in which it is required that personnel pay more attention to the practice of learning weapons and combat techniques. One of the urgent problems is to provide all available opportunities for our people to lead a peaceful life and, most importantly, to ensure the strength of our integrity achieved as a result of independence. On the basis of the military reforms carried out by our country, all kinds of activities aimed at ensuring stability in our country are aimed at forming the personality of the future officer.

With these considerations in mind, in order to anticipate and eliminate threats to the stability of the state, future officers must understand their negative nature, be correct, clear and firm, regardless of the situation. it is necessary to be a competent person who can make decisions and is faithful to his duty and oath before the Motherland.

Therefore, military personnel (officers, sergeants, private soldiers) are required to constantly improve their skills in terms of combat readiness physically, mentally, immediately and professionally. This, in turn, is a sign that it is important for every serviceman, especially officers and sergeants, to understand and understand the essence of professional competence in the Armed Forces of our country.

➢ LITERATURE ANALYSIS AND METHODOLOGY

The essence of this issue is that in order for the cadets studying at the Higher Military Educational Institutions to become soldiers with intellectual potential, excellent knowledge, independent thinking and intellectual abilities, the pedagogue who educates them teachers, officers and sergeants must have social, personal, professional, extreme, psychological and other characteristics of competence.

The formation of professional competence of future officers means, first of all, the formation of educated and intellectual potential, strong will and strong training in fulfilling the duty of a military man, love for family, homeland and, of course, profession.

Competence is taken from the English language, the dictionary meaning of "competence" is "ability". Content refers to the concepts of "successful use of theoretically acquired knowledge in professional activity, high-level professional qualification, skill".

Competency is a constantly developing classification of a person during his professional activity, which is the ability to learn and solve problems that arise in any situation, to make firm decisions, the knowledge, skills and experience acquired and learned in the course of education. is the ability to apply skills and life experiences to professional activities.

The above-mentioned concepts of competence and competence have a broader meaning than the concepts of knowledge, skill, and competence, and they describe the qualities of a person such as worldview, ability to think, ability to make quick decisions, character and intelligence. contains z.

Currently, a number of studies are being carried out on the definition of the concept of competence and its important components and their content, as well as on the problems of their formation and development in various spheres of activity, including the Defense system.

Here are some qualities of professional competence:

•Social competence

• Personal competence

• Technological competence

• Special (or professional competence)

• Extreme competence

• Psychological, methodological, etc.

1. Social competence - to be active in social relations, to have skills, competences and ways of communication and rules of conduct in professional activities;

2. Special competence is the ability to prepare for the organization of activities at an independent level, to rationally solve the assigned tasks, to evaluate the results of one's activities, to independently acquire new knowledge and skills in one's specialty. On the basis of special competence, the following competences are highlighted:

- methodical competence - organizing the pedagogical process using various modern methods, choosing the right forms of activity and being able to use the selected methods effectively;

- information competence - searching for, collecting, sorting, processing necessary and useful information and using it appropriately and effectively in activities;

- creative competence - critical and creative approach to professional activity, ability to demonstrate one's creativity;

- innovative competence - promotion of new ideas to increase the quality of education and develop the efficiency of the educational process, their effective application in practical processes;

- communicative competence - being able to communicate sincerely with the participants of the educational process, that is, cadets, fully hear their opinions and have a positive influence on them.

3. Personal competence - to improve professional skills and qualifications in professional activities, to be able to fully demonstrate one's internal capabilities;

4. Technological competence - mastering advanced technologies that enrich BKM in professional activity, being able to use modern (multimedia, electronic board, computer) technologies.

5. Extreme competence - the ability to make a rational and firm decision in emergency situations (combat panic, suddenly receiving completely new orders).

DISCUSSION AND RESULTS

In addition to improving the quality of educational processes in higher military educational institutions, one of the main tasks of professors, officers and sergeants is to create conditions for the development and formation of the competence of cadets.

From a pedagogical point of view, the educational process of future officers is a part of teaching by educators (teacher, officer, sergeant, instructor) and learning by students. purposeful, systematic and cooperative activities.

In this process, the main pedagogical task of the teacher is as follows:

• organizing and leading the training activities of cadets;

• systematic and scientific description of the teaching material;

• creating interest and positive motivation in cadets for learning;

• formation of features of independent learning, development of skills and qualifications in cadets;

• development of military-professional skills;

• assessment of knowledge, skills and qualifications of cadets, as well as professional skills.

As a result of such activities, cadets will acquire relevant knowledge, skills and abilities, and at the same time, their thinking, feelings will develop, their will and character will be strengthened, and their mental readiness will be formed to act in the process of performing combat missions.

This, in turn, implies the rules for the effective use of wide experiences, the continuous development of professional, theoretical and practical knowledge acquired in accordance with the requirements of the time, and the formation of professional competence. Professional competence creates the basis for acquiring life experience skills in the process of organizing their professional activities.

In the course of their professional activities, senior officers should have the following skills:

• to improve professional, theoretical and practical knowledge, to constantly expand one's independent thinking ability, worldview, knowledge and experience, to obtain new information using information and communication technologies, to learn best practices;

• To conscientiously approach the fulfillment of the duty to the country and to serve sincerely, to preserve our material and spiritual wealth, to have a respectful relationship with our national values;

• formation of logical thinking skills, development of intelligence, observation, and intellectual potential related to knowledge, making non-standard decisions independently in stressful situations;

• perform military duties and responsibilities within the framework of general military regulations during the service period, behave decently in public places, pay attention to personal behavior, do not violate the regulations of the regulations;

• must have the ability to learn foreign languages, listen to audio and video texts, understand their meaning and analyze them, and communicate.

CONCLUSION

From the comments presented in the article, it can be concluded that in the formation of professional competence in officers, it is necessary to make changes in the content and form of the educational process in higher military educational institutions, that is, to train cadets not only for certain periods, but for the whole education. it is necessary to ensure activities based on them

during the lim process. In addition to this, the theory of attitude is also important in the further development of professional competence of future officers, because attitude embodies the inclinations of a person and creates an opportunity to determine the professional orientation of a person.

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International Scientific Journal
Science and Innovation Series B
Volume 2 Issue 1

ISSN: 2181-3337

LLC “Science and innovation”
License №:038864 15.09.2022
Address: 100155, Uzbekistan, Tashkent city, Sergeli district, Quruvchi, 22/43.
Scientists.uz, info@scientists.uz, +998901259654